



## Course Proposal Guidelines College Curriculum Council

Following approval from the sponsoring academic department, the CCC reviews proposals for new courses and substantive changes to existing courses to ensure that, as it states in Brown's [Faculty Rules](#), "academic standards and the goals of the undergraduate curriculum are properly met." Departments should note the deadlines for course proposal submission published on the Registrar's [website](#). Courses routed to the CCC/Graduate Council for review for any reason require a full syllabus.

### New Courses

New undergraduate courses taught by [voting faculty](#) (with the exception of those seeking a [curricular designation](#)) will be routed to the Registrar's Office, which will give a "fast-track" approval. Once pushed into Banner, these courses will be active for one semester. In order to offer the course a second time, a modified proposal, including a full syllabus, must be reviewed and approved by the CCC/Grad Council.

New courses taught by [adjunct/visiting faculty](#), [graduate-student instructors](#), and [courses seeking curricular designations](#), regardless of instructor type, are routed to CCC/Grad Council following department approval. Once approved, these courses are active indefinitely, unless they are not taught for five years. In such cases, the course needs to be reviewed by the CCC/Grad Council.

### Modified Courses

Modified course proposals must include a syllabus. Modifications that require CCC/GRDC review include:

- Increasing or lowering an enrollment limit
- Adding or removing FYS, SOPH, WRIT, DIAP, or CBLR
- The primary instructor is a graduate student
- Substantive change to content (title/description), or change to subject code (e.g., SLAV to CZCH)
- Re-use of an existing course number for a new course, or re-numbering a course
- Change to the number of times a course can be taken for credit, or the credit value of a course
- The course is taught by a voting faculty member for the second time, or the course has been inactive for any other reason.

### Syllabus Guidelines

See the Sheridan Center for Teaching and Learning's [Syllabus Guidelines](#) for additional details. A satisfactory syllabus will include the following:

- **Introductory information:** title, instructor, contact information and office hours (if known).
- **Course description, including expected allocation**
  - Overview and rationale: what students will learn, the importance and relevance of the learning goals, and who should be interested in this course.
  - Prerequisites (or statement that there are none)
  - Class delivery methods (is this a seminar with discussion? primarily lecture driven? etc.)
  - **Writing-designated course statement (if applicable): WRIT courses require a minimum of two written assignments and a mechanism for providing substantive feedback on the writing (from the instructor, peer review, teaching assistants, etc.). WRIT courses should provide a statement explaining the feedback mechanism for this particular course.**
  - **Additional information pertaining to the curricular designation, if applicable.**



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- **Course policies**
  - Expectations around attendance, participation, late work, etc.
  - Policy statements regarding academic integrity
  - **Notice regarding academic accommodations and short-term adjustments:**
    - **Students seeking accommodations due to a disability or medical condition should contact the Office of Student and Employee Accessibility Services (SEAS).**
    - **Students in need of short-term academic advice or support can contact a dean in the Dean of the College office.**
    - **Students seeking psychological support should contact Counseling and Psychological Services.**
  
- **Course schedule, workload, and textbook information**
  - Weekly class schedule by topic or by readings
  - **Work required or recommended of students in class (e.g., lecture, lab, discussion, studio work) and out-of-class (e.g., reading, problem sets, research project, papers, field trip, creative work), with a reasonable estimate of time needed for completion. Time estimated to complete activities and assessments (inside and out of class) should total no fewer than 180 hours over the 15-week term -- or, on average, a minimum of 12 hours per week. Rice University's Center for Teaching Excellence has compiled a research-based estimator for reading- and writing-related assignments, which may serve as a starting point for some classes. You might also complete the task and assume that students will require 3-4 times as long to complete it (Carnegie Mellon's Center for Teaching and Learning).**
  - **Required (and optional) texts and/or materials, and approximate pricing information<sup>1</sup>**
  - For courses that have a final paper or other substantial products that will be graded, information on the process by which students will produce the final work should be provided. For example, if a paper constitutes a large portion of the final grade, will the professor need to approve the topic, see an outline, see a draft of an abstract? A course with a substantial project and no scaffolding or “check-ins” would leave students unsure of their grades until the very end of the semester and will thus be flagged by the CCC.
  
- **Assessment**
  - Method by which students will be evaluated and receive feedback on their learning
  - Types and deadlines for assessment – papers, presentations, problem sets, exams, etc. Courses under the 2000-level should have a graded assessment by the 4<sup>th</sup> week of the term.
  - Weighting given to the various types of assessment. *Note: Any grade based on “Participation” that is greater than 15% of the final grade must describe how “Participation” will be assessed. This could be in the form of a rubric or guidelines for “acceptable” or “passing” participation versus what constitutes substandard participation.*

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<sup>1</sup> In accordance with the Higher Education Opportunity Act, please post approximate textbook pricing information for both required and recommended materials.