Curriculum Change Guide for Creating a New Course

1. **Obtain faculty approval in the department that will offer the course.**
   Departments vary in how this approval is obtained, according to their policy statements.

2. **Prepare a formal curriculum change form.** In most departments, this is done through consultation with the department chair and the faculty member who initiated the proposal. For the proposal to be complete, all sections must be filled in.

3. **The department chair signs the proposal and forwards to the college curriculum committee.** In some colleges, this is managed through the dean’s office. In others, the chair should send the proposal directly to the college curriculum committee chair. Before doing so, the chair should determine that the proposal is complete. The chair may consult with college advising offices, in particular, to complete the section related to transfer articulation. Some colleges require a proposed syllabus. If this is a general education course, a syllabus will be required, according to the guidelines of the Committee to Oversee General Education.

4. **The college curriculum committee chair schedules the proposal for review by the college curriculum committee.** That committee is composed of faculty representatives from the departments, according to the policies of the college.

5. **The college curriculum committee chair sends approved proposals to the dean.**

6. **If the dean approves the proposal, the dean will send four copies of the proposal to the curriculum manager.**

7. **The curriculum manager will review the program for completeness and will forward the proposal to the catalog editor, unless it is a general education or teacher education course.**

8. **If the course is proposed for general education:** The university’s curriculum manager will forward the proposal, if complete, to the faculty senate office for review by the Committee to Oversee General Education. Once that committee has approved the proposal, the senate office will return the proposal to the curriculum manager, who will then send it to the catalog editor for implementation.

9. **If the course is to be part of a teacher education program:** It may be necessary for the proposal to be reviewed by the curriculum committee of the Professional Educator’s Board. In that instance the curriculum manager will send the proposal to the College of Education for that review. Exception: A new course proposal originating in the College of Education and which will be part of a teacher education proposal, will be reviewed by the curriculum committee of the Professional Educators Board before it is sent to the curriculum manager.
How to Complete the Curriculum Change Form

1. Check all of the boxes at the top of the form that apply. To create a new course, you would check the “New course” box. If the course has prerequisites or corequisites, you would also check that box. If it is general education, then check that box.

2. If you are creating a new course AND you want it to be required in a major or minor or graduate program, you will need two course proposals. One will create the course and the other will change the graduation requirements of the major or minor.

3. Enter the proposed course prefix and number. Since you are creating a new course, there is no “Existing course prefix and #.”

4. Enter credit hours and the proposed course title. This title must be exactly how you want the course to appear in the catalog.

5. Enter course prerequisites and co-requisites.
   a. Courses listed as prerequisites will be courses that must be completed (graded) prior to taking the course you are creating. The prerequisite may also have a minimum grade. For example, COM 2000 with a grade of C or better is prerequisite to COM 2010.
   b. Courses listed as co-requisites must be taken in the same semester. This means that the student information system will block the student from registering in only one of the courses. This will require a curriculum proposal for both courses if you want the co-requisite requirement to apply both ways.
   c. Course prerequisites than can also be taken as co-requisites means that the other course can be taken either before or at the same time. For example, BIOS 1110 (the separately numbered lab course for BIOS 1100) can be taken either before or at the same time as BIOS 1100).
   d. If you expect a minimum grade for the prerequisites, please enter. If left blank, a minimum grade of “D” will be implemented.
   e. If you want to restrict enrollment according to major codes, minor codes, or classification (Freshman, Sophomore, etc.), indicate in the space provided.

6. Specifications for University Schedule of Classes:
   a. The title for the schedule of classes has to be limited to 30 characters. Spaces and punctuation marks count as characters. In most cases, this is
the same as the course title, but sometimes the course title is too long and
must be abbreviated.

b. Enter “Yes” if this is a multi-topic course, if it is repeatable for credit or if
it has mandatory credit/no credit grading.

c. Enter type of class by checking ONE of the following boxes. Getting this
information entered correctly is essential since it affects reporting of
faculty workload.

   i. Lecture
   ii. Lab or Discussion
   iii. Lecture/lab/discussion
   iv. Seminar or Studio
   v. Independent study (This includes thesis and dissertation courses.)
   vi. Supervision or practicum (This includes internships.)

7. The chair must sign the form before sending to the Dean’s office. The chair
should check to see that all parts of the proposal are complete.

How to complete the curriculum change form, page 2:

The narrative section of the curriculum proposal must also be completed. Here are some
guidelines:

1. **Explain briefly and clearly the proposed improvement.** “This proposal creates
a new course, ENGL 4321 Medieval Poetry.” The exact catalog course
description should be on an attached page. Catalog course descriptions should be
short. Long discussions of the theoretical basis of the course should not be
included. Most course descriptions are about 50 words long.

2. **Rationale. Give your reason(s) for the proposed improvement. (If your
proposal includes prerequisites or co-requisites, justify those, too.)** The
rationale needs to be understandable by someone outside your discipline, but does
not need to be lengthy.

3. **Effect on other colleges, departments, or programs. If consultation with
others is required, attach evidence of consultation and support. If objections
have been raised, document the resolution. Demonstrate that the program
you propose is not a duplication of an existing one.** In completing this section,
be sure to take into account the effect of any pre-requisites in other departments.
If the pre-requisite is in the same college, make sure you have the other
department’s support and follow the advice of your dean’s office on how that
support should be secured. If the pre-requisite is in another college, the proposal
will have to have a letter from the **dean** of the other college (or that dean’s
designee) when the proposal is forwarded by the dean to the curriculum manager.
4. **Effect on your department’s programs.** Show how the proposed change fits with other departmental offerings. As with the other sections, this should be brief, but it should be explained.

5. **Effects on enrolled students.** For proposing a new course, this section can usually be brief.

6. **Student or external market demand.** If you have previously offered this as part of a multi-topic course, those enrollment numbers could be used to indicate demand. If there is a particular group of students likely to take the course, describe that group and indicate how many there are.

7. **Effects on resources.** Unless your department is adding faculty, any new course will require some adjustments. Will other courses be offered less often? If so, what are those courses? Are you eliminating other courses to make room for this one? If so, those course proposals should accompany this one.

8. **General Education criteria.** If you are proposing a general education course, this section must be completed in detail, with reference to the university’s general education policy, which contains the criteria. You must also attach a proposed syllabus for general education courses. You would use the same process if you are proposing that an existing course be approved for general education.

9. **List the learning outcomes for the proposed course.** These are the outcomes that the department will use for future assessments of the course. You should work with the department’s assessment committee or director to see to it that the learning outcomes for the course fit into the learning outcomes for the department’s majors, minors, and graduate programs, as appropriate. If this is to be a general education course, explain how the learning outcomes fit with the learning outcomes in the university’s general education policy in the undergraduate catalog.

10. **Describe how this curriculum change is in response to assessment outcomes that are part of departmental or college assessment/accreditation review.** It is expected that most curriculum changes are related to departmental or college assessments. You should describe how assessment/accreditation led to this change or indicate that it is not related. If this proposal was not prompted by assessment, then this section should state that.

11. **Describe, in detail, how this curriculum change affects transfer articulation from Michigan community colleges.** This step will take a lot of time, but will save time later on. In consultation with advisors, your department chair, or your college advising office, identify the courses at Michigan community colleges which should be considered transfer equivalents to this one. The offerings of all Michigan community colleges should be reviewed for this purpose.