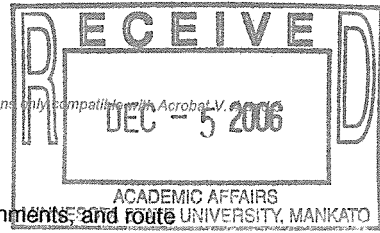




Minnesota State University, Mankato HOLD and CLEAR buttons are not compatible with Acrobat V.2
Curriculum Proposal



Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

| | | |
|---|---|-------------------------------------|
| College: Education | (Check all that apply): | Proposal # 302 |
| Department: Ed. Studies: Elementary and Early Childhood | <input checked="" type="checkbox"/> Undergraduate | Effective Date of Change: |
| Program: Early Childhood Education | <input type="checkbox"/> Graduate | Academic Year 06-07 |
| Type of Change: COURSE PROPOSALS | CIP # 13.1204 | (For Office Use Only) |
| Proposed: New Course | | Course Designator and Number |
| Title Current: | | Number of Credits |
| Title Proposed: Creative Arts Methods | | EEC 311 |
| 24-Char. Abbrev: Creative Arts Methods | | 3 |

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 Methods for young children's visual and performing arts to enhance children's initiative, creativity, and self-esteem while focusing on fine motor development.

Rationale or Justification for change:
 Creative arts standards have been assigned to other courses in the past (EEC 365: Infant/Toddler Methods and EEC 368: Preprimary Methods and Materials), but could not be given much attention due to the high number of standards assigned to those courses. This new course will more adequately address the creative arts.

*****For General Education or Cultural Diversity Courses Only*****

| | | |
|----------------------------------|---|--|
| General Education Course: | | Cultural Diversity Course: |
| GE Category # | GE Category Name (Maximum of 3 Categories) | (Please check one.) |
| N/A | | <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) |
| N/A | | <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.) |
| N/A | | |

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

| | | |
|--|--|--|
| (Check all that apply): | Instructional Type: Lecture | Course will be offered: |
| <input type="checkbox"/> Course is an elective. | Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N | <input type="checkbox"/> Fall Semester |
| <input checked="" type="checkbox"/> Course is required for program | | <input type="checkbox"/> Spring Semester |
| <input type="checkbox"/> Pre- or Co-requisites: | | <input type="checkbox"/> Summer Session |
| <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) | | |

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)
 Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes.
 c. A list of resources required to offer and support this course.
 d. A description of how teaching this course will affect department staffing.
 e. If 400/500 level course, an explanation of added expectations of graduate students.



Minnesota State University, Mankato
Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

Minnesota State University, Mankato
Curriculum Proposal

Signature Page

| | | | |
|--|----------------------|--|-----------------|
| Department | | | |
| <input checked="" type="checkbox"/> Recommended | (Category/ies _____) | <u>E. Sandell</u> | <u>11/21/06</u> |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | Department Chair | Date |
| Comments: | | | |
| College Curriculum Committee | | | |
| <input checked="" type="checkbox"/> Recommended | (Category/ies _____) | <u>Larry Reid</u> | <u>11-22-06</u> |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | Committee Chair | Date |
| Comments: | | | |
| College Dean | | | |
| <input checked="" type="checkbox"/> Recommended | (Category/ies _____) | <u>W. Blawie</u> | <u>12-5-06</u> |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | Dean | Date |
| Comments: | | | |
| General Education Subcommittee | | | |
| <input type="checkbox"/> Recommended | (Category/ies _____) | | |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | General Education Subcommittee Chair | Date |
| Comments: | | | |
| Undergraduate Curriculum and Academic Policy Committee | | | |
| <input type="checkbox"/> Recommended | (Category/ies _____) | <u>[Signature]</u> | <u>3/29/07</u> |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | UCAP Faculty Chair | Date |
| Comments: | | | |
| Faculty Association Graduate Committee | | | |
| <input type="checkbox"/> Recommended | | | |
| <input type="checkbox"/> Not Recommended | | Faculty Association Graduate Chair | Date |
| Comments: | | | |
| Graduate Dean | | | |
| <input type="checkbox"/> Recommended | | | |
| <input type="checkbox"/> Not Recommended | | Graduate Dean | Date |
| Comments: | | | |
| Academic Affairs Council | | | |
| <input type="checkbox"/> Recommended | (Category/ies _____) | <u>Donna Flannery</u> | <u>4/9/07</u> |
| <input type="checkbox"/> Not Recommended | (Category/ies _____) | Assistant Vice President | Date |
| Comments: | | | |
| Senior Vice President and Vice President for Academic Affairs | | | |
| <input checked="" type="checkbox"/> Approved | (Category/ies _____) | <u>[Signature]</u> | <u>4/9/07</u> |
| <input type="checkbox"/> Not Approved | (Category/ies _____) | Sr. Vice President / Vice Pres. Academic Affairs | Date |
| Comments: | | | |



Department of Educational Studies: Elementary and Early Childhood
1. EEC 311 (3) : Creative Arts Methods
 Semester, Year

| 2. Instructor Information | |
|----------------------------------|--------------|
| Instructor: | TBA |
| Department: | EEC |
| Office: | 507-389-1516 |
| Phone: | |
| Time and Location: | |
| Office Hours: | |
| E-mail: | |

3. Course Description:

Methods for young children's visual and performing arts to enhance children's initiative, creativity, and self-esteem while focusing on fine motor development.

4. Required Textbooks:

Schirmacher, Robert (2006). Art and Creative Development for Young Children, 5th Edition. Clifton Park, New York: Delmar

Kohl, Mary Ann and Judy McCoy. (1994). Scribble Art: Independent Creative Art Experiences for Children. Bellingham, Wa: Bright Ideas for Learning.

Kohl, MaryAnn F. (2005). Primary Art: It's the process, Not the product. Bellingham, Wa: Bright Ideas for Learning.

5. Conceptual Framework

Diverse Learning Communities: nurturing all learners to their fullest potential

6. Standards or Competencies Designated for this course

This course is part of the program of study for the undergraduate teacher licensure in Educational Studies: Elementary and Early Childhood. The course has been aligned to Minnesota Standards of Effective Practice with regards to Early Childhood Education.

| MnBOT Standards of Effective Practice for Initial Teacher Licensure | Role in Course | How assessed |
|--|----------------------|---|
| Subp. 3. Subject matter standard. A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to H. | | |
| B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: | | |
| (8) strategies for assessing an infant's or toddler's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that: | | |
| (b) build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion | Knowledge Assessment | Observe children play, written description of child's skill level ad form of expression |
| (c) create environments that provide opportunities for active physical exploration and the development of emerging fine and gross motor skills | Knowledge Assessment | Lesson plans, quiz on optimum learning environments |
| (9) strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: | | |
| (a) enhance infants' and toddlers' abilities to create their own ideas and solve problems through art, music, movement, dramatic play, and other creative activities | Knowledge Assessment | Lesson plans, skill activity to be taught at The Children's House |
| (b) develop experiences that encourage initiative, creativity, autonomy, and self-esteem, integrating adult support, comfort, and affection to facilitate these aspects of development; and | Knowledge Assessment | Lesson plans, skill activity to be taught at The Children's House |
| (c) create an envionment where infants ad toddlers are able to explore and expand their creative abilities | Knowledge Assessment | Design of learning environment, quiz, lesson plans |
| C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: | | |
| (7) Strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that: | | |

| | | |
|--|----------------------|--|
| (d) assist children in becoming competent in acquiring basic gross and fine motor skills | Knowledge Assessment | Demonstrate concept understanding in writing center and art center |
| (8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: | | |
| (a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings; | Knowledge Assessment | Individual/group demonstrations from lesson plans, quiz |
| (c) encourage children to express ideas and feelings; | Knowledge Assessment | Students present songs, plan a creative dramatics center complete with appropriate materials |
| (d) provide children with opportunities to use materials in self-selected and self-directed ways; | Knowledge Assessment | Plan play centers that incorporate creative dramatics, role playing, and creative movement |
| (e) use open-ended activities to reinforce positive self-esteem and individuality among children; and | Knowledge Assessment | Lesson plans, micro teaching activity at The Children's House |
| (f) promote shared problem solving, creativity, and conceptual integration among children | Knowledge Assessment | Class discussion, observation of children at The Children's House |
| D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: | | |
| (8) the central concepts and tools of inquiry for teaching visual and performing arts, including: | | |
| (a) providing primary-aged children with the time, materials, and opportunities to explore, manipulate, and create using a variety of media; | Knowledge Assessment | Class presentation of creative arts center components, observation at The Children's House |
| (b) providing primary-aged children with experiences producing, discussing, and enjoying various forms of the arts, including visual art, music, creative drama, and dance; | Knowledge Assessment | Class presentation, examine children's art work, observe and record examples of media and materials used for creative expression in child care centers |
| (c) enabling primary-aged children to understand how the arts represent different ways to perceive and interpret the world; | Knowledge Assessment | Student demonstration of art and music experiences, design and teach lesson that facilitate art and music experiences |
| (d) promoting primary-aged children's knowledge of various criteria for evaluating the arts; and | Knowledge Assessment | Create an art exhibit for possible use in a primary classroom, identify artist and musicians of the month, make a display of children's art work |

| | | |
|---|----------------------|--|
| (e) using a variety of artistic materials and techniques for discussing, experiencing, and thinking about important and interesting questions and phenomena with primary-aged children; and | Knowledge Assessment | Class presentation of creative arts center components, group share |
|---|----------------------|--|

7. Course Objectives

The student will:

- A. gain an understanding of the need for creative expression in early childhood education programs
- B. gain strategies to facilitate:
 - a. exploration with a variety of materials and media
 - b. relationship of space and objects as well as color, balance, and design
 - c. creative movement, drama and dance
 - d. creation of safe home and school play environments
 - e. fine motor development
- C. Knowledge of prevention and intervention programs that encourage children's development
- D. Recognition of family and their impact on the child's creative expression
- E. Assessment in the context of Minnesota's Early Childhood Indicators of Progress in documenting the development of young children in:
 - a. Fine Motor Development
 - b. Creating (using a variety of media and materials for exploration)
 - c. Responding (ability to talk and/or demonstrate what the child has done)
 - d. Evaluating (shares experiences about art and creative expression)
 - e. Cognitive development
 - f. Emotional development
- F. Connecting the arts to reading, language arts, and literacy

8. Instructional Strategies:

lecture, demonstrations, discussion, hands-on experiences, small group work, student presentations, videos, guest speakers, observations at The Children's House

9. Diversity

Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. (standard 4)

Students are exposed to diversity as it relates to individual differences in the development of young children's creativity and fine motor development. Cultural differences related to the arts are discussed.

10. Exceptionalities

Children with atypical development or delayed development will be discussed with regards to their differences in creativity and fine motor skills development.

11. Course Requirements:

| | |
|--|----------|
| Attendance and participation in class and class discussions | 5 pts. |
| Practicum teaching and related portfolio | 20 pts. |
| Two exams (75 pts. each) | 150 pts. |
| Poster session describing a creative arts center | 25 pts. |
| One paper describing the link between creative expression and literacy development | 50 pts. |

12. Evaluation

- A: 92-100%
- B: 83-91%
- C: 75-82 %
- D: 66-74%

13.TEXT OUTLINE

Schirmmacher:

1. Understanding Creativity
2. Creative Thinking
3. Creative Experience
4. Art and the Developing Child
5. Special Needs and Cultural Diversity
6. Children's Artist Development
7. Elements of Art
8. Aesthetics
9. Sensory Experience
10. The Complete Childhood Art Program
11. Child-Centered Art vs. Teacher-Directed Projects
12. Planning, Implementing, and Evaluating Art
13. Integration of Art across the Early Childhood Curriculum
14. The Art Center
15. Roles and Strategies that facilitate Children's Artistic Expression
16. Responding to Children's Art
17. Art Assessment

14. Other:

ACADEMIC HONESTY POLICY:

(<http://www.mnsu.edu/welcome3/Publications/basic-stuff/policies>)

"In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of the University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, expulsion)."

Please visit the above-cited webpage for the complete policy.

COMMUNICATION OF CONCERNS:

A "Communication of Concerns" form will be filed when a student does not exhibit appropriate behaviors as one prepares to become a professional educator. Inappropriate behaviors include, but are not limited to: late assignments, tardiness, excessive absences, sleeping in class, a pattern of non-participation or over-participation, improper attire, disregard of chain of command when approaching problem solving, etc.. Additionally, continual disregard of behaviors that reflect Domain D: Professionalism may result in a minimal grade reduction of one letter grade.

ELECTRONIC DEVICES: Cell phones are to be turned off in class. Laptop computers may be used for appropriate note taking, but improper use of computers in class (surfing the net, e-messaging, checking e-mail, etc...) will result in the loss of the privilege of having computers in class as well as a Communication of Concern being filed.

You replied on 11/21/2006 12:27 PM.

Traynor, Marsha J

From: Sandell, Elizabeth Jill
To: Traynor, Marsha J; Reid, Guynel
Cc:
Subject: FW: EEC department faculty vote
Attachments:

Sent: Tue 11/21/2006 11:48 AM

-----Original Message-----

From: Sandell, Elizabeth Jill
Sent: Tuesday, November 21, 2006 9:28 AM
To: Good, Linda A
Subject: ES:EEC department faculty vote
Importance: High

The results were

10 votes to require HP 413 as an ECE program requirement, but for one credit (one of these votes was an anonymous vote under my office door)

6 votes to require EEC 311: Creative Arts Methods as a 3-credit course. (one of these votes was an anonymous vote under my office door)

4 votes to require EEC 311: Creative Arts Methods as a 2-credit course.

There were 5 EEC faculty members who did not vote:

Beth

 This message was sent with high importance.

Handler, Beth R

From: Sandell, Elizabeth Jill **Sent:** Fri 11/17/2006 9:45 AM
To: Rushing, Garold M; Folsom-Meek, Sherry L; Akuffo, Patrick B
Cc: Good, Linda A; Reuter, Steven; Maldonado, Virginia V; Duran, Lillian K; Handler, Beth R; Cronn-Mills, Daniel; Traynor, Marsha J
Subject: HP and Changes to EEC program
Attachments:

Hello, Colleagues:

Our EEC faculty have considered the possibilities that Steve Reuter brought back to our department after his meeting with HP faculty.

We are revising our curriculum proposals to allow for 1 credit from HP 413.

We would appreciate it if the HP department would put forth a proposal to make HP 413 a variable credit course so that our ECE majors can enroll for 1 credit. Please be sure to include our necessary Board of Teaching Standards in all versions of the course syllabus. You may get a list of these standards from Dr. Linda Good in our department.

Thank you.

Beth Sandell
Chairperson
Educational Studies: Elementary and Early Childhood
328 Armstrong Hall
Minnesota State University, Mankato
507-389-1516

Subject: FW: HP and Changes to EEC program

Date: Wednesday, November 22, 2006 6:59 AM

From: Sandell, Elizabeth Jill <elizabeth.sandell@mnsu.edu>

To: "Reid, Guynel" <guynel.reid@mnsu.edu>

Conversation: HP and Changes to EEC program

From: Cronn-Mills, Daniel

Sent: Tuesday, November 21, 2006 4:48 PM

To: Folsom-Meek, Sherry L; Sandell, Elizabeth Jill; Rushing, Garold M; Akuffo, Patrick B

Cc: Good, Linda A; Reuter, Steven; Maldonado, Virginia V; Duran, Lillian K; Handler, Beth R; Traynor, Marsha J

Subject: RE: HP and Changes to EEC program


Well done to all.

Be sure to attach this e-mail to all appropriately impacted proposals to ensure the review process is expediated.

Thanks,

Dan C-M

UCAP Faculty Chair

 **From:** Folsom-Meek, Sherry L

Sent: Tuesday, November 21, 2006 4:06 PM

To: Sandell, Elizabeth Jill; Rushing, Garold M; Akuffo, Patrick B

Cc: Good, Linda A; Reuter, Steven; Maldonado, Virginia V; Duran, Lillian K; Handler, Beth R; Cronn-Mills, Daniel; Traynor, Marsha J

Subject: Re: HP and Changes to EEC program

Importance: High

We will add a 1 credit section to HP 4/513 Lifespan Motor Development. We will incorporate your Board of Teaching Standards into the course. It will meet concurrently with the 2 credit section for the first half of a semester. I don't know if it is possible to rename the course to: Early Childhood Motor Development. We will try, as I believe it is a more appropriate title. As soon as Dr. Akuffo devises a new syllabus with your

standards, we will move the new course through the curricular process.

Sherry

--
Sherry L Folsom-Meek, PhD
Professor and Coordinator of Developmental Adapted Physical Education
Department of Human Performance
Minnesota State University, Mankato
1400 HC
Mankato, MN 56001
E-mail: sherry.folsom-meek@mnsu.edu
Telephone: 507.389.2626
Fax: 507.389.5618

On 11/17/06 9:45 AM, "Sandell, Elizabeth Jill" <elizabeth.sandell@mnsu.edu> wrote:
Hello, Colleagues:

Our EEC faculty have considered the possibilities that Steve Reuter brought back to our department after his meeting with HP faculty.

We are revising our curriculum proposals to allow for 1 credit from HP 413.

We would appreciate it if the HP department would put forth a proposal to make HP 413 a variable credit course so that our ECE majors can enroll for 1 credit. Please be sure to include our necessary Board of Teaching Standards in all versions of the course syllabus. You may get a list of these standards from Dr. Linda Good in our department.

Thank you.

Beth Sandell
Chairperson
Educational Studies: Elementary and Early Childhood
328 Armstrong Hall
Minnesota State University, Mankato
507-389-1516

No additional resources are required to teach this course.

The MSU Library has videos, books, CD's, and materials (such as puppets) that relate to creative arts for young children. Departmental faculty have additional personal resources for course delivery. The Children's House has materials that can be used.

Departmental Staffing:

An additional faculty member has been requested for the early childhood education program. Adjunct faculty are frequently hired to teach additional courses in this program as well.

(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)

Please check all curriculum proposals for the following, and attach checklist to proposal.

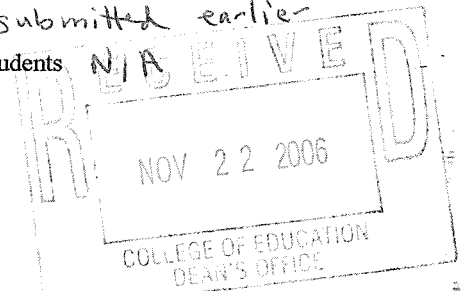
If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # _____ Proposal Name EEC 311 (3): Creative Movement

For New Courses:

(revised)

- Syllabus or course outline (with proposed course designator/number)
- Course's student learning outcomes
- A list of resources required to offer and support this course *submitted earlier*
- A description of how teaching this course will affect department staffing *submitted earlier*
- If 400/500 level course, an explanation of added expectations of graduate students
- Course description/bulletin copy



If GE or CD:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.
- For Writing Intensive Courses, attach a description of the kind and quantity of writing
- For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

For New Programs or Redesigned Programs:

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- Program Assessment Plan. Forms are available on the Academic Affairs Web site.
- List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

For all proposals:

- Bulletin copy should not exceed 40 words for courses or 100 words for programs.
- Appropriate signatures are in place.

