

The University of North Carolina at Greensboro

Revised Course Proposal Guidelines

Course Number

- Aligns with Department, Unit, and [University policy](#)
- Clearly conveys appropriate rigor
- Lateral course number changes (ex. changing the number from 390 to 350) are not allowed
- Consider how the other aspects of the course (i.e. title, description, SLOs, etc.) should be revised

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*
- Consider how the other aspects of the course (i.e. description, SLOs, etc.) should be revised.

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 revision is needed
 - Explains all of the proposed changes to the course fully
- Discusses any expected changes student demand or enrollment in the course.
- Avoids disciplinary jargon

Program Curriculum

- If the revised course is included in program curriculum, the program(s) should be listed and the course should be indicated as required or optional.

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

- Indicates that the program has sufficient faculty to sustain offering this course

CIP Code

- The course CIP code is recommended to align with the program CIP
- The course CIP code should align with faculty qualifications and 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

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

Grading Method

- Pass/Fail or Standard Letter

Credit Hours

- Consider how the other aspects of the course should be revised.
 - Change in content delivery
 - Description
 - SLOs
 - Schedule type
 - Alignment with the [University guidelines](#)
 - If course is included in program curriculum, program should be revised to reflect new credit hours
 - Consider impact to students currently enrolled in existing programs

Repeat 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

- Consider whether the revised description conveys a change that aligns more with a new course.
- Consider how the other aspects of the course (i.e. title, description, SLOs, etc.) should be revised.
- 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
 - Ex. 9 credits from a list of a prerequisite courses cannot be coded in Banner/Degree Works
- 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)

- Consider how the other aspects of the course (i.e. title, description, SLOs, etc.) should be revised.
- 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](#) and [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

- Consultation is meant to explore the landscape of the subject area.
- Consultation is not meant to be an obstacle to proposals but to enhance the understanding of how the change will affect the students and University.
- Consultation is an opportunity to engage in interdisciplinary conversations.
- Consultations 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.