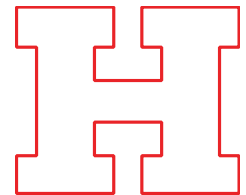


Tips for Successful Curriculum Proposals (Rev. July 2024)



Important Dates/Reminders to Know

Established deadlines for submitting curricular changes to SCAA, so please plan a month ahead (at least) for materials to arrive at Faculty Senate to meet these deadlines.

- **October 15 – Spring**
- **December 15 – Summer**
- **March 15 – Fall**
- **June 1 – Next Catalog**

Courses that have not been offered in the last four regular semesters, with no plans to offer the course in the next two semesters will be banked and removed from the University Catalog and would need to be reapproved prior to again being offered by a school/college.

Curriculum Review Process Reminder

Programs undergoing significant modifications (20%) contact the Provost's Office for a financial analysis to ensure that, if approved, the changes can be adequately supported.

Roles and Responsibilities at Each Level

- Overview page 3
- Curriculum Change Form (CCF)
 - Faculty member/s (originator) pages 4-6
 - Department Chair page 7
 - School or College Curriculum Committee pages 8-9
 - Common Mistakes for All to Review page 10
- Program Review Sheet (PRS)
 - Faculty member/s (originator) page 11
 - Department Chair page 12
 - School or College Curriculum Committee page 13
 - Common Mistakes for All to Review page 14
- Guidelines for a Curriculum Review Syllabus page 15
- High Impact Practices Criteria page 19

Access Forms in Self-Service

- Login to Self-Service
- Click “Faculty Main Menu” tab
- Scroll down to “Faculty Senate-Curriculum Forms”

There are two types of curriculum proposals:

1. Curriculum Change Form (CCF) – use this form to propose changes to a single course (New Course, Special Topics to Permanent Course, and Change to Existing Course (Which required you indicate the type of change). You may also create a particular section of an existing special topics course code and number (e.g. CH 190) by selecting “Add Special Topics Course” on the faculty senate curriculum website and then clicking on the top line, “Add New Special Topics Curriculum Change Form.”

2. Program Review Sheet (PRS) – use this form for changes to program requirements. Please note that a simple program change related to a single CCF does not need a PRS provided a side-by-side chart is attached to the CCF showing requirements in the program before and after the change. In addition, any changes to course sequencing or the addition or removal of a single course from an existing list of elective options within a major program does not require curriculum review and can simply be done as a Catalog update by contacting the Registrar’s Office.

Once you click on the form you want to access (at bottom of page) you will then be directed to the search area of the chosen form and under the gray bar is the option to **add a new form**

Curriculum Change Form Responsibilities – Originator/Faculty member (in consultation with Chair)

- Is form completed correctly?
- Check for the following:
 - Appropriate check boxes are marked (Type of change).
 - Course code, number and title are correct.
 - Consult with Registrar's Office at registrar@hartford.edu if a new course number is needed.
 - School, Department, credit hours listed.
 - Check for consistency across the form in title, subject code and course number, current pre-reqs, co-reqs and descriptions.
 - - Are there any "hidden" pre-reqs that an advisor needs to be aware of and should be listed?
 - In setting pre-reqs, be sure to balance to ensure adequate preparation for the course, on the one hand, but also to avoid unintended consequences on the other. (For example, do not require permission of instructor unless you want to enroll all students manually.)
 - Course fee and amount listed, if needed.
- Overlap: Identify potential sources of overlap with other programs within the school/college and across the university that covers the same course content or has a similar title. Obtain approvals by affected programs. The approvals need to be attached to the curriculum change form.
- Course is part of what program/where does it fit in?: Is the course required or an elective in each program that it is a part of?
- Impact: Describe the effect of the course change on all program(s) that require this course. Attach memo of consultation when course is used by other programs (chairs or program directors).

Curriculum Change Form Responsibilities – **Faculty Member (originator) Continued**

- Justification for change: Adequately explain the justification for all changes being made to the course. For a new course, explain the justification for why it is needed. For example, if proposing a course that is similar to an existing one, why is the new course necessary? Clearly explain where the course fits into the curriculum. Is it an elective or required course for a major (or minor)? Is it part of a major track (if applicable)? Please note that if a change in a single course on one CCF results in the change of a major program's requirements, a PRS is not needed as long as a detailed side-by-side chart is attached to the CCF.
- ****For special topics to permanent and change to existing course, you must also include the previous course description directly from the Catalog.****

Course Description: Click build course description. Provide information exactly as it will appear in the Catalog. The course description should orient students to a course by outlining the purpose/rationale for the course/subject area, a brief overview of the key content, knowledge and/or skills to be learned and stating the major learning activities and strategies a student will experience.

- Sample Course Description showing correct format:

SOC 407P - Internship

3 credit(s) High Impact Practice: Internship

This course provides the opportunity for students to explore their career interests and strengthen skills as an integral part of their educational process. Students complete at least 120 hours of supervised fieldwork in a criminal justice placement. Under faculty supervision, students complete readings, written assignments, and reflection activities to relate their fieldwork to their coursework in the major. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisite(s): Permission of Instructor

- The last part of the form includes: Contact person, Course Frequency and Projected Enrollment, Taught by whom, and any needs for the course.
- Attaching Documents
 - Syllabus (see page 15 for guidelines for what to include in the curriculum review syllabus with detailed explanations of what is required)

Curriculum Change Form

Responsibilities – **Faculty Member (originator) continued**

- If an undergraduate course is being proposed as a high impact practice (HIP) (P designation) or writing-intensive course (WIC) (W designation), list the criteria for the HIP or WIC (see page 19 for HIP/WIC criteria) and explain how the course meets each criterion.

Please note that certain colleges may have criteria for HIPs (such as for Diversity designation) that exceeds the university standards on page 19. Please feel free to attach a document that explains how the course meets the college criteria, but be sure to also attach a separate second document clearly explaining how the course meets the university criteria on page 19.

- Supporting documentation
 - Letter(s) of support addressing overlap and/or impact.

Curriculum Change Form Responsibilities –Department Chair

Review the items above for the Faculty Member (Originator) and

Is form completed correctly by the department? Check for the following:

- Appropriate boxes are checked
 - There is a coherent justification for all components of the proposed change.
 - Proposed cross-lists make sense.
 - Proposed learning outcomes that appear in the syllabus are at the appropriate level and are readily assessable.
 - Check for consistency across the form in title, subject code and course number, current pre-reqs, co-reqs and descriptions. And verify that this matches current Catalog for items not being changed.
 - If a course is proposed as a “P” or “W”, it meets all university criteria for the relevant HIP/WIC. Add the specific HIP name to the description.
-
- Are approvals attached from any programs across college and university where there is potential overlap and impact?
 - Be sure there is a departmental discussion about any curricular change so all members are informed.
 - For any new course fees, if possible, add in the comment section the detail fee code (eg. B2LB) if known to help ensure the fees go to the proper budget line.
 - In setting pre-reqs, be sure to balance to ensure adequate preparation for the course, on the one hand, but also to avoid unintended consequences, on the other. (For example, do not require permission of instructor unless you want all students enrolled manually.)

Curriculum Change Form Responsibilities – COLLEGE CURRICULUM COMMITTEE

See previous levels of review responsibility including:

- Is form completed correctly? For larger colleges, maybe invite a member of Registrar's office as a meeting guest to advise.
- Does the course honor the standard credit hour definition? Are credits commensurate with student work (e.g. no zero credit courses?)
 - Federal Definition of a Credit Hour: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approx. fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;
- or -
 - (2) At least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
- Identify possible overlaps and impacts within and beyond the college and consult with impacted units. Ask why we need a new course that overlaps with an existing one?
- Are course fees being proposed or being modified for new courses or "special topics to permanent" course? (All other course fees are changed through the Provost's Office.) If so, are the changes reasonable and in line with other college courses?
- Is the course number appropriate for the intended student audience?
- Does the suggested change seem reasonable and do other programs approve?
- Check for the following:
 - Instructor is not grading on attendance
 - There is a coherent justification for all components of the proposed change (for example, explanation for a pre-req change and for a description change if both are being modified).

- Proposed cross-lists make sense.

Curriculum Change Form

Responsibilities – COLLEGE CURRICULUM COMMITTEE

(continued)

- Proposed learning outcomes are at the appropriate level and are readily assessable.
 - Current pre-reqs, co-reqs and descriptions match current Catalog.
 - If a course is proposed as a “P” or “W”, it meets all university criteria for the relevant HIP/WIC.
 - Consult with the Registrar’s Office for course numbers when creating a new course.
 - Are there any “hidden” pre-reqs that an advisor needs to be aware of and should be listed (for example, a course listed as a pre-req has its own set of pre-reqs that students are unlikely to have taken)?
- Be sure that the minutes from the curriculum committee meeting are shared with all college faculty and necessary votes are taken.

Curriculum Change Form Common Mistakes – (ALL TO REVIEW)

- Incomplete course number provided on CCF (e.g., 1XX). Or an existing course number is used for the creation of a new course.
- Inconsistencies between full course description on the form and other fields. For example, the course description has different prerequisites/co-requisites from those listed in prerequisite/co-requisite fields on the form.
- Full Title is not listed in Course Description field.
- Previous course description is not from the current Catalog.
- Existing course fees are not changed through CCF's. Changes go through Associate Provost Robert McAlpin.
- All of the relevant changes being requested are not checked off so those at different levels through the process know what is being changed. For example, a course description change that involves a title change along with a change in course credits should have all three categories checked on the form.
- If a single new proposed course is being added as a required course or replacing an existing required course, a PRS is not necessary, but a side-by-side chart (based on how the curriculum is listed in the Catalog) should be attached to the CCF clearly showing where the new course fits into the program curriculum. (If more than one new course is being added into the requirements, then a Program Review sheet should be used.)

Program Review Sheet Responsibilities –**Originator/Faculty Member**

Check for the following:

- Type of Change
- Proposed Action
- Name of Program
- Program Level
- School/College
- Brief Justification: Describe the need for the program/changes to an existing program.
- Overlap: Detail overlap or impact to other courses/programs.
- Contact person
- Attachments
 - Includes a side by side comparison detailing the program layout and changes within a program. This can take the format of either a simple list of all curriculum requirements **or** a semester by semester breakdown showing when all required courses should be taken across the four years (a side by side template for this format is provided). Please note in cases where any changes are made to HIP/WIC courses in a major, the semester by semester format is required for reviewers to be able to verify that there is one HIP and one WIC in each of the first year, middle years and final year. In any side by side comparison, please highlight changes to existing program requirements.
 - Letters addressing overlap and impact (on other courses/programs)

Program Review Sheet Responsibilities – DEPARTMENT CHAIR

- Is form completed correctly by the department? A **side by side** comparison is required for all program revisions to clearly see the changes from the old to the new using the provided template. Be sure to mention if there is or is not a change in the total number of required credits. If there is a change in credits, provide a rationale. Clearly indicate all new courses being added to the program, all deleted courses, other degree requirement changes, and check total number of credits in program.
- Does the justification for change clearly indicate the reasons for all of the proposed changes to the program?
- Identify potential sources of overlap and impact with other programs both in the school/college and across the university. Obtain approvals (email messages) by affected programs. The approvals need to be attached to the program review sheet. This includes programs that offer similar courses, as well as programs that require a course that is being modified.
- For new and revised programs, be sure to indicate in the **side by side** comparison where the 3 high impact practice (HIP) (P designation) courses and the 3 writing-intensive course (WIC) (W designation) are across the four years of the curriculum.
- Be sure there is a departmental discussion about the change so all members are informed.

Program Review Sheet Responsibilities – COLLEGE CURRICULUM COMMITTEE

See previous levels for review including:

- Is form completed correctly? For larger colleges, maybe invite a member of Registrar's office as meeting guest to advise.
- In the **side by side** comparison, is there a change in the total number of required credits? If so, be sure that a rationale is provided.
- Does the justification for change clearly indicate the reasons for all of the proposed changes to the program?
- Are potential sources of overlap and impact identified with other programs both in the school/college and across the university and were approvals by affected programs attached to the program review sheet? This includes programs that offer similar courses, as well as programs that require a course that is being modified.
- For new and revised programs, does the **side by side** comparison of old vs. new curricula show where the 3 high impact practice (HIP) (P designation) courses and the 3 writing-intensive course (WIC) (W designation) are across the four years of the curriculum to be sure there is one HIP and one WIC in each of the first year, middle years and final year?
- Does the suggested change seem reasonable and do other programs approve?
- For program revisions where greater than 20% of the program is being changed and/or a program change has significant financial implications, please alert your dean that a financial look at the proposed changes is needed by contacting Associate Provost Robert McAlpin.
- Be sure that the minutes from the curriculum committee meeting are shared with all college faculty and any necessary votes are taken.

Program Review Sheet

Common Mistakes **(ALL TO REVIEW)**

- An accurate side by side must be attached. The side by side should show both the current requirements and the new requirements. An example of a common error is if three new courses are being added to the required courses for a program, but only two of the courses are shown on the side by side for the new requirements. Or for example, three new courses are being added to the program, but the wrong course numbers are provided and are not consistent with associated CCF's.
- Incomplete/erroneous information regarding total credits required for the program.
- Side by sides that do not use the requirements in the current Catalog as the original version of the curriculum.
- PRS's that include new courses that do not have CCF's submitted through the curriculum process or have not reached SCAA at the same time. This causes delays.

Guidelines for a Curriculum Review Syllabus

When required to submit a syllabus as an attachment to a Curriculum Change Form, we recommend attaching a brief curriculum review syllabus (as opposed to your full syllabus) that includes **ONLY** the following elements. The regular course syllabus may also be attached if it contains all of the following elements. The syllabus should reflect the modality in which the course will generally be taught.

Required Syllabus Elements:

- **Basic course information, including**
 - Course code and number
 - Course title
 - An indication of modality for this sample course syllabus, i.e., in-person, remote session (online synchronous), online (online asynchronous), or hybrid.
 - Course description which exactly matches description on the CCF. The course description should orient students to a course by outlining the purpose/rationale for the course/subject area, a brief overview of the key content, knowledge and/or skills to be learned and stating the major learning activities and strategies a student will experience.
 - Here is a sample Course Description showing correct format:
SOC 407P - Internship
3 credit(s) High Impact Practice: Internship
This course provides the opportunity for students to explore their career interests and strengthen skills as an integral part of their educational process. Students complete at least 120 hours of supervised fieldwork in a criminal justice placement. Under faculty supervision, students complete readings, written assignments, and reflection activities to relate their fieldwork to their coursework in the major. Students are required to meet with the internship coordinator one semester prior to begin the placement process.
Prerequisite(s): Permission of Instructor
 - Sample meeting schedule is required.
 - For a standard synchronous course, meeting schedule is shown, for example, as MWF 10:10 – 11:00am, or TR 2:10 – 3:25pm. Make sure the meeting schedule—number of weeks, and number of hours per week—meets the university definition of a credit hour.

- Credit hour definition: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time;
 - or -
 - (2) At least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
- For an asynchronous online course, please note the number of hours of engaged academic time per week.
 - Engaged academic time is equal to instructional time + work outside of class in a given week.
 - For example, a 15 week, 3 credit course, should have about 3 hours of instruction and approximately 6 hours of outside of class work (such work includes reading, note taking, online discussions, interactions with the instructor or other students, completing homework assignments, studying for quizzes or tests, researching for course assignments, writing papers, etc.) a week for a total of about 9 hours of engaged time (127.5 for the term).
 - A 7.5 week, 3 credit course should have 6 hours of instruction and approximately 12 hours of outside of class work (see above) a week for a total of about 18 hours of engaged time (126.5 for term).
- **List of course objectives/learning outcomes. These are brief statements that describe the knowledge and/or skills students will acquire by the end of a particular course, and may include text that helps students understand why that knowledge and those skills will be useful to them.**

NOTE: If the course counts as a HIP, that should be reflected in one of the objectives.

Writing Course Objectives/Learning Outcomes: Effective learning objectives should be observable and/or measurable. When writing course objectives or learning outcomes it is recommended that you use action verbs such as “identify”, “argue”, or “construct” versus passive verbs such as “understand” or “be aware of”. For three resources on creating, critiquing, and revising learning outcomes from CTEI, click [here](#).

- **List of required texts/readings/podcasts/videos/materials**
- **Explanation of how the final grade is determined** (typically, a list of the major assignments/components of the grade, including the percentage of the grade dedicated to each component)
NOTE: You may not grade students on attendance, though you may dedicate a portion of your grade to participation in class discussion/activities.

Sample grade determination:

Assignment	Percentage of Final Grade (or points)
Essay Drafts (total of 5)	20%
Final Draft of Essay (total of 5)	40%
Class participation	10%
Midterm	15%
Final	15%

When providing your grading breakdown, consider your audience does not know what Essay 1 or Project means. Please make this clear in your course schedule outline, as in the following example:

- **Weekly schedule of topics, readings, and assignments**

Week	Topic	Readings/Course materials	Assignments
1	Example topic: Introduction to	Chapter 1 in XXX & XXX Article: XXXXX	Rhetorical Essay 1 Draft Due*

	Rhetorical Writing		
3	Expository Writing	Chapter 4 in XXX & XXX	Final Draft of Rhetorical Essay 1 Due * Expository Essay 2 Draft Due

***Please do not include instructions or rubrics for each assignment. The items in your “Assignments” column should match and explain items listed in the grading breakdown. The intent is to show the rigor of the course in your course schedule outline. Certain courses may lend themselves to a less described week by week breakdown, which is completely acceptable. Examples could include a “Studies in”, “Research in”, or “Special Topics” course shell, as well as courses for internships.**

High Impact Practices Criteria

Guidelines for **Writing Intensive Courses** to Count as HIP

1. Students must compose a minimum of 15 pages of graded writing. A variety of different kinds of writing assignments might count toward that total. Examples include short reading or performance responses, lab reports, reviews (of books, articles, events, or performances), job or business letters,

grant proposals, analytical papers, blogs, discussion board posts, in-class essays, and research essays. Substantial rewrites of writing assignments might be included in the total.

2. Writing assignments must count for at least 20% of the final grade in the course.
3. Specific course objectives related to writing must be included on the syllabus.
4. Students must receive some individual feedback on their writing. These responses might come in the form of required conferences, tutoring, peer-group editing, or written comments.
5. Some instructional time must be devoted to writing itself. For example, professors might discuss the complexity of the writing process (planning, drafting, revising, and editing), or explain certain discipline-specific conventions (for instance, conventions for writing a professional email, for formatting a business letter, or for using a particular citation style).
6. Students should be given the opportunity to revise and/or edit some writing. These revisions, or “rewrites,” may or may not be re-graded, as the instructor sees fit.
7. Students should write frequently, ideally on a weekly basis and in class occasionally.
8. Writing should be used as a method of learning and as a means of exploring ideas, not just as a means of recording knowledge. Brainstorming and quick writing (in which students are given a very short period of time in class to reply to a question or prompt) are two common strategies for writing to learn.
9. Though a variety of informal writing assignments may count toward the expected page minimum, at least one formal writing assignment should be included among the course requirements. Ideally, longer assignments should be divided into smaller tasks so student progress can be monitored.
10. Writing intensive courses should whenever possible focus on the forms of writing appropriate to the program or discipline in which the course is situated.

Guidelines for **Learning Communities** to Count as HIP

1. The learning community must be a curricular learning community, with the same group of students enrolled in two or three courses at the same time.
2. There must be some integration of academic content across the linked courses so that both social and academic integration form part of the experience. Thus, a minimum of 25% of the course content in each course will relate to the content in the companion course(s).

3. In order to ensure the integration of academic content across courses, there should be some collaboration among participating faculty in the design and implementation of the learning community courses.

Guidelines for **Collaborative Assignments or Projects** to Count as HIP

1. The collaborative assignment or project must be embedded in a credit-bearing course.
2. The collaborative assignment or project must count for at least 20% of the final grade in the course.
3. Student teams should be presented with a real-world problem to solve, whether that problem is the interpretation of a string quartet, or a business plan, or the design of a museum exhibit, or an advertising campaign, or a software need, or an engineering design problem.
4. Students on a team must be required to evaluate each other's performance as team members.
5. The project must be presented in some way, either within the course or in some public forum.

Guidelines for **Service or Community-Based Learning** to Count as HIP

1. The service learning project or community-based learning project must be embedded in a credit-bearing course.
2. The service project must be related to the subject matter and learning goals of the course.
3. The service project must address a genuine community need and should be formulated with the assistance or input of that community.
4. Some of the course assignments and teaching strategies must be tailored to integrate the service work into the fabric of the course by demanding that students reflect on the relationship between that community-based work and the course content. Thus, students might be asked to keep a journal in which they reflect on the relationship between what they are learning in class and the community work they are doing, or write a case study or an observation paper based on their service work, or conduct research on a historical topic or a public policy issues related to their community work, or develop a class presentation relating their service experience to key concepts explored in the course.

Guidelines for **Internships** to Count as HIP

1. The internship must be an academic internship for which students receive academic credit.

2. The student, the supervising faculty member, and the site supervisor must agree upon and sign a learning contract detailing the expectations of all parties.
3. Students must meet regularly with the supervising faculty member.
4. The supervising faculty member must visit the internship site at least once during the course of the internship.
5. Students must maintain a journal or some like record of their reflection on the internship experience, and they must receive regular feedback on that written record from their supervising faculty member.
6. Whenever possible, the student should meet regularly with other students enrolled in the same internship course, and those meetings should be conducted by the supervising faculty member. The meetings might be face-to-face or virtual.

Guidelines for **Capstone Courses or Projects** to Count as HIP

1. The capstone course or project must reflect the learning outcomes of the program in question.
2. The capstone course or project must result in the completion of a significant product appropriate to the program. That product might be a work of art or a show, a music recital, a portfolio of writing, a research essay, the results of an experiment, a business plan, etc.
3. The capstone course or project must have a cumulative and integrative component that requires students to synthesize the knowledge and skills they have developed during their course of study. This cumulative component could be a portfolio of work, or an unstructured problem or assignment demanding that students bring to bear the knowledge and skills they have acquired during their studies.
4. The capstone course or project must have a reflective component that requires students to comment on their experience in the course of study. This reflective component could be an essay accompanying the capstone project, or an essay focusing more broadly on the student's academic experience.
5. Students must receive regular feedback about their work from an instructor or supervising faculty member while the project or course is being completed.
6. The product of the capstone experience should be presented publicly. This presentation might be made to peers in the course, or to a select group of program faculty, or in some appropriate public forum.

Guidelines for **First Year Seminar or Experience** to Count as HIP

1. Courses designed specifically for first-year undergraduate students to support their transition to the University

2. Courses that enroll fewer than 25 students or portions of the course meets in groups of fewer than 25 students.
3. Students are put in circumstances that require them to interact with faculty and peers about substantive matters.
4. Students obtain frequent feedback on their performance in a course that will be graded.
5. Students have opportunities to integrate, synthesize and apply knowledge while exploring big questions and big ideas.
6. Whenever possible the learning objectives for the course should be aligned with the University's Essential Learning Outcomes and First-Year Goals.

Guidelines for **Diversity/Global Learning** to Count as HIP

1. Course should explore complex issues of race, ethnicity, gender bias, sexual orientation, gender identity, class, disability, religion, human rights, freedom, empowerment, or the continuing struggles around the world for social equality.
2. Course should present alternative perspectives on issues related to culture, sexuality, religion, gender, race, socio-economic class, power, and so on.
3. 50% of the content in the course should directly address the themes of diversity as defined above.
4. Students should have significant opportunities to reflect on diversity issues.
5. 25% of the course grade should be dedicated to an assignment or assignments that explicitly address diversity.

NOTE: An approved study abroad experience will count as a High Impact Practice.

For the **Common Intellectual Experiences** and **Undergraduate Research** HIP please see the handout entitled [High Impact Practices: Eight Key Elements and Examples.](#)