

# GUIDELINES FOR ENGINEERING FACULTY DOCUMENTS

To assist the faculty in providing the data required for Engineering Faculty Documents, the following guidelines are provided (numbers in parentheses refer to notes following). Examples are attached in the Appendix.

(1)			
(2)	Engineering Faculty Document No. <i>nn-yy</i>		
(3)	<i>Date</i> Page <i>x</i> of <i>y</i>		
	<b>To:</b>	The Faculty of the College of Engineering	
(4)	<b>From:</b>	<i>Originating School, Division, Committee or Council</i>	
(5)	<b>Subject:</b>	<i>New/Changes in/Deletion of (Descriptive Phrase)</i>	
(6)	<i>Introductory sentence or paragraph, or body of the document. Items to be specifically approved should be clearly delineated.</i>		
(7)	I.	<i>(Specific action indicated)</i> <i>Reason for action, if needed</i>	
	II.	<i>(Specific action indicated)</i> <i>Reason for action, if needed</i>	
	III.	<i>Etc.</i>	
	<i>Concluding sentence or paragraph if applicable.</i>		
(8)			
	<i>Requested by</i> _____		<i>Title</i>

Engineering Faculty Documents should be prepared and submitted to the Office of the Dean of Engineering as Microsoft WORD documents, using the following guidelines.

- (1) To provide for hole punching and binding of official copies, the left margin should be 1 ½" wide; the right may be as narrow as ½ - ¾".
- (2) The number for the Document may be obtained from the Office of the Dean of Engineering. Numbers issued two weeks before the end of the academic year will begin a new series and the last two digits will remain the same throughout the academic year; e.g., in July of 2004,

No. 1-04 was assigned and one of the previous year's second semester documents may have been assigned the number 21-03. Show the EFD number on each page of the document.

- (3) The date of the document may be decided on by the originator at the time the first copy is prepared. Documents extensively revised should bear the date of the latest modification of the document.
- (4) a. Generally, Engineering Faculty Documents originate with the various schools, departments and divisions to present course and curriculum changes to, and obtain approval of, the faculty. After approval, the documents become the authority for published catalogs, schedules, offerings of the College of Engineering, and the basis for determining whether a student has fulfilled the requirements for his or her degree.  
  
b. Engineering Faculty Documents also may originate as a result of actions initiated at an Engineering Faculty meeting, or as the result of an administrative proposal affecting the operations of the College of Engineering.  
  
c. A committee can make recommendations in the form of an Engineering Faculty Document provided its recommendations fall within the scope of the committee's jurisdiction.  
  
d. The legislation proposed by the document should be clearly separated from the explanatory information.
- (5) State the purpose of the document as concisely as possible, e.g., "Course Additions and Deletions," "Changes in 500- and 600-level Courses"; "Processing of Engineering Faculty Documents"; "Report on Certain Freshman Year Requirements." If only a course or two is involved, as precise a statement as the following may be used: "New Course, XI 555"; "Change in XE 556", etc.
- (6) This is a brief statement indicating who has approved and who is recommending the change, and the action being requested. In committee reports, this may be somewhat longer and may be a separate statement. If the document describes a course, the format used should adhere to the conventions used for catalog descriptions (see examples attached).
- (7) A document may contain recommendations for a number of changes, and if so, it is desirable to delineate these as Item I, II, etc.

**EXAMPLES:**

- I. Changes in title, manner of offering, course descriptions
- II. New Courses
- III. Deletion of Courses

OR:

- |      |                                    |
|------|------------------------------------|
| I.   | Change in Course Numbers and Title |
| II.  | New 500-Level Courses              |
| OR:  |                                    |
| I.   | Change in Curriculum               |
| II.  | New Courses                        |
| III. | Course Deletions                   |



- a. Effective dates of changes must be included. If the document has a limited number of changes, with the same effective date, it is preferred that this be stated in the introductory paragraph. Otherwise, a statement such as the following needs to be included for each change recommended: “The proposed change in XE 444 is to be effective beginning September 2004.”
- b. Effective dates for curriculum changes and changes in hours required for graduation are to be given with respect to an entering freshman class, rather than a graduating class; e.g., “The proposed curriculum is to be effective for students entering as freshmen in the College of Engineering in September 2004, and thereafter.”
- c. Explanation of a change in hours required for graduation should be clearly shown in an accompanying document; and, if an extensive change in the curriculum is involved, a listing of the courses currently offered in the curriculum should be included. (See example attached.)
- d. Each section should include the reason for the action recommended.

- (8) The document should be signed and the title of the signer should be given, e.g., Head (of the school); Chairman (of a committee), followed by the names of the members of the committee; Dean; etc.

### **Supporting Documentation**

Engineering Faculty Documents recommending new or revised courses or curricula generally should be accompanied by supporting documents. Such documents may vary in format, but should be concise yet complete enough to clearly convey to the faculty the nature of the action being recommended.

Supporting documents typically include details concerning curricular requirements, course outlines, etc. When the action is a revision of an existing curriculum or course, the both present and new descriptions should be included. Since the supporting documents may be scrutinized by accrediting bodies, it is good practice to include information of interest to these entities, such as engineering design content, intended learning objectives or outcomes, and curricular context (contribution to the educational objectives of the degree program).

For course outlines, assume 44 class meetings for 3-credit-hour courses; i.e., three 50-minute classes per week, minus the Labor Day and Martin Luther King holidays.

For new courses, it is helpful to list how many times the course has been offered as an experimental course (if applicable) and the enrollment in each such offering.

### **Additional Information**

1. Engineering Faculty Document 22-69 gives details about the processing of documents. The following points of procedure may also be of assistance:
  - a. When submitted to the Office of the Dean of Engineering, a new EFD is posted on the web site of the Committee on Faculty Relations. E-mail notification of the document's availability is sent to dean's Advisory Committee and copies of the EFD are provided to the Committee on Faculty Relations.
  - b. After distribution is approved, the Engineering Faculty is notified by e-mail of the document's availability on the College of Engineering website. If no questions are raised concerning the document during the subsequent two-week period, the Committee on Faculty Relations is authorized to approve the document on behalf of the faculty. If questions are raised, the time period before the document is approved may vary considerably – from immediately after the next Advisory Committee meeting through any or all stages outlined in EFD 22-69, Items 4 and 5. Once the document has been approved a Form No. 40 must be prepared and sent to the Office of the Dean of Engineering to forward to the Registrar.
  - c. 500- and 600-level courses also need approval by the Graduate Council. This is accomplished through the use a Form No. 40. The Office of the Dean of Engineering forwards the Form No. 40 and a copy of the EFD as approved by the Engineering Faculty to the Graduate School and the Registrar.

## **Additional Information Concerning Graduate Level Courses**

The Graduate Council has joint jurisdiction with the appropriate school faculties for approving 500-level courses.

The Graduate Council has final jurisdiction for approval of all 600-level courses. These courses are developed by the appropriate department and are forwarded, with the approval of the dean of the school, to the Graduate Council for appropriate action.

### *1. 500-level Courses (dual-level)*

The enrollment of undergraduates in 500-level courses is restricted to upper-division (i.e., junior and senior) students, unless a waiver has been granted to a particular lower-division student by the dean of the Graduate School after consultation with the instructor and the head of the department involved. In the rare case that a student of lower classification should be advised to enroll in a 500-level course, the *Course Request (Registrar's Form 23)* should contain a brief justification in the "comments" section and should bear the additional signatures of the instructor and department head responsible for the course in question.

### *2. 600-level Courses*

Courses at the 600-level generally are restricted to graduate students to facilitate the preservation of the highest course quality and, thereby, to help maintain strong graduate programs. However, some exceptional senior undergraduate students may be allowed to register for 600-level courses under the following conditions:

- a. The student has a cumulative index of at least 3.2 or has been admitted to a graduate program for a subsequent session; and
- b. The student's semester load is no more than 16 hours with the inclusion of one 600-level course.

### *3. New Graduate-level Courses and Upgrading of Level of Courses*

Proposals for new 500- and 600-level courses and proposals to upgrade the level of existing courses (e.g., 400 to 500 or 500 to 600) are made by submitting a *Request for Addition, Deletion, or Revision of a Course (Registrar's Form 40)*, along with 20 copies of a supporting document, to the Graduate School, via the head of the graduate program and the academic school dean. The proposed number for a new course is coordinated with the Office of the Registrar. (Only the original *Form 40* should be submitted. Copies of the *Form 40* will be made in the Graduate School after a Graduate Council document number has been assigned and typed on the form.)

The *Form 40* is transmitted to the Office of the Registrar after approval of the new course by the Graduate Council. The *Form 40* provides essential information, such as the title, class and credit hours, prerequisites required, etc. It also shows the course description as it is to appear in the *Graduate School* bulletin. This entry should provide a brief, crisp, and clear statement of what the course is about.

The supporting document required for each new course proposal should be limited to a maximum of four pages and should provide the following information:

- a. *Justification for the Course:* Explain how the course relates to other courses offered in the department and in other departments on the campus, and how it fulfills a recognized need. Engineering design content should be described. Indicate whether it is intended primarily for students in the department or as a course to serve students from other departments.
- b. *Level of the Course:* Justify the requested course level by indicating the anticipated enrollments of undergraduate and graduate students.
- c. *Prerequisites:* It is expected that prerequisite courses normally will be listed to specify prior knowledge required for successful completion of the course. If no prerequisites are listed, the reasons for their absence must be explained.
- d. *Course Instructor:* The identity of the faculty member(s) who will teach the course should be provided, if possible. Do not include *vitae*.
- e. *Course Outline:* An outline of topics to be covered and indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained.
- f. *Reading List:* A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.

#### *4. Revision or Deletion of Existing Graduate-level Courses or Addition of an Existing Course at Another Campus*

Requests to revise or delete existing graduate-level courses or to add an existing course at another campus are made by submitting a *Request for Addition, Deletion, or Revision of a Course (Registrar's Form 40)* to the Graduate School, via the head of the graduate program and the academic school dean. The top of the *Form 40* should be marked to indicate the nature of the change(s). Only the sections on the form that identify the course and that indicate the effective date and changes to be made need to be completed. These requests are reviewed and

approved administratively by the Graduate School and are reported to the Graduate Council.

If the number, title, and description of a course are all changed, it is considered to be a new course. A number that has been used for a course being deleted cannot be used again for a new course for at least four years. Instructions for completing *Registrar's Form 40* are specified on the back of the form.

Each year, the Graduate School, as authorized by the Graduate Council, distributes to departments lists of courses that have not been offered for five years. This annual review applies to all Purdue campuses. Departments are requested to either delete these courses or to provide justification for retaining them in the registrar's course master and in the *Graduate School* bulletin.