

Guidelines for Material Submitted to the Committee on Undergraduate Curriculum & Academic  
Standards (CUCAS) and Graduate Council  
Proposed Revision

Explanation and Justification

Two proposals for two new graduate courses were recently brought to PRC and Graduate Council. It turns out that both require a statement about student learning outcomes and an assessment plan. The graduate council suggested the issue be brought to the senate, with a proposal to add those two items to the existing document “Guidelines for Material Submitted...” Richard Halliburton (Chair of Graduate Council) raised the issue in the Senate in April. The Senate discussion expanded to include other possible changes to the document. Halliburton agreed to rewrite section 1, the requirements for course proposals. The attached proposal is the result.

The existing document applies to both CUCAS and Graduate Council. Therefore, this proposal is being simultaneously submitted to CUCAS and the Graduate Council.

Guidelines for Material Submitted to the Committee on Undergraduate Curriculum &  
Academic Standards (CUCAS) and Graduate Council

Proposed Revision

1. For course proposals (if applicable provide existing and proposed changes):
  - a. Course number, by level (e.g. 1XX, 2XX, etc.)
  - b. Course title
  - c. Semester hours credit
  - d. Prerequisites
  - e. Rationale
  - f. Course outline  
The outline should be of sufficient depth and detail to give a good overview of course content.
  - g. Time provision for incorporation into the program (first time offered)
  - h. Frequency of offering
  - i. Grading (Standard grading or Pass/Fail. If an RM or RP grade is appropriate, so indicate)
  - j. Plan to assess student learning outcomes
  - k. Assessment plan
  - l. Old and new program sheets (if changed)
- m. Resources needed  
Indicate all library, technology, and other resources needed. If existing resources are adequate, so indicate. If new resources are needed, the proposal must have prior phase I approval.
- n. Faculty resources needed  
Indicate whether new full-time or part-time faculty are needed. If the course will be taught by existing faculty, explain how the new course will affect faculty workloads in the department and any other affected programs. Any proposed increase in faculty resources must receive prior phase I approval.
- o. Individual schools may impose additional requirements.