

B. Course Approval Components

1. Curriculum Flowchart for Graduate Courses

2. Course Proposals for 300-Level Regular Offerings for Graduate Credit

a. Approval Process. All new courses, changes in course levels, or changes in course hours for 300-level courses must be approved by the Graduate School after being approved by the Provost's Office. Teacher education courses and programs must be approved by the Council for Teacher Education. Use the UCC *New Course and Course Revisions Cover Sheet* for 300-level courses.

b. Exceptions. There are two exceptions to the above 300-level course approval process: (1) For regular courses in Interdisciplinary Studies, the General Education Program (located in the College of Arts and Sciences) acts as the College Curriculum Committee, and (2) a request to add graduate credit to an existing 300-level course can be submitted directly to the Graduate School by the Department Chair/School Director, using the UCC *New Course and Course Revisions Cover Sheet*, checking the request for graduate credit, and attaching a rationale for graduate credit (described in item "d." below) and a syllabus.

c. Deadlines. The Graduate Curriculum Committee deadline for 300-level course proposals, to assure inclusion in the next Graduate Catalog, is noted on the Curriculum Deadlines sheet. Proposals to add graduate credit to existing 300-level courses should be submitted to the Graduate School by this date. Proposals not yet approved for undergraduate credit must first be reviewed in the Provost's Office, who will then forward the proposal to the Graduate School for review.

d. Preparing Course Proposals. Prepare proposals using the UCC Guidelines and the UCC *New Course and Course Revisions Cover Sheet* for 300-level courses and changes. Include a rationale for making graduate credit available to graduate students. Include in this rationale:

1) A statement of additional requirements expected of graduate students (e.g. writing assignments or research projects) or special procedures for evaluating work submitted by graduate students (e. g., different grading scale, different level of expectation for similar assignments), or other means appropriate to the discipline for differentiating graduate from undergraduate work. If such a differentiation of graduate and undergraduate credit is unnecessary or inappropriate, attach an explanation.

2) A statement of the role of the course in the curriculum (e.g., will it primarily serve degree students without undergraduate majors in the discipline, all degree students, students in other degree programs). Include a statement of any restrictions on who should or should not receive graduate credit (e. g., Must have graduate standing).

3) A statement summarizing the background required to successfully complete this course (e. g., prerequisites or prior work experience).

4) A bibliography (Note: The bibliography is a list of major books, journals, and other reference materials, used by the library to ensure that an adequate collection exists to support the course. It is not necessary to provide a reading list that includes individual journal article titles.)