

The University of North Carolina at Greensboro

New Course Proposal Guidelines

Course Number

- Aligns with Department, Unit, and [University policy](#)
- Clearly conveys appropriate rigor
- Available course numbers can be identified by clicking on the “Course Numbers in Use” button on the [Propose New Course screen](#) (course prefix must be selected first)

Course Title

- Clearly communicates course content and level to students and others, and is used in course scheduling and transcript review
- Distinct from other course titles offered within the University
 - *Utilize the search function in [CIM Courseleaf](#) to review other course titles*

Rationale

- Written to help the Department, Unit, and University Curriculum Committees understand the proposal
- Fully explains the purpose and context and reviewers should get a clear sense of why the new course is needed
- Explains what the new course will offer that is not provided by current course offerings
- Describes the student demand
- Describes the expected enrollment in the course
- Avoids disciplinary jargon

Program Curriculum

- If the new course is included in program curriculum, the program(s) should be listed and the course should be indicated as required or optional.
- *New courses included in program curriculum should be added to the program(s), and a program revision should be submitted.*

Instructor Qualifications

- Must align with UNCG’s credentialing policy
- Explains what credentials/qualifications will be required of an instructor to teach the new course
- Provides a general explanation of how those educational qualifications align with the course content

Resources

- Explains how current faculty, other resources, and course scheduling will be adjusted to accommodate the request (based on the demand and expected enrollment in the rationale)
- Indicates existing courses that will not be offered as a result of the proposal
- Provides any other relevant context related to resources
- Indicates that the program has sufficient faculty to sustain offering this course

Level

- The correct course level should be selected.
 - Undergraduate: 100, 200, 300, 400
 - Graduate: 500, 600, 700, 800
 - For graduate courses, indicate if the intended level of instruction is master's or doctoral.

CIP Code

- The course CIP code is recommended to align with the program CIP
- Consider the course CIP code that best aligns with faculty qualifications and will best serve the department
- Course CIP codes are directly connected to state appropriation funding

Schedule Type

- [Course schedule type](#) aligns with the course title and description
- Only one course schedule type can be selected
- Aligns with the credit structure

Campus of Delivery

- Select all applicable campuses
- If online campus is selected, upload completed [QM & C-RAC forms](#) with the proposal
 - Indicate if online course delivery is asynchronous or synchronous
- If off-campus is selected, select an approved site should be selected. If “other” is selected, a complete address must be included.

Grading Method

- Pass/Fail or Standard Letter should be selected.
 - [Undergraduate Standard Letter Grades and Grade Points](#)
 - A = 4.0
 - A- = 3.7
 - B+ = 3/3
 - B = 3.0

- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D += 1.3
- D = 1.0
- D- = 0.7
- F/WF = 0.0
- Graduate Grading Scale for Permanent Course Grades
 - A = 4.0
 - A- = 3.7
 - B+ = 3.3
 - B = 3.0
 - B- = 2.7
 - C+ = 2.3
 - C = 2.0
 - F/WF = 0.0
 - W = 0.0
 - S/U = 0.0

Credit Hours

- Appropriate for the instruction and course content
- The credit hour structure should be in line with the [University guidelines](#)
 - Example lecture course structure: 3:3
 - Example lecture/lab course structure: 3:1:6

Repeat for Credit

- Indicate if the course should be repeated for credit
- The number of credits and/or times a course may be repeated should be appropriate
 - The maximum credits available should include the initial offering
- Types of courses typically allowed as repeat for credit
 - Special topics
 - Independent study
 - Internship/practicum
 - Performance/ensemble

Course description

- Concisely communicates the basic content of the course in 60 words or less
- Avoids disciplinary jargon

- Aligns with all other aspects of the course (i.e. title, schedule type, SLOs, assignments).

Prerequisites/Corequisites

- Clearly stated with the appropriate sequence indicated. “Permission of instructor” should be indicated if this is the only way a student can enroll in a course.
- Lists specific course numbers
- The department should ensure alignment of prerequisites and corequisites and overall program requirements so there are no “hidden requirements.” It should be clear whether courses are required or optional.

Registration Restriction

- Indicates populations to include or exclude from enrollment based on major and class level.

Student Learning Outcomes (SLOs)

- The SLOs listed in CIM should be common to all sections of the course
- Clearly stated and communicates what students should know or be able to do by the end of the course
- Measurable
- Align with course content and level.
- Evaluated based on the [SLO Guidelines](#)
- [Bloom’s Taxonomy](#) can be referenced.
- Example SLOs
 - Undergraduate:
 - Analyze how institutional structures and political incentives shape outcomes and individual political behavior.
 - Apply observational and analytical skills to examine issues relevant to the host community, using basic field inquiry or data gathering as appropriate.
 - Critically examine how archaeological data informs an argument.
 - Graduate:
 - Implement instructional plans that successfully integrate knowledge of content with knowledge of students.
 - Construct an effective dialogue regarding the artistic, technical, interpretive, scholarly, pedagogical, and administrative aspects of conducting.
 - Conduct peer teaching observations to strengthen instructional quality and collegial development.

Assignments

- Align with SLOs
- Are appropriate for the course level
- Indicate an accurate amount of work for the credit structure indicated

Major Assignment Mapping

- Provides a description of the assignment(s)
- Explains how the assignment(s) will provide evidence of student achievement of each SLO
 - Provides an example or explanation of how a student would demonstrate learning
- Evaluation methods should be appropriate to measuring achievement of SLOs
- Indicates percentage of the grade (percentage does not need to total 100)

Texts

- Appropriate for content area and level.
- If no texts are listed, a justification should be provided.

Principal Topics

- The topics should be clearly stated and aligned with the course title, description, etc.

Grading Scale

- The grading information should align with undergraduate and graduate grading policies.
- Graduate courses do not include grades of C-, D+, D, or D-.
- There is no standard grading scale that indicates how many points must be earned for a specific grade (ex. One instructor may indicate that an A = 90-100 and another instructor may indicate that A = 93-100).
 - Consult with the department to determine if a departmental grading scale exists.

Consultations

- Meant to explore the landscape of the subject area.
- Not meant to be an obstacle to proposals but to enhance the understanding of how the change will affect the students and University.
- Opportunity to engage in interdisciplinary conversations.
- Provide information as a courtesy and avoid course duplication.
- If a department is added as a consultation in CIM, the department will be added as an approval step in the workflow.
- If consultation occurs outside of CIM, documentation should be uploaded in CIM.
- Curriculum committees work to ensure relevant consultations have occurred.

General Education

- The course level should be appropriate for MAC (100-200).
- The course should be foundational.
- The course should foreground the MAC competency and the MAC student learning outcomes in the course content.
- The course should have no prerequisites.
- The course should be available to all students for registration.
- There should be a clear connection between listed assignments and MAC SLOs.