Course Proposal Guidelines
College Curriculum Council

New Courses
After departmental approval, new graduate and undergraduate courses taught by Voting Faculty that do not have the FYS, SOPH, and/or WRIT designations will be routed to the Registrar's Office for review. In most cases, the Registrar's Office will give a “fast-track” approval for these courses. Once these courses are pushed into Banner, they will be active for only one semester. In order to offer the course again in a subsequent semester, a modified proposal will need to be reviewed and approved by the CCC.

All other new courses (taught by Adjunct/Visiting faculty and Grad instructors, as well as FYS, SOPH, and/or WRIT courses taught by Voting Faculty) are routed to CC after 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. Courses going to the CCC for review for any reason will need a full syllabus. Courses taught by graduate instructors also require submission of a CV.

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

- Increasing or lowering an enrollment limit
- Adding or removing FYS, SOPH, and/or WRIT
- Graduate TA listed as the primary instructor
- Course content (title/description) is drastically changing
- Re-use of an existing course number for a new course
- Changing a course from one subject to another (e.g., SLAV to CZCH)
- Re-numbering a course
- Credit value changes
- Changing the number of times a course can be taken for credit
- Fast-tracked courses that were originally pushed into Banner by a Registrar Reviewer and are being resubmitted for full CCC/GRDC review, and courses that are 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**
  Course title, instructor, instructor contact information, and office hours (if known).

- **Course description, including expected allocation**
  - Course 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 requirement 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.

- **Course policies**
  - Attendance (what are the expectations, especially around any missed classes)
  - Policies around participation (especially for seminars)
  - Late work and make up policies
  - 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 one of the deans in the Dean of the College office.
    - Students seeking psychological support services should contact Counseling and Psychological Services.

- **Course schedule, work load, and textbook information**
  - Weekly class schedule by topic or by readings
  - All 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, artistic or creative work), with a reasonable estimation of time needed to complete them. 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 can serve as a useful starting point for some classes. You might also complete the task yourself and assume that students will require 3-4 times as long to complete it (Carnegie Mellon’s Eberly Center for Teaching and Learning).
  - Required (and optional) texts and/or materials, and approximate pricing information
  - 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
  - Assessment types and deadlines – papers, presentations, problem sets, exams, etc. Courses under the 2000-level should have a graded assessment by the 4th 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 formalized rubric, or it could be general guidelines for “acceptable” or “passing” participation versus what constitutes substandard participation. While desirable in all cases, “Participation” allotments that come in at 15 percent or less of the final grade need not provide such information.

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