Curriculum Process System

Fields and Instructions

for

New Course Proposal

*General Instructions:* This form is to propose new course for a major, minor, or elective. Consult [Policy and Procedures for Awarding Credit](http://www.etsu.edu/senate/facultyhandbook/section6.aspx#award_credit) prior to developing a proposal for a quick overview of the requirements of a proposal.

Many times a curricular revision proposal must accompany these proposals, and curriculum committee review only occurs with a completed “package” (all connected proposals). It is better to submit all proposals at the same time. Proposals can be saved until time for submission.

| Form Item | Instructions |
| --- | --- |
| College and Department | Be sure your college and department are identified correctly. Click on *Change College/Department* if not pre-populated or identified correctly, and select your college and department from the drop down menus.  WARNING: If either the college or department identifier is incorrect, routing of the proposal is stopped and the proposal becomes invalid. The proposal will have to be re-entered into the CPS. |
| Rubric | Enter the four-letter rubric of the course for the proposed action, e.g., ACCT, CHEM, ELPA, etc.  Rubrics must be approved previously by the Registrar.  Please confirm that the selected prefix is on the [ETSU course inventory](http://www.etsu.edu/reg/documents/PDF/Course_Inventory_in_Banner2.pdf)(Banner Screen SCACRSE) prior to submitting the proposal.  Instructions for the Banner screen are found on the Registrar’s Website. |
| Course Number | Enter an appropriate four-digit number that identifies the level of the course. Include any other identifying information (e.g., dual listed courses end with 7; Honors courses end with 8; and entrepreneurial courses end with 56).  Note: Learning outcomes for a course, presented on the syllabus, are judged according to the level of the course.  Please confirm that the selected number is not already on the [ETSU course inventory](http://www.etsu.edu/reg/documents/PDF/Course_Inventory_in_Banner2.pdf)(Banner Screen SCACRSE) prior to submitting the proposal.  Instructions for the Banner screen are found on the Registrar’s Website. |
| Cross-listed Course Subject Rubric | Enter proposed rubric for cross-listing the course. Course numbers are the same. Cross-listed courses are encouraged only where appropriate and must be supported by a very specific rationale, which is entered in the *Explain special circumstances that justify proposal for cross-listing* narrative box that follows.  Leave blank if not applicable. |
| Dual-Listed Course Number | Enter proposed dual-listed number. Leave blank if not applicable.  Some courses may be approved, for example, for undergraduate-graduate dual enrollment (4xx7/5xx7) or combined graduate levels (5xx7/6xx7). Be sure the numbers are available by consulting the [course inventory.](http://www.etsu.edu/reg/documents/PDF/Course_Inventory_in_Banner2.pdf) |
| Explain special circumstances that justify proposal for cross-listing. | “Make the case” for cross-listing the course. Cross-listing is based on course content that deals with more than one subject area in a substantive and interdisciplinary way. Cross-listing should be undertaken only when it has a significant purpose and supported by a specific rationale. Creating multiple listing points in the course catalog is not considered to be sufficient justification for cross-listing.  Leave blank if not applicable. |
| Course Title | Enter the course title as it should appear in the catalog. |
| Transcript Title | Enter a transcript title that clearly represents the course. Titles are limited to 30 characters including periods, ampersands, slashes, dashes, and spaces. Often the course title is longer, necessitating the use of abbreviations. If abbreviations are used, the information presented should be clear and accurately represent the course. |
| Rationale for Proposal | Explain *why* your department needs this course or program, *what* role does it fill in the curriculum, and *how* it supports improvement. “Make the case” or “tell the story” for offering the course or program by emphasizing the reason it is needed for educational purposes. This response item is very important to review committees and sets the stage for review. |
| Credits(fixed or minimum) | Enter the number of credits (fixed or minimum) proposed for this course. Consult [Policy and Procedures for Awarding Credit](http://www.etsu.edu/senate/facultyhandbook/section6.aspx#award_credit) for criteria to be considered for credit awards.  Most courses are for a “fixed” amount of credits, usually three credits. If credit is “fixed,” enter the number in this field and choose NA in the next field.  Some courses have variable credits. For instance, an independent study class may have 1-3 or 3-6 credit hours. Therefore, if the proposed course has variable credit, enter the minimum credit in this field and the maximum in the next field.  Review committees minimally consider course content, assignments, and learning outcomes when approving credits for a course. |
| Credit Hours (maximum) | Choose NA for courses that do not have variable credit or choose a number for the maximum credit of the course. |
| Prerequisites | Only a course rubric + number can be listed as a prerequisite. Be conservative and avoid redundancy in listing prerequisites. For example, ENGL 1010 is a prerequisite for ENGL 1020; ENGL 1020 is a prerequisite for literature courses; thus, only ENGL 1020 needs to be listed for literature courses.  Prerequisite courses must be on the approved course inventory, and not listed as experimental.  Course prerequisites are enforced during registration. A student who does not meet the prerequisite(s) will not be able to register for the course.  Worded prerequisites, such as *department approval* or *junior standing,* may be added at the end of the catalog description. Do not enter worded prerequisites in this input field. Written prerequisites are not enforceable during registration unless the department limits enrollment to zero and permits each student.  A course cannot be both a prerequisite and a corequisite.  Leave blank if none are required. If the proposed course does not indicate prerequisites, the review committees will expect an explanation as learning is a hierarchal cognitive process. An upper division course implies foundation learning. |
| Corequisites | Similar to prerequisites, only approved course rubrics/numbers can be used as enforceable corequisites.  Worded corequisites may be added at the end of the catalog description. These corequisites are not enforceable during registration unless the department limits enrollment to zero and permits each student.  A course cannot be both a prerequisite and a corequisite.  Leave blank if none are required. |
| Course Description | Enter a concise course description to be published in the appropriate ETSU catalog.  Write description in present, not future tense. For example, instead of saying “The significance of … will be addressed,” say “is addressed.” Generally, the word “will” is not used.  Only in unusual circumstances should course requirements (e.g., 25 hours of community service) be included in the description.  Include any written prerequisite or corequisites at the end of the description.  If the course is repeatable for credit, also identify the maximum credits.  For instance, include at the end of the description:  “Course repeatable for credit, maximum 6 credits.” |
| Grade Type  (Letter; Pass/Fail; Satisfactory/  Unsatisfactory/No Credit Lab) | Choose the type of grade for this course on the drop-down menu. |
| Course planned for school personnel licensure? (Yes/No) | Answer the question by choosing either “Yes” or “No” on the drop-down menu.  A “Yes” response routes the proposal to the Teacher Education Council.  The Teacher Education Council must review and approve proposals for courses that will be required in a program that leads to a professional license for work in schools (e.g., teacher, school social worker, principal).  If your department offers any teacher education and/or school licensure programs, please contact the Certification Officer in the College of Education to determine if this proposed action requires review by the Teacher Education Council (439-7562). |
| Course proposed for Honors? (Yes/No) | Answer the question by choosing either Yes or No on the drop-down menu. A “Yes” response routes the proposal to the Honors-in-Discipline Council for approval.  The Honors-in-Discipline Council reviews and approves proposals for courses that will be designated (last digit is 8) as required or recommended for students in ETSU Honors programs. |
| Course proposed for ETSU Study Abroad? (Yes/No) | Answer the question by choosing either Yes or No on the drop-down menu.  This question does not affect the routing of this proposal. If yes, consult [Study Abroad Programs](http://www.etsu.edu/honors/international/faculty/proposeteach.aspx).  The following forms must be submitted for review and approval by the International Advisory Council:  [Study Abroad Proposed Logistics](http://www.etsu.edu/honors/international/documents/Study_Abroad_Proposed_Logistics_2011.docx) and  [Study Abroad Budget](http://www.etsu.edu/honors/international/documents/Copy_of_Study_Abroad_Program_Budget_FORM_Updated_Dec_2011_RAP.xlsx)  Submission of these forms is necessary for university-level curricular review and approval. |
| Course to be required for major, minor, or graduate degree in requesting department?  (Yes, Requires Curriculum Proposal/No) | Answer the question by choosing either Yes or No on the drop-down menu.  If this course is proposed to be a requirement for a major, minor, or graduate degree in the requesting department, a curriculum proposal (non-substantive curriculum change or TBR substantive curriculum revision) must be submitted at the same time. Reviewing bodies consider all pertinent proposals together. |
| Course to be required for major, minor, or graduate degreein another department?  (Yes, Requires Curriculum Proposal/No) | Answer the question by choosing either Yes or No on the drop-down menu.  If this course is proposed for a major, minor, or graduate degree in a department other than the requesting department, a curriculum proposal (non-substantive curriculum change or TBR substantive curriculum revision) must be submitted by the other department at the same time. Reviewing bodies consider all pertinent proposals together.  Confer with the department chair of the other department as to how this course would impact the other program and ask him/her to send an email regarding his/her approval—or not—to the chair of the appropriate curriculum committee. |
| Course repeatable for credit? | Answer the question by choosing either Yes or No on the drop-down menu.  Course may be taken multiple times and credit earned each time. Appropriate for repeatable credit are courses that cover different subjects or experiences, e.g., Special Topics courses.  At the end of the catalog description, state that the course is repeatable and identify the maximum credits that can be earned. |
| Course similar to course(s) in other departments? | Answer the question by choosing either Yes or No on the drop-down menu.  When proposing a new course, it is important to determine if other departments offer a similar course or a course that has the appearance of being similar. Prior to submitting a proposal, contact the department offering the similar course to determine the appropriateness of that course for your program and that department’s capacity to provide instruction that could meet your purpose and needs.   Documentation that these actions have been completed will simplify the curriculum considerations for the proposed new course. The lack of such documentation often leads to deferred action on a new course proposal. The best time to resolve potential conflicts is prior to submission of the proposal.  Give contact information regarding similar courses in the designated text box below that is titled *Contact information for similar courses.*  The university curriculum committees require hard copy documentation from chairs of departments who offer similar courses. Please request a memorandum from chair(s) with similar courses to be forwarded directly to those committees. |
| Primary Instructional Media: | Identify the *primary* instructional media on the drop-down menu.  This information is required for Tennessee Board of Regents (TBR) reporting. Please choose the most typical instructional media (delivery) to be used for this course. This choice does not prevent sections of the course being offered in other media. |
| Proposed Implementation Term | Indicate the term/year this implementation is proposed to occur so that the course can be entered into the course inventory and, therefore, be available for scheduling.  In the event the approval process extends into the proposed implementation term, the next term will be used.  This section is under advisement. |
| Semester(s) previously offered experimentally and enrollment | Leave blank if not applicable to this proposal.  If this course was offered experimentally, indicate all offerings using the following format: semester, year (number students); semester, year (number students); etc. Separate each offering with a semicolon.  Put the most recent experimental offering first. Example: Fall, 2012 (35); Fall, 2011 (20) |
| Contact information for similar courses | Leave blank if not applicable to this proposal.  If *Yes* was indicated for the *Course similar to course(s) in other departments?* enter contact information after discussing the proposed course with another department chair: date of contact, department, course, chair’s name, and chair’s e-mail address. If there is more than one contact, separate by semicolons.   Example: January 15, 2007, Department of XX, ABCD 1234, Dr. John Doe, [doej@etsu.edu](mailto:doej@etsu.edu);  January 15, 2007, Department of YY, Dr. Jane S. Doe, [doej@etsu.edu](mailto:doej@etsu.edu)  Documentation that these actions have been completed simplifies the curriculum considerations for the proposed new course. The lack of such documentation often leads to deferred action on a new course proposal. The best time to resolve potential conflicts is prior to submission of the proposal. |
| Discuss the availability of adequate resources to deliver this course regarding...  - Staffing  - Technology  - Equipment  - Facilities | For the staffing section, identify all department faculty members who are qualified to teach this course. If this proposal is for a graduate or dual listed course (e.g., 4xx7/5xx7), indicate current graduate faculty status for each faculty member. If a search is being conducted for a qualified faculty member to teach the course, indicate this in the box.  For the other sections, enter “adequate” if that is accurate. If adequate resources are not available for any of these items, the department should not propose the course until resources are judged to be adequate. |

A syllabus must be submitted with this proposal. To attach a syllabus, click the 'View/Edit Syllabus' button (refer to the syllabus instructions). You can not submit the proposal until you have completed a syllabus.