

Curriculum Committee Guidelines for Reviewing New and Revised Graduate Courses August 2009

I. Identification

- A. *School*
- B. *Department* (official full designation of unit.)
- C. *Suggested Course Number* (Include official three letter department code.)
- D. *Course Title* (Short and as descriptive of content as possible.)
- E. *Catalog Description* (Be certain that the description agrees with the rationale and course outline)
- F. *Prerequisites* (List specific prerequisites by course numbers and names and make sure they are identical to prerequisites listed on the cover sheet.)
- G. *Special Conditions* (e.g., “matriculated students only”, “department permission”, “elective credit only”, “Yale Library use required”, etc.)
- H. *Probable Text(s)* (List the texts students will be required to obtain.)
- I. *Who prepared this proposal?*
- J. *Who will be presenting this proposal?*

II. Rationale

- A. Why is this course being proposed? Are other courses affected in any way by this course? Are other programs affected? What is the academic justification for the credits proposed (both student and faculty)?
- B. If this course be cross-listed, is a sound rationale provided? How will the departments coordinate management of the course and who will be responsible for teaching assignments?
- C. Which students are likely to take this course?

III. Course Description

- A. **Student Learning Outcomes**– This section should indicate what students will know and/or be able to do as a result of successfully completing the course requirements. Objectives should be written in terms of measurable student learning outcomes rather than in terms of what the course covers. Methods for measuring the completion of these student learning outcomes should be stated and should relate to the course evaluation procedure.
- B. **Course Outline** – A detailed course outline (not a syllabus) should clearly reflect the title, description, and rationale given previously. Length of each segment should reflect time and effort expended (percentage of total course) on that portion of the course. Content should reflect graduate level study.
- C. **Modes of Instruction** – On-line and/or on-ground activities the instructor and students will be doing in order to achieve the course objectives (e.g., listening to lectures, participating in discussions, analyzing cases, doing research, reading assignments, laboratory work, group products) should be clearly reported.
- D. **Evaluation** –The kind, number, and frequency of evaluation tools and the relative weight of each that will be used to determine student grades should be clearly described. The method of evaluation must be directly related to the student learning outcomes, and should reflect expectations of graduate level work.
- E. **Selected Bibliography** –The bibliography and other reference materials should be in the appropriate format for the discipline (e.g. APA). The specific items listed should be consistent with the content of the course and up-to-date.

IV. Recommendations

- A. Recommend as presented.
The course proposal clearly meets all required guidelines.
- B. Recommend with minor revisions.
The proposal content meets all required guidelines, but may need minor editing for clarification of points.
- C. Tabled.
Not enough information is presented to make a recommendation, OR
Incorrect format was used for proposal.
- D. Not Recommended.
Course content is not at a level consistent with graduate study, OR
Course duplicates an existing course.