

A step by step guide to writing new course proposals

# Overview

### This tutorial addresses:

- The Course Proposal Structure
- The Course Proposal Forms
- The Course Proposal Guidelines

The Course Proposal Process

### Note:

You can click on these to advance the presentation to that section.

### Note:

The slide contents advance automatically. You can advance to the next slide by clicking the arrows here...

### Note:

And if you click on the slide, all the content appears automatically

- Four main "gatekeepers" in the course approval process:
  - Department Curriculum Committee (DCC)
  - College Curriculum Committee (CCC)
  - Senate Curriculum Committees
  - Administration (Dean, VP for Academic Affairs)

DCC may be a formal or informal committee within the department

CCC has 7 voting members:

- ·1 from Senate C&I
- ·1 from Senate Grad Studies
- •5 Elected by CAS faculty
- ·1 non voting Dean's office liaison

Senate has 2 committees:

- 1. Curriculum & Instruction
- 2. Graduate Studies



### Department Curriculum Committees

- Size, composition, and procedures of committee vary by department and are set by department
- Smaller departments may lack a separate Curriculum Committee and in some cases the responsibilities devolve to the Chair or to the department as a whole



### College Curriculum Committee

- 7 Voting Members + Dean's Office Liaison
  - 5 elected by fulltime faculty members in college
    - 2 year terms; staggered rotation
  - 2 added through the Senate
    - One from C & I, one from Graduate Studies
- Website available here:

http://web.njcu.edu/dept/cas/Content/curriculum\_committee.asp

\*There's a link to the committee under the "faculty resources" link on the main CAS homepage

### Senate Committees: Curriculum & Instruction

- Handles undergraduate courses
- Composition:
  - 5 faculty/staff members elected by Senate
    - One faculty member from each of the colleges
    - Two faculty/staff members elected at-large
  - 1 student
- Members serve a 2 year term with a 2 term limit

### Senate Committees: Graduate Studies Committee

- Handles graduate courses
- Composed of:
  - 3 faculty members (one from each of the colleges) elected by Senate
  - An at-large faculty/staff person elected by Senate
  - A fulltime grad student appointed
  - Dean of Graduate Studies in a non-voting ex officio capacity
- Members serve a 2 year term with a 2 term limit



### Administration

- Dean
  - Receives and logs proposal and forwards to members of the College Curriculum Committee
  - Approves (or not) recommendations of the Curriculum Committee
  - If approved, forwards proposal to Senate President
- VP for Academic Affairs
  - Receives proposal after Senate has acted
  - Approves (or not) recommendations from the Senate
  - Returns proposal to relevant college administration and, if appropriate, forwards approved proposal to Registrar



# Course Proposal Forms

- The Senate creates and approves the course proposal forms (permanent and temporary)
- Permanent Course Approval Forms are available online here:
  - Senate Website:
     <a href="http://www.njcu.edu/dept/senate/forms/Permcourseapproval%20Oct%202009%20%282%29">http://www.njcu.edu/dept/senate/forms/Permcourseapproval%20Oct%202009%20%282%29</a>
     2%20%283%29.pdf
  - CAS Website: <a href="http://web.njcu.edu/dept/cas/Uploads/permapprovaloct09.pdf">http://web.njcu.edu/dept/cas/Uploads/permapprovaloct09.pdf</a>
- Temporary Course Approval Forms are available online here:
  - Senate Website:
     <a href="http://www.njcu.edu/dept/senate/forms/CourseapprvoalformTemporary%20Oct%202009%20">http://www.njcu.edu/dept/senate/forms/CourseapprvoalformTemporary%20Oct%202009%20</a>
     %282%291.pdf
  - CAS Website: <a href="http://web.njcu.edu/dept/cas/Uploads/tempapprovaloct09.pdf">http://web.njcu.edu/dept/cas/Uploads/tempapprovaloct09.pdf</a>

You can access these forms off of the main CAS webpage under "faculty resources"

On the CAS website file, you can enter your data directly and print



# Call de la company de la compa

# Some tips for completing the form

Note the 30 character limit for the abbreviated title

Make sure you indicate the type of approval by selecting the appropriate box

Make sure you indicate the proposed course level and place in the curriculum

#### [Revised Form Approved by Senate on 10/26/09] New Jersey City University

#### REQUEST FOR PERMANENT COURSE APPROVAL CHANGE

Abbreviated Course Title (30 characters Maximum)

Vice President for Academic Affairs

(Assigned by Registrar)

Course Number

Ill Course Title				
Other (specify ) Change in Exist	below) ting Course (specify change):			
Department(s)/Academic onit(s) of Origin				
Credit/Semester Hour Prereq	uisite(s)			
Type of Course (check all that apply):				
Graduate: 600 Vel 500 level	Undergraduate level: 100 9 200 9 300 9 400 9			
Academic Foundations: Genera	1 Studies Area (if applicable):			
Academic Foundations: General Major: Q required Q elective Interdisciplinary Program: Program	O cloctivo			
Cor conent(s):	Faculty Workload Hour(s):			
Component(s):	- Tacatey Workdown Hota(3).			
deatty Member(s) mittaking course, change				
APPROVAL RECOMMENDED:				
	Date:			
Chair, Department Curriculum Committee				
	Date:			
	Date:			
Chair, Department/Academic Unit				
Chair, Department/Academic Unit	Date:			
Chairperson(s) Consulted, Department(s)/Academic Unit	s:			
Chairperson(s) Consulted, Department(s)/Academic Unit (Courses that cross departmental/unit lines must be sub	s:			
Chairperson(s) Consulted, Department(s)/Academic Unit (Courses that cross departmental/unit lines must be sub submitting to the dean(s).	s: mitted to other chair(s) for consultation before			
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Chairperson(s) Consulted, Department(s)/Academic Unit (Courses that cross departmental/unit lines must be sub submitting to the dean(s).  Chair, College Curriculum Committee  Dean, College of Course Origin  Chair, Senate Curriculum and Instruction Committee OR	s: mitted to other chair(s) for consultation before  Date  Date			
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SEE COURSE PROPOSAL GUIDELINES

Circle if approval or change

The abbreviated title is necessary only if the full title exceeds 30 characters. If not, then the full title serves as both

Be careful. The checkboxes switch sides. They appear after the course number but before the required or elective

"Components" refers to lecture, lab, studio, etc.



# Some tips for completing the form

Make sure you indicate the proposed course level and place in the curriculum

"Components" refers to lecture, lab, studio, etc.

Enter a brief
rationale
explaining why you
are seeking
temporary course
approval

#### [Form Approved by Senate on 10/26/09] New Jersey City University

#### REQUEST FOR TEMPORARY COURSE APPROVAL

Course Title	
Credit/Semester Hours Prerequisite(s)	
Type of Course (check all that apply):  Graduate: 600 level 500 level Undergraduate:  Academic Foundations: General Studies Area (if apply Major: required elective Minor: re	plicable):
Interdisciplinary Program: required elective Component(s): Faculty Workload H	Hours(s).
Faculty Member(s) Initiating Course	
REASON FOR TEMPORARY APPROVAL REQUE	ST:
Semester that course will be taught under temporary approval:  NOTE: Course may be taught one semester only under temporary following receipt of temporary approval, any course planned as a production of the senate Curriculum and Instru	approval. Immediately ermanent part of the
the Senate Graduate Studies Committee for permanent approval.	
APPROVAL RECOMMENDED:  Chair, Department Curriculum Committee	Date
Chair, Department/Academic Unit	Date
Dean, College of Course Origin	Date
Vice President for Academic Affairs	Date
FOR NOTIFICATION PURPOSES: Chair, Senate Curriculum and Instruction Committee OR Chair Committee Date	
For Graduate Courses Only:	_
Dean Grad. Studies Dat For All Courses:	e
Registrar Dat	e
Course Number(Assigned by Registrar)	



Be careful. The checkboxes switch sides. They appear after the course number but before the required or elective

Remember to note the semester the course will run

And remember a course can only run once under temporary approval



# Guidelines

- The Course Proposal Form is essentially the cover sheet for the course proposal
- The Course Proposal itself is a document structured along guidelines that were developed and adopted by the University Senate

Onward to the guidelines





## Guidelines

 The guidelines are available on the Senate website here:

> http://www.njcu.edu/dept/senate/forms/Guidelines%20for%20Course%2 0Approval%202-03.pdf

 They are also available on the CAS website here:

http://web.njcu.edu/dept/cas/Uploads/courseapprovalguidelines.pdf



The basic info on the two forms is identical, the difference is one of layout and design. The CAS form is a single page that is easy to print and keep handy



PROPOSAL	

		COURSE PROPOSAL OUTLINE
1	ABBREVIATED COURSE TITLE	30 characters maximum
2.	FULL COURSE TITLE	The formal title for the course, no character max.
3.	CREDITS	Student earned credits (semester hours). Indicate on-line or blended and number of hrs. of class
4.	CATALOG DESCRIPTION	50 words maximum.
5.	COURSE PRE OR CO-REQUISITES	List all courses required, if applicable.
6.	RATIONALE	Indicate the reason/purpose for the course/change and the student group for which it is intended. Please address external demand such as accreditation, certification, licensure, employer requirement, changing community needs.
7.	STUDENT LEARNING OUTCOMES	Include discipline specific and generic outcomes: An "outcome" is a specific competency that you expect your students to master by the end of your course. Students will be able to, for example, explain, evaluate, appraise, analyze, integrate, compare, design, interpret, differentiate, identify, articulate, assess, compose, create, etc. See the Anderson and Krathwohl interpretation of Bloom's Taxonomies: http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
8.	Instructional Procedures	The instructional procedure and methodologies are detailed here, such as lecture, group discussion, case studies, demonstration, labs/studio, exercises, hands-on lessons, student presentation. In addition, the learning outcomes achieved, as detailed in the Department Learning Outcomes, should be included here as they relate to procedure.
9.	COURSE CONTENT	Course content and assignments are outlined in this section and should demonstrate how the Departmental Learning Outcomes are integrated within the class learning structure. Depending upon the learning structure weekly, quarterly, and assignment-based schedules are acceptable. Weekly, quarterly, or assignment based structures could include topic title, assignment, in-class exercise or demonstration. Please note: outcomes explain, evaluate, appraise, analyze, etc.
10.	Course Status	List course as Undergraduate, General Studies Program, other.
11.	GRADUATE COURSE STATUS	If applicable.
12.	PROGRAMMATIC/ DEPARTMENT OUTCOMES	Describe how the proposal supports the departmental and school mission. These outcomes should be stated within the proposal such as lifelong learning, effective leadership, etc.
13.	DEGREE REQUIREMENT	List if course is General Studies, FYE, area course, required, elective, or other. Specify how or if adoption of this course into an established curriculum will change the curriculum structure or credit requirements for the major and course pre-requisites.
14.	Specialized Accreditation	List certification, licensing, and/or accrediting agency requirement, if relevant. Indicate any impact the proposal will have on degree requirements in your other departments.
15.	ASSESSMENT OF STUDENT OUTCOMES & GRADING	Describe the course tools used for assessment such as class participation, exercises, lab or studio work, written assignments, examinations, and student projects.  Note: evaluation is concerned with issues of validity, accuracy, reliability, analysis, and reporting. The purpose of evaluation is to judge the merit or worth of a performance against a predefined standard.
16.	BIBLIOGRAPHY	Provide A) Required, B) Supporting, c) Periodicals, D) Online Material. Use the MLA format style or alternatively, APA, Chicago Manual. The Senate C & I Committee accepts multiple style guidelines from the colleges but requests the style be consistent. Senate guidelines direct that proposals indicate by asterisk the bibliographic entries that are currently held in the Guarini Library.
17.	SCHEDULING AND ENROLLMENT	
18.	Resources	List supplies and materials, equipment, space allocation, technology support.
19.	BUDGET	Monetary support required for the course resources.
		When submitting a course to the College of Arts & Sciences Curriculum Committee for approval, please number the pages of your course proposal and include only material relevant to your proposal.

### Course Proposal Outline available on CAS homepage

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# Guidelines

Some basic ground rules for the proposal:

[Form Approved on 2-03]
Guidelines for Requesting New Course Approval and Course Changes

### Each request must:

(a) be typed on 8 1/2" x 11" white paper,

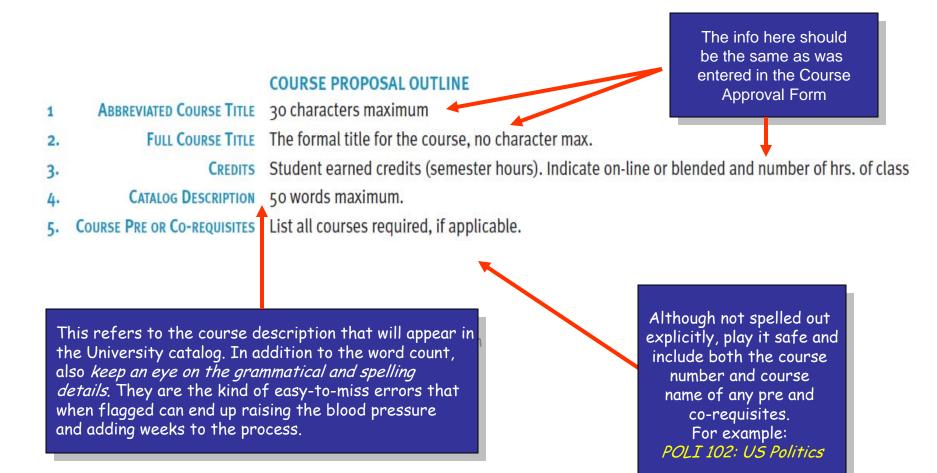
- (a) Remember to type the proposal
- (b) be attached to the Course Approval/Change Routing Slip,
- (c) include the information indicated below with corresponding numbers,
- (d) in the case of graduate courses, be submitted to the appropriate dean and director of graduate studies prior to submission to the Senate Graduate Studies Committee; in the case of undergraduate courses, be submitted to the appropriate dean prior to submission to the Senate Curriculum and Instruction Committee; in the case of 500 level courses, be simultaneously submitted to the appropriate dean, to the director of graduate studies, to the Curriculum and Instruction Committee, and to the Graduate Studies Committee; and
- (e) include all required signatures. Materials submitted become the department's and the University's official course information, available in University files to the State, accrediting agencies, and reviewers. Course proposals must be approved before they can be included in University publications.

(b) refers to the Course Proposal Form discussed earlier

Important: (c) Follow the guideline designations such that the proposal will end up looking like a numbered list with explanatory information

(e) is worthwhile to note too. It's why the details matter.

## Guidelines





RATIONAL

**RATIONALE** Indicate the reason/purpose for the course/change and the student group for which it is intended. Please address external demand such as accreditation, certification, licensure, employer requirement, changing community needs.

. STUDENT LEARNING OUTCOMES

Include discipline specific and generic outcomes: An "outcome" is a specific competency that you expect your students to master by the end of your course. Students will be able to, for example, explain, evaluate, appraise, analyze, integrate, compare, design, interpret, differentiate, identify, articulate, assess, compose, create, etc. See the Anderson and Krathwohl interpretation of Bloom's Taxonomies: http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm

Explain how this proposed course will fit within the programmatic goals of the department, the college, or the university.

The accreditation issues are also addressed in Point 14 below, and the discussion here should correspond with that discussion.



# Course Guidelines

RATIONALE Indicate the reason/purpose for the course/change and the student group for which it is intended. Please address external demand such as accreditation, certification, licensure, employer requirement, changing community needs.

STUDENT LEARNING OUTCOMES Include discipline specific and generic outcomes: An "outcome" is a specific competency that you expect your students to master by the end of your course. Students will be able to, for example, explain, evaluate, appraise, analyze, integrate, compare, design, interpret, differentiate, identify, articulate, assess, compose, create, etc. See the Anderson and Krathwohl interpretation of Bloom's Taxonomies: http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm

> This is one of the trickier parts of the application. It can seem tedious, but this is the time to consider what exactly you want to accomplish with the course; what do you want your students to come away with? The course content is obviously important, but it is helpful to think about what you want your students to do with that content. This step should be closely aligned with Step 15: Assessment (discussed below). So as you plan the outcomes think about how (and very often whether) that outcome can be assessed and how it connects to the university and departmental learning goals.

> > Tip:

List learning outcomes and identify them by letter or number for easy reference in Step 15

INSTRUCTIONAL PROCEDURES The instructional procedure and methodologies are detailed here, such as lecture, group discussion, case studies, demonstration, labs/studio, exercises, hands-on lessons, student presentation. In addition, the learning outcomes achieved, as detailed in the Department Learning Outcomes, should be included here as they relate to procedure.

**COURSE CONTENT** Course content and assignments are outlined in this section and should demonstrate how the Departmental Learning Outcomes are integrated within the class learning structure. Depending upon the learning structure weekly, quarterly, and assignmentbased schedules are acceptable. Weekly, quarterly, or assignment based structures could include topic title, assignment, in-class exercise or demonstration. Please note: outcomes explain, evaluate, appraise, analyze, etc.

Include in the discussion any and all of the classroom procedures that will be used. More importantly, *identify* the relationship between these procedures and the learning outcomes specified in Step 7. What is the point of the labs, lectures, discussions, etc., in terms of the learning outcomes of the course?

In a sense, this step can be considered something like a draft syllabus. You want to include topics, reading, activities, and again, identify the relationship between these and the learning outcomes specified in Step 7. The question to consider is how do these readings, topics, and other content help reach the learning outcomes?

Again, this can seem tedious but it provides an opportunity to reflect about how you plan on reaching the learning outcomes specified in Step 7.

Note: You do not necessarily need a weekly accounting of the class; biweekly or even quarterly would work too.



- Course Status List course as Undergraduate, General Studies Program, other.
- 11. GRADUATE COURSE STATUS If applicable.
- 12. PROGRAMMATIC/DEPARTMENT Describe how the proposal supports the departmental and school mission. These outcomes should be stated within the OUTCOMES proposal such as lifelong learning, effective leadership, etc.

Steps 10 and 11 are pretty straightforward. Keep in mind that courses being proposed to fill general studies requirements will need to indicate how those requirements are being met in the course, and that graduate courses require higher order learning outcomes.

Note that under the current (1999) general studies program, courses proposed for general studies inclusion are subject to review and approval by the General Studies Coordinating Committee, but that this could change when a new general studies program is implemented

Step 12 builds on the discussion in Step 6: Rationale. Here you want to connect to the University-wide learning outcomes as well as to the department learning outcomes and describe how the proposed course meets those learning outcomes.

13.

**DEGREE REQUIREMENT** List if course is General Studies, FYE, area course, required, elective, or other. Specify how or if adoption of this course into an established curriculum will change the curriculum structure or credit requirements for the major and course pre-requisites.

14.

Specialized Accreditation List certification, licensing, and or accrediting agency requirement, if relevant, Indicate any impact the proposal will have on degree requirements in your other departments.

This info should correspond with the info on the cover sheet where you checked off major elective/required, minor elective/required, etc.

If the new course will change the credit requirements for the major or the structure of the major, indicate that here and explain how.

If the course will impact the credit requirements in other majors, identify which and explain how and why. If it does, that department should have signed off on the cover sheet.

If the course is connected to any accreditation, licensing, or certification requirements, indicate which and how.

For instance, if a course is a new required course in the major, does the major then have additional credits or is the new course being offset with a credit reduction elsewhere?

15.

ASSESSMENT OF STUDENT Describe the course tools used for assessment such as class participation, exercises, lab or studio work, written assignments, **OUTCOMES & GRADING** examinations, and student projects.

> Note: evaluation is concerned with issues of validity, accuracy, reliability, analysis, and reporting. The purpose of evaluation is to judge the merit or worth of a performance against a predefined standard.

This step should correspond with Step 7 (Learning Outcomes) and Step 12 (Program Outcomes). Identify the assessment instruments (e.g., exams, labs, papers, etc.) and the assessment criteria. For example, describe the type of exam (objective vs. essay, e.g.) and connect it to the learning outcomes identified in Steps 7 and 12.

If you used an ordered list for the learning outcomes described in Step 7, then you can just refer back to the list identifiers here (a,b,c,d...or 1, 2, 3, 4, etc.)



#### RIBLIOGRAPHY

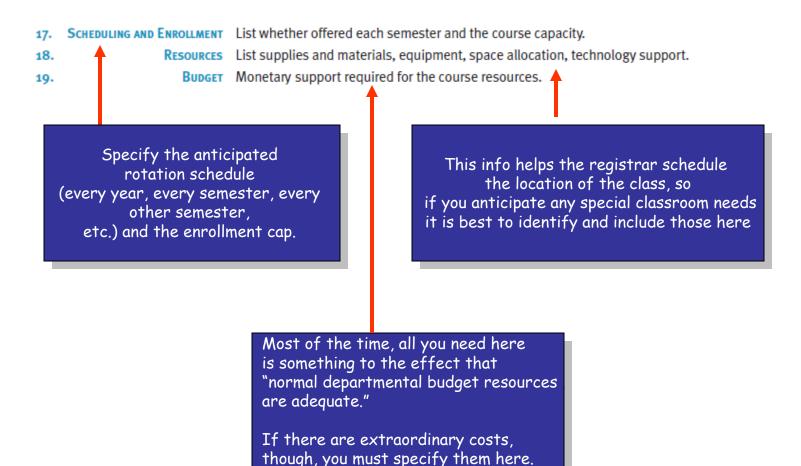
Provide A) Required, B) Supporting, c) Periodicals, D) Online Material. Use the MLA format style or alternatively, APA, Chicago Manual. The Senate C & I Committee accepts multiple style guidelines from the colleges but requests the style be consistent. Senate guidelines direct that proposals indicate by asterisk the bibliographic entries that are currently held in the Guarini Library.

This is another one of those seemingly easy steps that trip up many applications. Basic rules to follow (per the Senate guidelines)

- ·Be consistent in bibliographic style
- •Remember to asterisk titles held in the Guarini Library
- •Delineate required texts (at least 3 possible titles)
- ·Include additional recommended readings as appropriate
- •Include a supporting bibliography of at least 20 sources
- ·List relevant periodical resources students will access (at least 5)

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# Course Proposal Guidelines



- Final Thoughts on the Proposal
  - Please number the pages
  - Use the numerical and title headers of the proposal guidelines and follow that sequence
  - Avoid appendices, introductions, etc. The proposal itself should include the explanatory material you're tempted to add

Once the proposal is complete, what's next?



# College Description of the College Description o

### The Process

 When your proposal is completed, attach the cover sheet (the Course Proposal Form) and refer to your departmental guidelines and policies for submission process

As noted earlier, smaller departments may not have a separate curriculum committee. If that is the case, it might be helpful to share your proposal with colleagues so that it can be checked for the sort of niggling grammatical, spelling, layout, and formatting errors that can delay approval.

It is much more efficient to have these glitches corrected early then it is to wait for the committee to catch them and then return for revision.



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### The Process

 The other signature necessary before a proposal moves forward is that of the departmental chair

This is more than a *pro forma* request for a signature. In smaller departments without a separate curriculum committee it is the key step in affirming the academic integrity of the course. It is also a chance once again to check grammatical, spelling, layout, and formatting of the proposal before moving to the College Curriculum Committee.



# Some tips for completing the form

Chairs should check course content and ensure that proposal guidelines are followed

# Note: Consultation does not mean approval. This signature indicates that the other department was apprised of the pending change

#### [Revised Form Approved by Senate on 10/26/09] New Jersey City University

#### REQUEST FOR PERMANENT COURSE APPROVAL/CHANGE

Abbreviated Course Title (30 characters Maximum)				
Full Course Title				
Type of Approval Sought: New Course Delete from Catalog				
Other (specify below)				
Change in Ex	isting Course (specify change):			
Department(s)/Academic Unit(s) of Origin				
Credit/Semester Hours Prere	equisite(s)			
Type of Course (check all that apply):				
Graduate: 600 level 500 level	Undergraduate level: 100 \( \bigcirc \) 200 \( \bigcirc \) 300 \( \bigcirc \) 400 \( \bigcirc \)			
Academic Foundations: Gene	ral Studies Area (if applicable):  Minor:  Q required Q elective			
Major:Q requiredQ elective	Minor:Q requiredQ elective			
Interdisciplinary Program: require	d elective			
Component(s):	Factury workload Hour(s):			
Faculty Member(s) initiating Course/Change				
APPROVAL RECOMMENDED:				
	Date:			
Chair, Department Curriculum Committee				
	D.			
Chair, Department/Academic Unit				
chair, Department/reducing out				
	Date:			
Chairperson(s) Consulted, Department(s)/Academic Ur	nits:			
(Courses that cross departmental/unit lines must be st	ubmitted to other chair(s) for consultation before			
subtracting to the dean(s).				
Chair, College Curriculum Committee	Date			
Dean, College of Course Origin	Date			
,,,				
Chair, Senate Curriculum and Instruction Committee C	R Date			
Chair, Senate Graduate Studies Committee				
FOR NO	TIFICATION PURPOSES:			
Dean	Date :			
	Date			
Dean_	Date			
Dean Grad. Studies	Date			
Registrar	Date			
Vice President for Academic Affairs	Date			
Course Number	SEE COURSE PROPOSAL GUIDELINES			
(Assigned by Registrar)				
·/				

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Both signatures are necessary before proposal moves to Dean's Office.

If the course will impact other departments, those other departments must be consulted



- These two steps bear the responsibility of verifying and approving the academic integrity of the course
- The departmental review should consider how the course fits within the department's goals and objectives
- After the proposal is approved at the department level, it moves to the Dean's office for routing to the College Curriculum Committee (CCC)
- Note that requests for temporary approval omit this step

# Some tips for completing the form

#### [Form Approved by Senate on 10/26/09] New Jersey City University

#### REQUEST FOR TEMPORARY COURSE APPROVAL

Course Tale					
Course Title					
Credit/Semester Hours Prerequisite(s)					
Type of Course (check all that apply):					
Graduate: 600 level _ © 500 level _ © Undergraduate lev	rel: 100 o 200 o 300 o 400 o				
Academic Foundations: General Studies Area (if applica	able):				
Major: O required O elective Minor: O required	red O elective				
Interdisciplinary Program: required elective					
Component(s): Faculty Workload Hou	r(s):				
Faculty Member(s) Initiating Course					
, ., ., .					
REASON FOR TEMPORARY APPROVAL REQUEST:					
Semester that course will be taught under temporary approval:					
NOTE: Courses may be taught one semester only under temporary app					
following receipt of temporary approval, any course planned as a perm					
curriculum must be submitted to the Senate Curriculum and Instruction	n Committee OR to				
the Senate Graduate Studies Committee for permanent approval.					
APPROVAL RECOMMENDED:					
APPROVAL RECOMMENDED.					
Chair Danartmant Curriculum Committee	Date				
Chair, Department Curriculum Committee	Date				
Chair, Department/Academic Unit	Date				
Chair, Department/Academic Ont	Date				
Dean, College of Course Origin	Date				
Dean, conege of course origin	17805				
Vice President for Academic Affairs	Date				
FOR NOTIFICATION PURPOSES:					
Chair, Senate Curriculum and Instruction Committee OR Chair, Se	anata Craduata Studias				
Committee Date	enate Graduate Studies				
For Graduate Courses Only:					
Poor Graduate Courses Only:					
Dean Grad. Studies Date					
For All Courses:					
Registrar Date					
Course Number					
(Assigned by Registrar)					
(1331ghea by Registrat)					



Note that

requests for

temporary
approval skip the
College and Senate

Committees and move directly from

Dean to VP for Academic Affairs

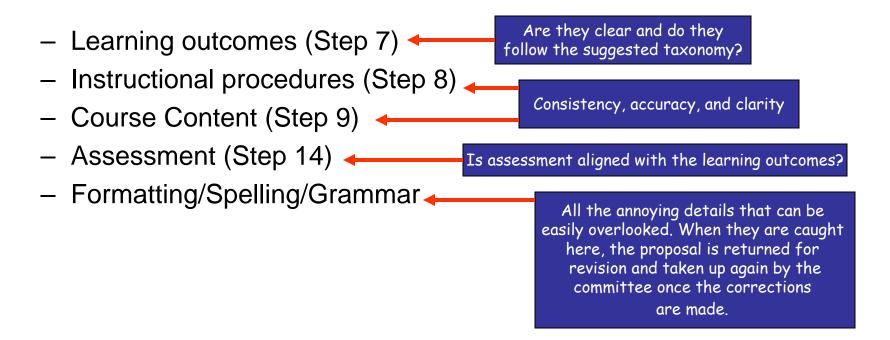
- The proposal moves to College Curriculum Committee (CCC) after approval of departmental curriculum committee and department chairperson
- The CCC defers judgment to the department on the academic integrity of the course

In an attempt to streamline the review process, the College abandoned the area subcommittee review stage. Departments are responsible for ensuring the discipline specific academic integrity of the course.

# College Colleg

### The Process

The curriculum committee typically focuses on:





- If the committee has concerns about the proposal, those concerns are noted and the proposal is returned for revision
- Proposals returned for revision are "fast-tracked" to the top of the pile when they are resubmitted to the committee for review.

Again, careful review at the departmental stage is crucial. The CCC normally meets monthly, so the turnaround time from meeting to revision to resubmission is at best a month, and realistically probably much longer. So even if fast-tracked the proposal will be in limbo longer than it would need to be.



- Once approved by the CCC, the proposal moves to the Dean's Office for approval by the Dean
- Signed proposals are then sent to the University Senate for distribution to the appropriate Senate Committee (C & I or Graduate Studies)

Be patient once the proposal moves to the Senate. One of the reasons the CCC pays so much attention to the annoying details is to help streamline the review at the Senate so that it moves quickly through that process.



- After review by the appropriate Senate Committee, the proposal is sent to the Senate floor for approval
- Once approved by the Senate the proposal moves to the VP for Academic Affairs for review and approval
- Once approved by the VP, the proposal moves to the Registrar's Office to be assigned a specific number and official entry into the University course database

The VP review is pretty pro forma;
the VP tends to follow
the recommendations of
the department, college, and Senate





# Conclusion

If you have any questions, please contact:

Fran Moran Associate Dean

Email: fmoran@njcu.edu

Phone: 201-200-3259

 Also, check the Curriculum Committee website for forms and policies:

http://web.njcu.edu/dept/cas/Content/curriculum\_committee.asp