

## **FSCC Curriculum Submission Guidelines**

The purpose of these guidelines is to help proposers complete the needed materials for new courses, course revisions, course deletions, new programs, program revisions, and program retirements. It is the hope of FSCC that these guidelines will help the proposer easily expedite the entire process from submission to proposal recommendation. These guidelines should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

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## **FSCC Guidelines - New Course Proposal**

When submitting a new course proposal, the proposer should include all of the requested information in the forms as well as a syllabus and a separate assessment/evaluation-based course improvement mechanism document. The guidelines below should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

- 1. Signature Page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a.** Provide the title of the proposal (i.e. New course and course name)
  - b.** Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Course Title:** The course title will appear in the catalog and should accurately depict the content of the course to potential students. Banner places a 26-character limit on course titles.
  - a.** Consider that course titles are all that appear on a student's transcript and may be used for transferring credit, by future employers or by graduate programs. Course titles should be clear to an outside audience.
- 3. Course Number:** Course numbers should be obtained from the registrar's office prior to a course being submitted to FSCC. Course levels are outlined in the Undergraduate and Graduate Course Catalog, which state that a 100-level course should reflect "Introductory Level" material, a 200-level course should reflect "Lower Division Courses", a 300-level course should reflect "Upper Division Courses", and a 400-level course should reflect "Advanced Undergraduate Courses". All 500-level courses and above are reserved for "Graduate Courses".
- 4. Date of Initial Offering:** Indicate the semester and year that you would propose that the course first be offered.
- 5. Credit Hours:** Credit hours for a course should be reflective of the number of meetings for a course each week as well as the anticipated workload. Please refer to the appropriate course catalog for more information regarding credit hours.
- 6. Format:** Check the box for lecture course, lab course, or other. If other (e.g., clinical or studio), indicate on the line provided.
- 7. Frequency:** Indicate how often the course will be offered.
- 8. Characteristics of a Course:**
  - a.** Please indicate if enrollment in this course is limited to specific students (e.g., majors only, fourth years only, SJLA students only) and explain the purpose behind the restrictions.

- b. Please indicate if you will be applying for General Education designations for this course. If so, please be advised that the proposer must also submit a separate proposal to CCC (see Provost website for appropriate forms. FSCC submission forms will not substitute for CCC submission forms).
  - c. If a course is seeking the INTD designation, then please be advised that this course *must* be team-taught by individuals from separate departments. This must also be reflected on the signature sheet (chair signature from each Department) and within the syllabus (two instructors listed).
- 9. Catalog Description:** The catalog description should accurately depict the content of your course to potential students. Banner places a 50-word limit on catalog descriptions.
- a. Consider that catalog descriptions may be used for transferring credit, by future employers or by graduate programs. Catalog descriptions should be clear to an outside audience.
- 10. Pre-requisites, Co-requisites, and Concurrent Courses:**
- a. Pre-requisite courses must be taken *prior to* taking the proposed course.
  - b. Co-requisite courses must be taken *in the same semester* as the proposed course.
  - c. Concurrent courses may be taken *prior to* OR *in the same semester* as the proposed course.
  - d. Note: If any of these courses are from a different department or departments, then the signature(s) of the chair(s) of the department(s) must be obtained on the cover page.
- 11. Similar courses being offered and explain:** It is incumbent on the proposer to review the course catalog to determine if similar courses are currently being offered. If similar courses are offered, then the proposer must explain what makes this course distinct from what is already in the catalog.
- 12. Special resources required:** If library resources are needed (such as access to journals, databases, movie and film access, etc.), then this must be listed and the Chair of the Library signature must be obtained. The reason for this signature is so that FSCC can ensure that the academic rigor proposed in the syllabus can be achieved. If lab equipment, AV equipment, or specific classroom/laboratory/studio requirements are needed, then please make sure to list these here. The signature from your own College Dean will convey to the FSCC that these resources are/will be available.

**Required Attachments:** Please include a syllabus (guidelines below) and a separate assessment/evaluation-based course improvement mechanism document. In this document, please explain how you are going to use course-based assessments to guide modifications to the course over time. This should be a continuous process that strives to improve student learning.

## Syllabus Guidelines

Your course syllabus should clearly lay out what is expected of students enrolled in your course. There are certain essential elements that should be included in a syllabus to help students be successful. We respect the academic freedom of our faculty and are not telling you how to teach your courses. We simply ask that the expectations and content of your course are clearly communicated in your syllabus. We also understand that a syllabus and course may change from semester to semester, but we ask you to at least provide examples of each component in your proposal. These guidelines are intended to assist you in formulating your course proposals and to ensure that new courses meet the basic curricular standards of the University. Any new course proposal not meeting these guidelines may be sent back to the faculty member for clarification or revision.

### Essential Components of a Syllabus

#### 13. Course details

- a. Course title (must match the cover page)
- b. Course number (must match the cover page)
- c. If applicable: Pre-requisites, co-requisites, and concurrent courses (must match the cover page)
- d. At a minimum, the course description should appear on the syllabus exactly as it does in the catalog. You may also choose to expand on that description if you wish.

#### 14. Instructor information

- a. Instructor of record and contact information
- b. Per the faculty contract, instructors are required to hold at least 3 hours of office hours and these must be broken up on at least two days. The FSCC acknowledges that office hours may change from one semester to the next, but please provide an example within your proposal so that the FSCC can see that this requirement is met within your syllabus.

#### 15. Student Learning Outcomes (SLOs): Each SLO must be (1) assessable, (2) written using [Bloom's Taxonomy](#) verbs, and (3) should be explicitly linked to methods of assessment. The SLOs should accurately reflect the content that is presented within your syllabus and the rigor of the course level.

- a. We understand that faculty may need to include learning outcomes from an external accrediting body in their syllabus. These accreditation standards may stand in for SLOs if they meet the guidelines described here. If they do not, then we recommend the faculty member include an additional set of SLOs that they write themselves that do fit these guidelines.
- b. Please see links at the end of the guidelines for additional help on writing SLOs, syllabi, and assessment.

- 16.** Textbooks and/or required reading materials
- a. These should be academic materials that are sufficiently rigorous. Faculty may also choose to use popular press sources (e.g., newspapers, magazines, blogs), but these should not be the only reading materials assigned.
- 17.** Grading Scheme (what range of points or percentages will equate to specific letter grades)
- a. Please note that there is no D- within the University of Scranton grading scheme
  - b. Graduate courses do not use C-, D+, or D letter grades
  - c. Please make sure that all possible points align with a potential grade and that no points overlap on your grade ranges.
    - i. For example, 74-77 = C, 77-79 = C+ (here there is overlap with a 77 equating to both a C and a C+)
    - ii. For example, 74-76 = C, 78-79 = C+ (here there is a gap with a 77 not mapped on to any letter grade)
    - iii. BETTER: 74 - 76 = C, 77-79 = C+
- 18.** A clear list of course requirements (quizzes, exams, assignments, etc) and how each of these contributes to the student's final grade.
- a. This should include a brief description of the content/nature of assignments (a few sentences). For example, you may describe the topic and structure of a writing assignment or you may mention the types of questions that will be included on an exam.
  - b. Please make sure that all points add up to the stated total on the syllabus and/or all percentages add to 100%.
  - c. If an assignment is graded as Pass/Fail, then please be specific on how that will be incorporated into the grade calculations.
- 19.** Course schedule
- a. At the very least this should include a week-by-week list of topics discussed.
  - b. Instructors may wish to also include a list of assigned readings, due dates, and dates of assessments.

### **Recommended Components of Syllabus**

- 20.** Although not required, it is strongly recommended that instructors provide the following statements. If you include them, please be sure you are using the most up-to-date versions.
- a. The Responsible Employee Reporting Obligation Statement
    - i. [Faculty Resources | Equity and Diversity | The University of Scranton.](#)
  - b. Non-discrimination Statement
    - i. [Faculty Resources | Equity and Diversity | The University of Scranton.](#)
  - c. Statement for Students with Disabilities
    - i. <https://www.scranton.edu/academics/ctle/disabilities/pages/faculty.shtml>

- d. CTLE/Writing Center Availability Information
  - i. <https://www.scranton.edu/academics/ctle/writing/syllabusblurb.shtml>
- e. Academic Integrity Statement (including plagiarism policy)
  - i. <https://www.scranton.edu/academics/wml/acad-integ/acad-code-honesty.shtml>

**21.** Faculty may also choose to include various policy statements such as the ones listed below. These are not essential and are up to the instructor's discretion. However, if you choose to include these, here are some things the committee will look for:

- a. Make-up/Late Policy - There should be a clear statement about how the instructor will handle missed or late assignments, quizzes, exams, etc.
- b. Extra Credit Policy - If this is stated, then it should be clear how a student will be able to obtain extra credit and how it affects the final course grade.
- c. Cell Phone/Laptop Policy - Will the instructor allow the use of these electronics and what will be consequences for violating this policy.
- d. Attendance Policy - If you state that attendance is required, it should be clear how failure to attend class will affect the student's grade.
- e. Classroom Etiquette Policy (may include a dress code) - The expectations should be clearly stated as well as the consequences for violating the policy. Please ensure that policies are inclusive and will not unfairly disadvantage students from certain backgrounds. Faculty may wish to consult the Office of Equity and Diversity for guidance in this area.
- f. COVID-19 Safety Guidelines and student expectations - please consult the University's latest guidelines on campus safety.

### **Links that may assist in creation of a syllabus**

[\*\*A Guide to Learning Outcomes\*\*](#)

[\*\*Link to Bloom's Taxonomy Verbs\*\*](#)

[\*\*Aligning Assessment with Learning Outcomes\*\*](#)

## **FSCC Guidelines – New First Year Seminar Course Proposal**

When submitting a new First Year Seminar course proposal, the proposer should include all of the requested information in the forms as well as a syllabus and a separate assessment/evaluation-based course improvement mechanism document. The guidelines below should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

- 1. Signature Page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a.** Provide the title of the proposal (i.e. New course and course name)
  - b.** Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Course Title:** The course title will appear in the catalog and should accurately depict the content of the course to potential students. Banner places a 26-character limit on course titles.
  - a.** Consider that course titles are all that appear on a student’s transcript and may be used for transferring credit, by future employers or by graduate programs. Course titles should be clear to an outside audience.
- 3. Course Number:** Course numbers should be obtained from the registrar’s office prior to a course being submitted to FSCC. Course levels are outlined in the Undergraduate and Graduate Course Catalog, which state that a 100-level course should reflect “Introductory Level” material, a 200-level course should reflect “Lower Division Courses”, a 300-level course should reflect “Upper Division Courses”, and a 400-level course should reflect “Advanced Undergraduate Courses”. All 500-level courses and above are reserved for “Graduate Courses”.
- 4. Date of Initial Offering:** Indicate the semester and year that you would propose that the course first be offered.
- 5. Credit Hours:** Credit hours for a course should be reflective of the number of meetings for a course each week as well as the anticipated workload. Please refer to the appropriate course catalog for more information regarding credit hours.
- 6. Format:** Check the box for lecture course, lab course, or other. If other (e.g., clinical or studio), indicate on the line provided.
- 7. Frequency:** Indicate how often the course will be offered.
- 8. Characteristics of a Course:**
  - a.** Please indicate if you will be applying for General Education designations for this course. If so, please be advised that the proposer must also submit a separate





**16. How will the course employ external (out of class) events?** Name and describe the out of class events that students enrolled in the First Year Seminar will attend to assist them with acclimating to the intellectual and functional life of The University of Scranton and learning about our Ignatian Identity and University Mission.

**Required Attachments:** Please include a syllabus (guidelines below) and a separate assessment/evaluation-based course improvement mechanism document. In this document, please explain how you are going to use course-based assessments to guide modifications to the course over time. This should be a continuous process that strives to improve student learning.

### **Syllabus Guidelines**

Your course syllabus should clearly lay out what is expected of students enrolled in your course. There are certain essential elements that should be included in a syllabus to help students be successful. We respect the academic freedom of our faculty and are not telling you how to teach your courses. We simply ask that the expectations and content of your course are clearly communicated in your syllabus. We also understand that a syllabus and course may change from semester to semester, but we ask you to at least provide examples of each component in your proposal. These guidelines are intended to assist you in formulating your course proposals and to ensure that new courses meet the basic curricular standards of the University. Any new course proposal not meeting these guidelines may be sent back to the faculty member for clarification or revision.

### **Essential Components of a Syllabus**

#### **17. Course details**

- a. Course title (must match the cover page)
- b. Course number (must match the cover page)
- c. If applicable: Pre-requisites, co-requisites, and concurrent courses (must match the cover page)
- d. At a minimum, the course description should appear on the syllabus exactly as it does in the catalog. You may also choose to expand on that description if you wish.

#### **18. Instructor information**

- a. Instructor of record and contact information
- b. Per the faculty contract, instructors are required to hold at least 3 hours of office hours and these must be broken up on at least two days. The FSCC acknowledges that office hours may change from one semester to the next, but please provide an example within your proposal so that the FSCC can see that this requirement is met within your syllabus.

**19. Student Learning Outcomes (SLOs):** Each SLO must be (1) assessable, (2) written using [Bloom's Taxonomy](#) verbs, and (3) should be explicitly linked to methods of assessment.

The SLOs should accurately reflect the content that is presented within your syllabus and the rigor of the course level.

- a. We understand that faculty may need to include learning outcomes from an external accrediting body in their syllabus. These accreditation standards may stand in for SLOs if they meet the guidelines described here. If they do not, then we recommend the faculty member include an additional set of SLOs that they write themselves that do fit these guidelines.
- b. Please see links at the end of the guidelines for additional help on writing SLOs, syllabi, and assessment.

**20. Textbooks and/or required reading materials**

- a. These should be academic materials that are sufficiently rigorous. Faculty may also choose to use popular press sources (e.g., newspapers, magazines, blogs), but these should not be the only reading materials assigned.

**21. Grading Scheme (what range of points or percentages will equate to specific letter grades)**

- a. Please note that there is no D- within the University of Scranton grading scheme
- b. Graduate courses do not use C-, D+, or D letter grades
- c. Please make sure that all possible points align with a potential grade and that no points overlap on your grade ranges.
  - i. For example, 74-77 = C, 77-79 = C+ (here there is overlap with a 77 equating to both a C and a C+)
  - ii. For example, 74-76 = C, 78-79 = C+ (here there is a gap with a 77 not mapped on to any letter grade)
  - iii. BETTER: 74 - 76 = C, 77-79 = C+

**22. A clear list of course requirements (quizzes, exams, assignments, etc) and how each of these contributes to the student's final grade.**

- a. This should include a brief description of the content/nature of assignments (a few sentences). For example, you may describe the topic and structure of a writing assignment or you may mention the types of questions that will be included on an exam.
- b. Please make sure that all points add up to the stated total on the syllabus and/or all percentages add to 100%.
- c. If an assignment is graded as Pass/Fail, then please be specific on how that will be incorporated into the grade calculations.

**23. Course schedule**

- a. At the very least this should include a week-by-week list of topics discussed.
- b. Instructors may wish to also include a list of assigned readings, due dates, and dates of assessments.

## Recommended Components of Syllabus

- 24.** Although not required, it is strongly recommended that instructors provide the following statements. If you include them, please be sure you are using the most up-to-date versions.
- a.** The Responsible Employee Reporting Obligation Statement
    - i. [Faculty Resources | Equity and Diversity | The University of Scranton.](#)
  - b.** Non-discrimination Statement
    - i. [Faculty Resources | Equity and Diversity | The University of Scranton.](#)
  - c.** Statement for Students with Disabilities
    - i. <https://www.scranton.edu/academics/ctle/disabilities/pages/faculty.shtml>
  - d.** CTLE/Writing Center Availability Information
    - i. <https://www.scranton.edu/academics/ctle/writing/syllabusblurb.shtml>
  - e.** Academic Integrity Statement (including plagiarism policy)
    - i. <https://www.scranton.edu/academics/wml/acad-integ/acad-code-honesty.shtml>
- 25.** Faculty may also choose to include various policy statements such as the ones listed below. These are not essential and are up to the instructor's discretion. However, if you choose to include these, here are some things the committee will look for:
- a.** Make-up/Late Policy - There should be a clear statement about how the instructor will handle missed or late assignments, quizzes, exams, etc.
  - b.** Extra Credit Policy - If this is stated, then it should be clear how a student will be able to obtain extra credit and how it affects the final course grade.
  - c.** Cell Phone/Laptop Policy - Will the instructor allow the use of these electronics and what will be consequences for violating this policy.
  - d.** Attendance Policy - If you state that attendance is required, it should be clear how failure to attend class will affect the student's grade.
  - e.** Classroom Etiquette Policy (may include a dress code) - The expectations should be clearly stated as well as the consequences for violating the policy. Please ensure that policies are inclusive and will not unfairly disadvantage students from certain backgrounds. Faculty may wish to consult the Office of Equity and Diversity for guidance in this area.
  - f.** COVID-19 Safety Guidelines and student expectations - please consult the University's latest guidelines on campus safety.

## Links that may assist in creation of a syllabus

[A Guide to Learning Outcomes](#)

[Link to Bloom's Taxonomy Verbs](#)

[Aligning Assessment with Learning Outcomes](#)

## **FSCC Guidelines - Course Revision Proposal**

When submitting a course revision proposal, the proposer should include a recent, previous version of the syllabus and the proposed new syllabus with changes highlighted. This will help FSCC clearly see course revisions and make the process faster and easier. Although we want to see what has changed, the entire course proposal is subject to review to ensure it meets current curricular standards ([please see the guidelines for new courses](#)). These guidelines should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

### **Completing the Cover Page**

- 1. Signature Page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a.** Provide the title of the proposal (i.e. course revision and current course name)
  - b.** Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Course Title:** The current course title should be listed here.
- 3. Course Number:** The current course number should be listed here.
- 4. Type of Course Revision:** Please check off the boxes for any changes you are proposing to this course (i.e. what is being changed).
- 5. Explanation of the Nature of Course Revision:** Please briefly explain the nature of the revision here (i.e. why is the change being made).
- 6. Rationale for Revision:** Please briefly explain the rationale for the revision here.
- 7. Is this course open to non-majors?**
  - a.** If the course is open to non-majors, we ask you to indicate the distribution of majors who have taken the course in recent years.
- 8. Will any programs (majors, minors, concentrations, tracks, or specializations) be impacted by this course change?**
  - a.** It is incumbent on the proposer to determine if the course is a requirement, elective, or cognate for any other program. If so, the signatures of the chairs/directors of the affected departments/programs must be obtained on the cover page. You can search for your course number (e.g., PSYC 110, BIOL 141) in the [online catalog](#) to find whether it is mentioned in any other programs or course descriptions.
- 9. Will the revision require allocation/reallocation of University resources?** If library resources are needed (such as access to journals, databases, movie and film access, etc.), then this must be listed and the Dean of the Library signature must be obtained. The

reason for this signature is so that FSCC can ensure that the academic rigor proposed in the syllabus can be achieved. If lab equipment, AV equipment, or specific classroom/laboratory/studio requirements are needed, then please make sure to list these here. The signature from your own College Dean will convey to the FSCC that these resources are/will be available.

## **FSCC Guidelines - Course Deletion Proposal**

This proposal should provide a rationale for the course deletion

- 1. Signature Page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a.** Provide the title of the proposal (i.e. course deletion and course name)
  - b.** Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Course Title:** The current course title should be listed here.
- 3. Course Number:** The current course number should be listed here.
- 4. Date of Deletion:** Please indicate the semester and year that you propose that the course be removed from the catalog.
- 5. Rationale for course deletion?** Please briefly describe the reason the course is being deleted.
- 6. Has the course been offered in the last five years?** Check yes or no.
- 7. Open to non-majors?** If the course is open to non-majors, we ask you to indicate the distribution of majors who have taken the course in recent years.
- 8. Will this course be replaced with another course?** Check yes or no. If yes, please indicate the replacement course.
- 9. Will the deletion of this course have an impact on any other program?** Check yes if the course is a requirement, elective, or cognate for any other major or program. You can search for your course number (e.g., PSYC 110, BIOL 141) in the [online catalog](#) to find whether it is mentioned in any other programs or course descriptions. If so, the signatures of the chairs/directors of the affected departments/programs must be obtained on the cover page.

## **FSCC Guidelines - New Program Proposal**

The purpose of these guidelines is to help proposers complete the needed materials for new courses, course revisions, course deletions, new programs, program revisions, and program retirements. It is the hope of FSCC that these guidelines will help the proposer easily expedite the entire process from submission to proposal recommendation. These guidelines should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

- 1. Signature page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a. Provide the title of the proposal (i.e. New program and program name)
  - b. Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Title of New Program:** The program title should accurately depict the content of the program to potential students.
- 3. Type of New Program:** Please check the appropriate box. Only one box may be checked. A separate proposal is needed for each new program. (e.g. a new major and a new minor would need separate proposals).
- 4. Required Credits:** How many total credits does this program require?
- 5. Date of Initial Offering:** When do you anticipate enrolling students in this program?
- 6. Are any new courses required for the program?**
  - a. If any courses that are not currently in the catalog will be required for this program, please list here. The new course proposals must be submitted separately and will need to be approved before the program can be approved.
- 7. Will the new program have any impact on another program?**
  - a. If the program includes required courses, electives, or cognates from any other departments, then the signatures of those department chairs must be obtained on the cover page.
- 8. List and Analysis of Needed Resources**
  - a. **Faculty:** List faculty involved in the program both in teaching and other ways, their qualifications, the impact their involvement will have on other programs and how that will be addressed. Indicate any new faculty (if needed) and estimate wages, benefits and start-up costs.
  - b. **Library:** Are Library holdings adequate for the proposed program? What new library resources might be needed? A faculty member from the library should assist in answering these questions. Please note that if library resources are needed, you must obtain the signature of the Dean of the Library.

- c. Other Resources:** If lab equipment, AV equipment, or specific classroom/laboratory/studio requirements are needed, then please make sure to list these here. The signature from your own College Dean will convey to the FSCC that these resources are/will be available.

**Required Attachments (please see detailed instructions below):**

- Executive Summary (one page maximum)
- Description of the Program
  - Relationship of Program to University Mission and College/Dept. Goals
  - Description of the new curriculum
- Analysis of the Need/Market (*Source(s) of data must be included*)
  - Demonstration of Need
  - Regional Competition
  - Anticipated Enrollment
  - Prospects for Graduates
- Cost/Revenue Considerations
  - Analysis of Costs
  - Analysis of Revenue
- Student Learning Outcomes and Assessment Plan
  - Program Learning Outcomes
  - Plan for Assessment
- Accreditation narrative or documentation (if applicable)
- Curriculum Guide

*\* Please note that the entire attachment should not exceed 20 pages.*

**Instructions for attachments:**

- 9. Executive Summary:** Provide a summary of the proposal. Limit the summary to one page.
- 10. Description of the Program:** Provide a description of the nature of the program and its relationship to the University Mission and applicable College/Department goals. This narrative should include a more detailed description of the new curriculum beyond a simple listing of required courses, such as an explanation of requirements, options, sequences, relationships with other programs and comparisons with similar programs elsewhere. The reader should be able to understand what is proposed, how it fits into the institution and how it fits into the broader world of higher education.
- 11. An Analysis of the Need/Market:** This includes both the student market and the job market. What is the need for this program? (Identify the source(s) of the data used to demonstrate need.) What is the anticipated enrollment? What competition exists in the region? What are the prospects for graduates of the program? The reader should get some idea of whether the investment of resources would be worthwhile in terms of student enrollment and satisfaction



after completion of the program. The Assessment and Institutional Research Office (AIRO) should be used as a resource.

- 12. Cost/Revenue Considerations:** Provide an analysis of the cost of the program and potential revenue. It is expected that the Assistant Vice President of Finance would be used as a resource. Include a five-year projection addressing:
  - a. COST:** (identify all costs taking into account the cost attributed directly to the proposed program) This includes new faculty compensation, startup costs for new faculty, administrative costs (secretarial support—do not include decanal costs, technical support), library needs, technical equipment (include computing costs), graduate assistant stipends, etc.
  - b. REVENUE:** expected number of students per semester (with number of expected credit hours), tuition/fee revenue generated, service commitment from graduate assistants (e.g., laboratory instruction)
- 13. Program Learning Outcomes and Assessment Plan for the Program:** Define the program learning outcomes and detail how the achievement of those outcomes will be assessed, both during and after completion of the program. Highlight the indicators of student success such as job placement, entrance into graduate or professional school, performance on external examinations, portfolio assessment, etc.
- 14. Accreditation (if applicable):** Provide a brief narrative addressing accreditation standards and how the proposed program meets these standards.
- 15. Curriculum Guide:** Provide the curriculum guide as it would appear in the University catalog.

## **FSCC Guidelines - Program Revisions Proposal**

When submitting a program revision proposal, the proposer should include the previous version of the grid and the proposed new grid with changes highlighted. This will help FSCC clearly see program revisions and make the process faster and easier. These guidelines should help the proposer understand what information is needed for particular fields and what information will help with the successful completion of a proposal and recommendation by the FSCC. Please note, these are only guidelines and not rules. Given that each proposal is unique, FSCC may request information that is not covered within these guidelines.

### **Completing the Cover Page**

- 1. Signature Page:** This page will be completed as the proposal moves through the curriculum review process. All necessary signatures must be obtained before the proposal is submitted to the FSCC.
  - a.** Provide the title of the proposal (i.e. Program change and current program name)
  - b.** Please note: In some circumstances, you may need the signatures of the chairs of other affected departments. More detail is provided below when applicable.
- 2. Program Name:** The current course title should be listed here.
- 3. Type of Program Revision:** Please check off the box for the type of program that is being revised.
- 4. Explanation of the Nature of Program Revision:** Please briefly explain the nature of the revision here.
- 5. Rationale for Revision:** Please briefly explain the rationale for the revision here.
- 6. Will any programs (majors, minors, concentrations, tracks, or specializations) be impacted by this program change?**
  - a.** It is incumbent on the proposer to determine if the program change will impact any other program. If so, the signatures of the chairs/directors of the affected departments/programs must be obtained on the cover page.
- 7. Will the revision require allocation/reallocation of University resources?** If library resources are needed (such as access to journals, databases, movie and film access, etc.), then this must be listed and the signature of the department chair of the Library must be obtained. The reason for this signature is so that FSCC can ensure that the academic rigor proposed in the syllabus can be achieved. If lab equipment, AV equipment, or specific classroom/laboratory/studio requirements are needed, then please make sure to list these here. The signature from your own College Dean will convey to the FSCC that these resources are/will be available.
- 8. Timeline for implementation of the program revisions.** Please explain when (academic semester and year) each program revision will be implemented. This is mainly for planning and scheduling purposes. Please indicate which incoming class of students

these program changes will apply to first. Additionally, indicate when any new and/or revised courses will be taught for the first time.