

GUIDELINES FOR PROPOSALS FOR NEW AND REVISED GRADUATE COURSES

The

proposal for a new or revised graduate course must follow the outline given below. A proposal for a new course is not a syllabus, although a syllabus might be derived from the course proposal.

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* (Should not exceed 35 words. 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?* (This is optional. If you wish to be present at the curriculum committee meeting, please contact the committee chair).

II. Rationale

- A. Why are you proposing this course? Are other courses affected in any way by this course? Are other programs affected? What is the justification for the credits proposed (both student and faculty)?
- B. If you propose that this course be cross-listed, provide the rationale. State how the departments will coordinate management of the course and who will be responsible for teaching assignments.
- C. Which students are likely to take this course (specify if students taking this course will be from your program and/or other programs)? List any factors that might influence demand.

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. See Attached .
- B. **Course Outline** – Attach a detailed course outline (not a syllabus) which clearly reflects 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.
- C. **Modes of Instruction** – Describe what 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).
- D. **Evaluation** – Describe the kind, number, and frequency of evaluation tools and the relative weight of each that will be used to determine student grades. The evaluation must be directly related to the student learning outcomes.
- E. **Selected Bibliography** – Attach a bibliography and other reference materials in the appropriate format for the discipline.

Distribution: The original signed coversheet and 13 copies of the proposal must be delivered to the Graduate Office by the 15th of the month preceding the Curriculum Committee meeting.

An electronic version of the proposal must be e-mailed to Lisa Galvin at galvinl1@southernct.edu for a secure posting on WebCT for graduate councilors to review.

Implementation:

- Course syllabi must be consistent with the approved course proposal.
- The department is responsible for monitoring adherence to the catalogue description, content, and learner outcomes of the course, as approved by the Graduate Council.
- Any changes to the catalogue description, content, or learner outcomes of the course must be submitted to the Graduate Council Curriculum Committee as a course revision.
- Changes relative to modes of instruction and evaluation procedures do not require a course revision. However, evaluation procedures must be consistent with the learner outcomes.