CurricUNET for Dummies

A how-to guide for entering proposals in CNET

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NEW COURSE PROPOSALS: REQUIREMENTS FOR NEW COURSES IN CURRICUNET

Title

Catalog Course Description: Aim for no more than 40 to 50 words maximum; do not begin a sentence with “This course...”; if describing a list of topics to be covered, it is typically prefaced with phrase, “to include...”; capitalization only for proper nouns; refer to General Catalog and Graduate Bulletin for examples of approved descriptions.

Course Hours Description: This part is written in “normal” language. So, a class that is 1 hour of lecture and 4 hours of laboratory activity is written in that manner (but it may only officially count as 3 unit-hours). Make sure the course hours correspond correctly to the course classification system.

Course Classification: For official new courses, CurricUNET & SDSU Curriculum Guide has all the codes and their meanings.

Prerequisites: The first field referencing prerequisite is where you list courses you must complete before; another field called “NEEDS MET BY COURSE” asks to list the courses for which THIS NEW COURSE will be required as a prerequisite. This means students will not be able to take Course X unless they have taken this new course that is being proposed.

Resources: Unless otherwise informed, always state that the class can be taught with existing faculty and existing resources.

Relationship of Course: There is a question about other courses that might cover existing content. Best to say “no class covers this content.” If correct answer is “yes,” proactive efforts should be made to obtain support from academic units offering courses in similar areas. While each of us believes that our disciplines are unique, the reality is that disciplinary overlap is frequent and frequently unavoidable. Be a good SDSU colleague and engage in campus dialogue about possible areas of overlap, which often can be resolved with discussion, compromise, and professionalism.

Justification: Use your best judgment. A justification could be; students need more experience with topic X, need better preparation in some skill before an advanced level class, or class exists at a graduate level but we need a reformatted lower-level version.

Required reading materials (textbooks): Any text more than 5 years old needs some justification. It’s okay to name a text or two, “plus supplemental material selected by instructor.” But, it’s not okay to simply provide such a vague answer, i.e. “I will make a Course Reader.” If you are going to use only a Course Reader, list at least three of the readings or excerpts to give an indication of the material. CSU policy prohibits faculty from requiring textbooks written by themselves UNLESS those books are commercially available for adoption at other campuses.

Writing Component: Need to justify if NO writing requirement for any class 300 or above. For classes that do have written component, provide page or word count for student work.

Grading Standards: Be sure everything comes to 100%. Full details about specific assignments can be included in syllabus; no need to provide more than assignment name and grading standards.

Key Area: Participation & Attendance
Participation cannot happen without attendance. Obviously, Instructors should strive to grade on participation, rather than merely on attendance. Realistic grading rubrics should be submitted that indicate clearly the standards by which points will be awarded for participation.
Key Area: Syllabus
Information on the syllabus needs to match the information in CurricUNET. Common areas of mismatch include grading standards, weekly topics, SLOs, and course descriptions. A syllabus is needed for all NEW course proposals and all NEW special topics proposals.

Graduate Student Requirements: If grad students can take a lower-level class, provide the additional work that they will do. Be clear about how these students will be evaluated. Simply saying a grad student will write a 10-page paper, instead of a 4-6 page paper, is not sufficient. Indicate (if possible) how the graduate work is qualitatively different than undergrad work (rather than simply, “writing a few more pages.”) For example, the graduate-level papers might be required to include primary sources (as opposed to only secondary sources for undergrads), to be submitted for conference presentation consideration (as opposed to presented only in class), or to construct a theoretical framework using refereed journal articles (as opposed to relying on textbook information).

Design & Conduct: In the syllabus provide a week-by-week breakdown of the semester (15 weeks). Week #16 should be final exam, or whatever is happening during Finals Week. You can group things together in clumps, such as “Weeks 1-3 = Topic X.” But avoid creating blocks that are more than three weeks’ worth of material. (No need to enter this into CurricUNET—just attached syllabus.)

If you have exams or major projects, especially anything worth a big percentage of a student’s grade (25% or more) – indicate WHERE in the semester this is due. You don’t need to include regular, weekly assignments, but definitely include the major exams and assignments. People will want to see where this occurs.

Key Area: SLOs
Use the taxonomy: http://www.curricunet.com/SDSU/taxonomy.pdf. Ensure that the level of learning matches the level of the course. Avoid these verbs: appreciate, have faith in, know, learn, understand, believe. SLOs basically ask: What outcomes do you want students to be able to demonstrate at the end of this class?

Key Area: Activities versus Assessments
Both activities and assessments could be coursework components on which students are graded. Activities involve stuff done by the students and by the instructors to help students attain the SLO. These could include lectures, presentations, class readings, homework exercises, field trips, personal reflections, etc. The basic question is: What course-related activities can students be doing to get them moving toward being able to demonstrate that SLO? Assessments involve the tool by which the instructor will measure/evaluate SLO attainment. These could include quizzes, exams, written papers, or presentations. The basic question is: By what mechanism will you know that students have attained the desired outcome? Differentiation of the activity from the assessment is important; these should NOT be the same for any given SLO. For example, a presentation cannot be BOTH the activity AND the assessment for one SLO. See examples on next page.
SLOs vs Activities vs Assessments: Examples

Example: Art
SLO: Evaluate modern paintings against classical principles of design
Activity: Visits to art museums, followed by in-class/on-site discussions of paintings viewed during visit
Assessment: Essay in which students compare specific painting against classical principles and offer an evaluation

Example: Biology
SLO: Identify, describe the function of, and properly operate the parts of the compound microscope
Activity: Recitation and lab observation of various specimens on microscope slides using the low, high, and oil immersion lenses
Assessment: Lab exercises will ask students to describe, sketch, and recognize examples of basic bacterial cell morphologies (shapes) and arrangements. Calculate total magnification of any microscope, given ocular and objective lens magnifications

Example: Journalism
SLO: Translate scientific findings from scientists into lay language for news consumers.
Activity: Interview a scientist about his/her research
Assessment: Feature news article. This should include two quotes from the interviewed scientist, and both quotes should be both understandable to a non-scientist and accurate from a scientist’s standpoint

Example: Journalism
SLO: Distinguish among different types of media writing
Activity: Lecture and in-class discussion
Assessment: Exam questions regarding different types of media writing (examples: news, feature, opinion)

Example: Latin American Studies
SLO: Compare slavery and its legacies in two or more regions of the Americas
Activity: Most readings, lectures, discussions, and written assignments will contribute, but in particular the weeks 6 through 9 will focus, on a comparative understanding, and week 15 will focus on legacies
Assessment: Final research project, in which students shall explicitly make comparisons, supported by readings

Example: Learning Design & Technology
SLO: Modify existing games to reinforce learning
Activity: Take a familiar recreational game (e.g., Bingo, checkers) and change its appearance and rules to serve as an effective learning activity
Assessment: Game and game design document, which will be assessed by rubric with these dimensions: creativity, application of models of learning and motivation, clarity

Example: Religious Studies
SLO: Critique religious perceptions in film and interpret the cultural significance of each represented world religion and spiritual theme
Activity: Film screenings, course readings, lecture & discussion
Assessment: Reflection journal

Example: Television, Film & New Media
SLO: Analyze films by learning to interpret the cinematic elements of character, gender, dialogue, image, mise en scène, lighting, and music
Activity: Film screenings, followed by discussion
Assessment: Quizzes
Modifying an existing course
Even for courses that have existed for years, the following information still must be completed in CNET. See guidelines above.

Needed in Course checklist
Basic Course Information
Attach Syllabus Here
Units / Mode of Instruction
Prerequisites
Resources
Justification
Needs
Required Student Course Materials
Writing Component
Grading Standards
Graduate Student Requirements
Student Learning Outcomes
Design & Conduct

Not Needed:
Cross Listed Courses
Relationships
Changing and Resubmitting a Modified Proposal

After a proposal has been resubmitted, it can only be changed after someone in the review process has sent it back to the originator for changes. To make the changes, the originator goes to the original proposal and opens it using the pencil icon.

Then go to each relevant section and “unlock” as necessary. After the edits have been made, click save and finish.

There’s one more crucial step in the process. Even though the changes have been made and you saved and finished, the proposal must be formally resubmitted by following these steps:

Go to track->my approvals;
Select originator from the select role drop down menu, click filter;
Click the action beside the proposal entry you wish to re-submit;
Select the requested changes made option from the action drop down menu and enter any optional comments;
Click save.

Resubmitting as a Co-Contributor

Viewing a revise-and-resubmit proposal when you’re a co-contributor is a little different. Instead of clicking track->my approvals like an originator would—click build->courses.

Courses you're a co-contributor for should appear in a list under a co-contributing courses heading. There should hopefully be a pencil icon beside the returned proposal entry.

Click the pencil to go into the proposal's parts and unlock respective sections (the course checklist items) to make revisions.

Be sure to finish each section when you're done revising it.

Once revisions have been completed by a co-contributor, notify the originator. S/he must re-save it back into the workflow so the reviewer who returned the proposal can see it again.
**Special Topics Courses (496, 596, 696, 796)**

The special topics form is found in the SDSU Curriculum Guide [http://curriculum.sdsu.edu/](http://curriculum.sdsu.edu/) under FORMS. For new courses, complete the entire form, attaching a syllabus.

For special topics that have been previously offered, only PAGE 1 needs to be completed, with questions 2 - 5, and 14 - 17 updated.

For #13, MODE of INSTRUCTION, see the Course Classification System in the SDSU Curriculum Guide for correct staffing formula [http://curriculum.sdsu.edu/PDF/053-Course%20Classification%20System.pdf](http://curriculum.sdsu.edu/PDF/053-Course%20Classification%20System.pdf)

Special Topics are due approximately a year in advance; contact the College Analyst or College Curriculum Rep from your department for exact dates.

Always use the most updated form found on the SDSU Curriculum Guide.

New proposals are approved at the department level by the School/Department Director/Chair; then approved by the College Curriculum Committee; then approved by the University Special Topics Committee; once final approval has been given, enrollment services will provide the new catalog number to the College Analyst for class schedule inclusion.
APPENDIX

Screenshot-Unlock Button

Please Remember To Save Work Before Navigating Off Of Page.

Prerequisites

Prerequisite
Upper Division Standing
and

Prerequisite
JMS 0300 (R)
Catalog Number: 28502
or

Prerequisite
JMS 0408 (R)
Catalog Number: 32163
or

Prerequisite
JMS 0460 (R)
Catalog Number: 33462
or

Prerequisite
JMS 0480 (R)
Catalog Number: 33470
or

Prerequisite
Graduate Standing

Screenshot-Pencil Icon

JMS 0515 Media Entrepreneurship & Intrapreneurship

Launch: 2017-02-13 15:03:44.0
Process Version: 0500-0599 New Ugrad-Grad
Visual: Visual

Originator: (required) Level: 1.00
Noah Arceneaux
Action: Launch
Done 02/13/2017

Originator
(required) Level: 1.50
### Course Classification System

The formula used to determine faculty workload for "C" (classroom) classes is as follows:

\[
\text{(Adjusted Course Credit Units) x (K-Factor) x (Team Teaching Fraction)} = \text{WTU}
\]

The formula used to determine faculty workload for "S" (supervision) classes is as follows:

\[
\text{Enrollment} \div \text{S Factor} \times 12 = \text{WTU}
\]

(S factor for each — S23, S24, S25, S36, S48 — is identified in the footnote at the bottom of the page.)

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### The California State University

**COURSE CLASSIFICATION SYSTEM**

<table>
<thead>
<tr>
<th>Weekly Course Number</th>
<th>Class Hrs. Code</th>
<th>Description</th>
<th>Per Unit of Credit</th>
<th>Normal LD</th>
<th>Class UD</th>
<th>Size GD</th>
<th>Workload K-Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 01</td>
<td>01</td>
<td>large lecture</td>
<td>1</td>
<td>facility limits (50)</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2 02</td>
<td>02</td>
<td>lecture discussion</td>
<td>1</td>
<td>40</td>
<td>40</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>C3 03</td>
<td>03</td>
<td>lecture-composition</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>C4 04</td>
<td>04</td>
<td>discussion</td>
<td>1</td>
<td>25-39</td>
<td>25-39</td>
<td>25-39</td>
<td>1.0</td>
</tr>
<tr>
<td>C5 05</td>
<td>05</td>
<td>seminar</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>1.0</td>
</tr>
<tr>
<td>C6 06</td>
<td>06</td>
<td>clinical processes</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>1.0</td>
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<tr>
<td>C7 07</td>
<td>07</td>
<td>fine arts and science activities</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>1.3</td>
</tr>
<tr>
<td>C8 08</td>
<td>08</td>
<td>education workshops and social science activities</td>
<td>2</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>1.3</td>
</tr>
<tr>
<td>C9 09</td>
<td>09</td>
<td>music activity - large group</td>
<td>2</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>1.3</td>
</tr>
<tr>
<td>C10 10</td>
<td>10</td>
<td>music activity - small group</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>1.3</td>
</tr>
<tr>
<td>C11 11</td>
<td>11</td>
<td>physical education and recreation activities</td>
<td>2</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>1.3</td>
</tr>
<tr>
<td>C12 12</td>
<td>12</td>
<td>speech, drama, &amp; journalism activities</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>1.3</td>
</tr>
<tr>
<td>C13 13</td>
<td>13</td>
<td>technical activities and laboratories</td>
<td>2</td>
<td>facility limits (24)</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C14 14</td>
<td>14</td>
<td>remedial courses</td>
<td>2</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>1.3</td>
</tr>
<tr>
<td>C15 15</td>
<td>15</td>
<td>technical activities and laboratories</td>
<td>3</td>
<td>facility limits (24)</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C16 16</td>
<td>16</td>
<td>science laboratories</td>
<td>3</td>
<td>facility limits (24)</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C17 17</td>
<td>17</td>
<td>clinical practice off campus</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>2.0</td>
</tr>
<tr>
<td>C18 18</td>
<td>18</td>
<td>major intercollegiate sports (not more than four per year)</td>
<td>3 or more</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>6.0</td>
</tr>
<tr>
<td>C19 19</td>
<td>19</td>
<td>minor intercollegiate sports</td>
<td>3 or more</td>
<td>20</td>
<td>20</td>
<td>-</td>
<td>3.0</td>
</tr>
<tr>
<td>C20 20</td>
<td>20</td>
<td>major performance</td>
<td>3 or more</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>3.0</td>
</tr>
<tr>
<td>C21 21</td>
<td>21</td>
<td>music performance</td>
<td>3 or more</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>3.0</td>
</tr>
<tr>
<td>S23 23</td>
<td>23</td>
<td>supervision</td>
<td>N/A</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>N/A</td>
</tr>
<tr>
<td>S24 24</td>
<td>24</td>
<td>supervision</td>
<td>N/A</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>N/A</td>
</tr>
<tr>
<td>S25 25</td>
<td>25</td>
<td>supervision</td>
<td>N/A</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>N/A</td>
</tr>
<tr>
<td>S26 26</td>
<td>26</td>
<td>supervision</td>
<td>N/A</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>N/A</td>
</tr>
<tr>
<td>S27 27</td>
<td>27</td>
<td>supervision</td>
<td>N/A</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>N/A</td>
</tr>
<tr>
<td>S28 28</td>
<td>28</td>
<td>peer-taught courses, ROTC or non-workload instruction which is not state supported</td>
<td>varies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0</td>
</tr>
<tr>
<td>C29 29</td>
<td>29</td>
<td>nontraditional instruction, examination, or evaluation (workload is assigned)</td>
<td>varies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0</td>
</tr>
</tbody>
</table>

\* 23 = Code for APDB and Class Schedule

\(\sharp\) 24 = Code for APDB and Class Schedule

\(\#\) 25 = Code for APDB and Class Schedule

\(\#\) 26 = Code for APDB and Class Schedule

\(\#\) 27 = Code for APDB and Class Schedule

\(\#\) 28 = Code for APDB and Class Schedule

\(\#\) 29 = Code for APDB and Class Schedule

\(\#\) 30 = Code for APDB and Class Schedule

\(\#\) 31 = Code for APDB and Class Schedule

\(\#\) 32 = Code for APDB and Class Schedule

\(\#\) 33 = Code for APDB and Class Schedule

\(\#\) 34 = Code for APDB and Class Schedule

\(\#\) 35 = Code for APDB and Class Schedule

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\(\#\) 37 = Code for APDB and Class Schedule

\(\#\) 38 = Code for APDB and Class Schedule

\(\#\) 39 = Code for APDB and Class Schedule

\(\#\) 40 = Code for APDB and Class Schedule

\(\#\) 41 = Code for APDB and Class Schedule

\(\#\) 42 = Code for APDB and Class Schedule

\(\#\) 43 = Code for APDB and Class Schedule

\(\#\) 44 = Code for APDB and Class Schedule

\(\#\) 45 = Code for APDB and Class Schedule

\(\#\) 46 = Code for APDB and Class Schedule

12 = S Factor to use in formula to determine WTU's

18 = S Factor to use in formula to determine WTU's

24 = S Factor to use in formula to determine WTU's

36 = S Factor to use in formula to determine WTU's

48 = S Factor to use in formula to determine WTU's

* revised 8/93, 5/92, 5/93, 3/96

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[9]
### COURSE CLASSIFICATION SYSTEM — EXAMPLES

<table>
<thead>
<tr>
<th>Course Classification Number</th>
<th>Description</th>
<th>Typical Examples and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Large lecture</td>
<td>Lecture courses in any discipline with more than 50 students.</td>
</tr>
<tr>
<td>C-2</td>
<td>Lecture — discussion</td>
<td>Lecture courses in any discipline in which class participation is a planned portion of the instructional method.</td>
</tr>
<tr>
<td>C-3</td>
<td>Lecture — composition</td>
<td>Business, education, English, and psychology courses in which students write, are counseled or study law cases.</td>
</tr>
<tr>
<td>C-4</td>
<td>Lecture — counseling</td>
<td>Courses in any discipline, which student participation (discussion) is the primary instructional method.</td>
</tr>
<tr>
<td>C-5</td>
<td>Lecture — case study</td>
<td>Nursing and psychology courses in clinical processes and education courses involving individual testing, such as driver training in a simulator.</td>
</tr>
<tr>
<td>C-6</td>
<td>Seminar</td>
<td>Art, anthropology and science activities.</td>
</tr>
<tr>
<td>C-7</td>
<td>Clinical processes</td>
<td>Includes methods taught on an activity basis in education and subject areas.</td>
</tr>
<tr>
<td>C-8</td>
<td>Fine arts and science activities</td>
<td>Does not result in a major public performance.</td>
</tr>
<tr>
<td>C-9</td>
<td>Education workshops and social science activities</td>
<td>Gym classes or intramural sports if credit is given.</td>
</tr>
<tr>
<td>C-10</td>
<td>Music activity – large group</td>
<td>Class work in debate, acting and production; no public performance involved.</td>
</tr>
<tr>
<td>C-11</td>
<td>Music activity – small group</td>
<td>Courses involving the use of business and other machines; accounting, geography, foreign languages, home economics, psychology, library science, photography, engineering, industrial arts, agriculture, mathematics and statistics.</td>
</tr>
<tr>
<td>C-12</td>
<td>Physical education and recreation activities</td>
<td>Courses for students admitted as exceptions only.</td>
</tr>
<tr>
<td>C-13</td>
<td>Speech, drama and journalism activities</td>
<td>Laboratories in art, foreign language, home economics, industrial arts, physical education, speech correction, cartography, audio-visual, mathematics, library science, police science, laboratories in natural science, life science, psychology, natural resources, agriculture, engineering, meteorology, photography, nursing, social work.</td>
</tr>
<tr>
<td>C-14</td>
<td>Technical activities and laboratories</td>
<td>Football, baseball, basketball, track and field, wrestling, swimming, etc., limited to four sports per year.</td>
</tr>
<tr>
<td>C-15</td>
<td>Remedial courses</td>
<td>Other sports not listed as C-18.</td>
</tr>
<tr>
<td>C-16</td>
<td>Science laboratories</td>
<td>Production courses in art, drama, journalism, music, photography, radio-TV, debate, results in a major public performance, showing or distribution.</td>
</tr>
<tr>
<td>C-17</td>
<td>Clinical practice — off campus</td>
<td>Major performance groups, such as orchestras, bands and choruses.</td>
</tr>
<tr>
<td>C-18</td>
<td>Major intercollegiate sports</td>
<td>Supervision requires three hours per week with each supervised student.</td>
</tr>
<tr>
<td>C-19</td>
<td>Minor intercollegiate sports</td>
<td>Supervision requires two hours per week with each supervised student.</td>
</tr>
<tr>
<td>C-20</td>
<td>Major performance</td>
<td>Supervision requires one and one-half hours per week with each supervised student.</td>
</tr>
<tr>
<td>C-21</td>
<td>Music performance</td>
<td>Supervision requires one hour per week with each supervised student.</td>
</tr>
<tr>
<td>S-23</td>
<td>Supervision</td>
<td>Supervision requires three-quarters of one hour per week with each supervised student.</td>
</tr>
<tr>
<td>S-24</td>
<td>Supervision</td>
<td>Courses which generate no workload for faculty but generate FTES for the campus and are not state supported.</td>
</tr>
<tr>
<td>S-25</td>
<td>Supervision</td>
<td>Courses which generate credit by examination, or evaluation, or which are taught in modes not described by the formula. Faculty workload is assigned.</td>
</tr>
<tr>
<td>S-26</td>
<td>Supervision</td>
<td>Refer to AAR 92-07 for more detailed description of workload responsibilities.</td>
</tr>
<tr>
<td>S-27</td>
<td>Supervision</td>
<td>Refer to AAR 92-07 for more detailed description of workload responsibilities.</td>
</tr>
</tbody>
</table>

* Original 8/75  Revised 8/83  5/92  5/93  3/96
## Supervision Course Categories and WTU Generation

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students per:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Old</td>
</tr>
<tr>
<td></td>
<td>1 WTU</td>
</tr>
<tr>
<td></td>
<td>12 WTU</td>
</tr>
<tr>
<td>S-1</td>
<td>S-48</td>
</tr>
<tr>
<td>S-2</td>
<td>S-36</td>
</tr>
<tr>
<td>S-3</td>
<td>S-25</td>
</tr>
<tr>
<td>S-4</td>
<td>None</td>
</tr>
<tr>
<td>S-5</td>
<td>S-23</td>
</tr>
</tbody>
</table>

For coding purposes on curricular proposal forms, APDB and Class Schedule, the following CS numbers need to be used:

- S-1 = S-48
- S-2 = S-36
- S-3 = S-25
- S-4 = S-24
- S-5 = S-23

* Each number in this column is the S Factor (by category) to be used in the workload formula for Supervision classes, based on 12 WTU standard.
The Curriculum Committee of the Graduate Council requests that originators of curriculum proposals review this checklist before submission. Item numbers refer to the “Course Outline Report” window in CurricUNET.

CurricUNET proposals:

1. Item 18 (Basic Course Information - Catalog Course Description)
   Description should be clear and accurate, and conform to current catalog formatting conventions and sentence structure.

2. Item 27 (Units - Mode of Instruction - Grading Methods)
   Credits should NOT be an option for graded courses, except in unique circumstances. Graduate students cannot use Cr NC grades on their Program of Study, unless Cr NC is the only option.

3. Item 28 (Prerequisites)
   Prerequisites should be logical. For example, having no prerequisites is nearly impossible to justify for a graduate level course. At a minimum, classified graduate standing should be required. Hidden prerequisites (because the prerequisites have prerequisites) should be identified when possible.

4. Item 31 (Justification - Need for Course)
   The target audience for this course is faculty outside the discipline (and even college).

5. Item 35 (Grading Standards - Describe weights)
   Points assigned to various components should be clear. State how total points will be converted to a letter grade. Points should not be given simply for “attendance.” Consider giving points for short quizzes taken at the start of class, or for questions that each student prepares in anticipation of a discussion. If “participation” is to be used, then it should be scored objectively. AVOID using “participation” as a large percentage of the total points, if possible.

6. For 500-level courses: Item 36 (Graduate Student Requirements)
   Specific grading standards or additional assignments are required for graduate students in 500-level courses. Graduate students should be required to do more work, and/or have their work scored with a more rigorous rubric. Some items may be differentially weighted for graduate students vs. undergraduates, when the final course grade is calculated. Provide at least some specifics: curriculum committees cannot evaluate vague references to “higher grading standards” or “graduate-level responsibilities.”

7. Item 37 (Student Learning Outcomes)
   Clearly state SLOs using appropriate action verbs. Within CurricUNET, there is a link labeled “taxonomy” with many examples.

8. For program changes or new programs: (Catalog Copy - Degree Requirements, and Catalog Output Blocks)
   Strive to present course requirements and alternatives in the simplest manner possible. Make sure that the maximum possible units for the degree program is calculated correctly, and is not excessive.

9. Attach Syllabus Here
   The syllabus should follow requirements as described in the Curriculum Guide, which is linked from within CurricUNET. Include a course description, clearly stated Student Learning Outcomes (using appropriate action verbs), and a clear explanation of how a letter grade will be assigned from total points in the course. Provide a clear absence and makeup policy that lists examples of both excusable and unexcusable absences (e.g., work conflicts, traffic-related delays, job, graduate school interviews).

Special Topics Proposals:

10. A syllabus is required for all special topics proposals.