

## Course Submission and Consultation System (CSCS) “Cheat Sheet” for Adding New Course Proposals

### Course Adds

*Guidelines for the creation of new course abbreviations:*

Course abbreviations should not be campus/college specific.

A new course abbreviation should not be created for one or two courses within a minor.

Faculty are encouraged to use disciplinary course abbreviations already in existence.

All proposals should be edited carefully; avoid excessive use of academic jargon that will be unfamiliar to outside readers, and strive for internal coherence (e.g., maintain consistency between the course outline and course description).

In naming graduate-level courses, avoid using the terms “Introduction” (not appropriate for graduate-level work—“Foundations in [Topic]” would be appropriate) and “Advanced” (graduate-level courses, by definition, are advanced). To indicate a foundational course and a course that follows it on the same topic, titles such as “[Topic] I” and “[Topic] II” would be appropriate, for example.

Here is a sample proposal, with suggestions throughout:

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Principal Faculty Member Proposing Course: **JOHN DOE** (Note: This individual must be a member of the Graduate Faculty.)

College: **THE LIBERAL ARTS**

Department or Instructional Area: **ENGLISH**

College/Academic Unit With Curriculum Responsibility: **THE LIBERAL ARTS**

Type of Proposal: ☒\_ADD ☐\_CHANGE ☐\_DROP

Type of Review: ☒\_FULL ☐\_Expedited

Course Designation: **(ENGL 571) Writer in the Community**

### Proposed Bulletin Listing

Abbreviation: **ENGL**

Number: **571**

Title: **Writer in the Community** (no limit of spaces)

Abbreviated title (18 bytes or less) (this short title will appear on the transcript and, thus, should be as informative as possible; do not simply use a few letters from each word in the full title if this results in an indecipherable string of letters): **Writer in Communit**

Credits: Min: **\_3\_** Max: **\_3\_** (Note: A MIN and MAX with differing values signifies a variable credit course (e.g., SUBJECT 596); this is NOT the same as a course that is fixed credit (e.g., MIN: 3 and MAX: 3) but may be taken more than once by the student . A course that may be taken more than once should be designated below as “Repeatable: Yes”, and will require a “total maximum credits.”)

Repeatable: **No** (most courses are “no”)

Description (20 words or less): **Students study the theory and practice of creative writing pedagogy in non-university settings.**

Prerequisite(s): **no prerequisites (Note: “permission of the instructor” or “graduate standing” are not acceptable prerequisites; these are understood and can be controlled by the program using course controls. Prerequisites, if any, should be listed as specific Penn State course prefixes/numbers.)**

Concurrent(s): **no concurrent courses**

Crosslisting: **(Note: it is not necessary for both (all) programs to submit individual proposals in order to cross-list a new course proposal; only one proposal is required. However, in addition to listing the crosslisted courses in the appropriate field in the proposal, the initiating program must include the program head of each crosslisting program as a formal consultant (and each of those program heads must concur). Keep in mind that each program that agrees to crosslist a course is accepting equal and full responsibility for “owning” that course and offering it on a regular basis.)**

### Course outline

The course outline should include the following:

- (1) A brief outline of the course content.
  - Describe in prose (1-2 paragraphs) the central content of the course:
  - state the central course content
  - situate the course content within the field/discipline
  - briefly describe the major topics to be covered
  - include learning outcomes - what will students learn as a result of taking this course
- (2) A listing of the major topics to be covered with an approximate length of time allotted for their discussion.
  - bullet the major topics covered with sub-topics underneath each
  - note number or weeks/lectures spent on each major topic (e.g., 2 weeks)
  - do not include course readings, only major topics and relevant subtopics
  - include time allotted for exams, if applicable
  - make sure the list adds up to 15 weeks or indicate if alternative course schedule within allowable scheduling schemes (e.g., 7-week sessions at some campus locations)
- (3) A Long Course Description (up to 400 words).

A succinct stand-alone course description (400 words maximum) to be made available to students and faculty on the World Wide Web. This description is what appears in the University Bulletin: Graduate Degree Programs (i.e., the “White Book,” and is in essence an advertisement for potential students informing them of what the course is about, what they will learn, and what they may be expected to do. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. If the course is offered in multiple relatively stable formats, each may be described. The description should include the course objectives; relationship to courses and programs of study (but generally without course numbers);

The *Long Description of the Course* should be consistent with brief course outline; however, it should be an expanded version of the brief course outline

The following prose may be helpful:

- This course provides a broad exploration of XXX (course content)
- In particular, it investigates XX (major topics)
- It considers XX and builds an awareness of XX, especially in relation to XX (sub-topics)
- Building on these insights, students will conduct XX and apply XX to XX (learning outcomes)
- Students will recognize, identify, and apply XX to XX (learning outcomes)
- This course fulfills the requirements of XX (relationship to courses and programs of study)

(4) The name(s) of the faculty member(s) responsible for the development of the course. (Note: All faculty members listed here must be members of the Graduate Faculty.)

### **Justification statement**

The justification statement covers eight major concerns and each area must be addressed separately. Note: Although no separate field is included for a “justification statement,” reviewers find it helpful if the first line or two of the “Instructional, educational, and course objectives” field includes a brief justification for the course.

(1) Instructional, educational, and course objectives:

This section should define what the student is expected to learn and what skills the student will develop.

State the instructional objectives of the course – a description of what students will be expected to know and do that forms the basis for making inferences about student learning.

The following prose may be helpful:

Students will:

- develop an awareness of XX
- recognize and identify XX in relation to XX
- demonstrate a basic understanding of XX
- discriminate between XX and XX
- analyze XX and apply that analysis to XX

(2) Evaluation methods:

Include a statement that explains how the achievement of the educational objectives identified above will be assessed. The procedures for determining students' grades should be specifically identified. Include percentages per evaluation method to total 100%.

A description of how the instructional objectives listed above (1) will be assessed.

- do not include class attendance as an evaluation method in graduate courses; however, class participation is a legitimate method of evaluation
- do not include office hours as an evaluation method
- make sure percentages are appropriately weighted (e.g., quizzes should count for less than major research papers)
- make sure percentages total 100%
- make sure evaluation methods are not unique to the faculty member proposing the course, but can be

used by any faculty member teaching the course in the future

(3) Relationship/linkage of course to other courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses. State whether the course is required [and if so, in what degree program(s)] or is an elective. (Note: If a course is indicated as required that has not previously been required in a particular degree program, a program change proposal will be required, and approval of the course will be held until the program change is approved.)

The following prose may be helpful:

- This course is designed for (Ph.D. and/or M.A.) students in degree program XX to prepare them for XX.
- This course will serve as a prerequisite for XX degree program, or XX concentration in department XX.
- This course builds on content covered in XX and XX courses and enables student to do XX.

(4) Relationship of course to major, option, minor, or General Education:

This statement should explain how the course will contribute to any major, option, or minor (specify which) and indicate how it may function as a service course for other programs.\*

Situate the proposed course within the context of all relevant academic degree programs and/or the departmental mission.

The following prose may be helpful:

- This course addresses the needs of increasing numbers of students interested in XX.
- This course will be a requirement for the XX degree program in YY (Note: Be sure that the program requirements accurately reflect this.)
- It will serve as an elective for the XX degree program in YY(s)
- It will also attract students in other programs (list a few)\*

**\*make sure list of consultations matches programs mentioned here**

(5) Consultation with appropriate departments and academic support units:

The unit originating the proposal should consult those units with a known interest in the subject field, not simply those in the same college. Consultation should take place at the department and/or college level and should include department members at all locations.

Some duplication of instruction is inevitable, but SCCA is concerned with keeping such duplication to a minimum. *A written statement of consultation from related units and programs is required.* The consultation may be documented in the form of a grid in the proposal as long as one copy of the actual correspondence is attached to the original proposal. Such advance consultation is one way to avoid later holds or referrals.

- Include complete copies of email consultations – not summaries
- proposers can seek and receive consultation prior to uploading the course proposal in the CSCS system however actual consultation can now be done directly in the CSCS system

(6) If the course is to be offered by several colleges, consultation from the other colleges should be provided.

(7) A description of any special facilities (e.g. labs or equipment) required to teach the course effectively should be included in the proposal.

(8) Frequency of offering and enrollment:

Indicate how many students are expected to enroll and how often the course will be taught.

**Effective date:**

The standard effective date for new courses is the first semester following approval on the *Senate Curriculum Report*.

## Approval Process Overview

Once you enter the course proposal information into the Course Submission and Consultation System (CSCS) and submit the proposal, the approval process, which consists of a series of reviews, begins. The CSCS generates e-mail messages at each stage of the process. For example, the reviews would occur in the following order:

1. Head of the department/division
2. SCCA college representative for undergraduate courses/college representative to the Graduate Council Subcommittee on New and Revised Programs and Courses (SCNRPC, or Subcommittee) for graduate courses
3. Dean of the college or his/her representative
4. Faculty Senate or Graduate School and Graduate Council SCNRPC

E-mails are generated for the following events:

- Request from the initiator/submitter requesting a review from a consultant
- Notification to the initiator and submitter of the proposal that a reviewer does not concur with the proposal
- Reminders sent to consultants and signatories each Monday if a review has not been completed
- Notification to the initiator and submitter that the essential consultation for the proposal is complete
- Requests to consultants and the initiator/ submitter for review and notification when the status has been changed by an administrator
- Notification to the initiator and submitter that a college proposal administrator has reset the proposal, indicating it requires major changes before entering the approval process
- Notification to the initiator and submitter that the Faculty Senate or Graduate Council SCNRPC has approved or rejected the proposal

## CONSULTATION NOTES:

It is normative to request consultation from Program Heads (PH), although the initiator might invite PH's to direct the inquiry to faculty with related interests. We ask that you consult with individual faculty who have shared interests. In choosing from which departments to seek consultation, focus on those that are most likely to send their students to the course, who have courses with complementary content, or who have faculty with related interests. There is not a sense of how many you need in total, and the decision of who to contact is better made by the initiator, but some kind of consultation is required. The Graduate Council SCNRPC has been known to identify other graduate programs they would like to see consulted.

You will need to enter the name and Access Account user ID and select the college/department of each faculty consultant the proposal requires. The number of consultants may differ according to the course level. The head of the department, the college representative, and the dean of the college should already be filled in by the system based on the College/Academic Unit with Curriculum Responsibility selected at the beginning of the proposal.

### THREE types of consultation:

**1. Consultation Summary/Response.** The last section of the proposal consists of a “Consultation Summary/Response” section. The form states that the unit originating the proposal should consult with the disciplinary community and all units with a known interest in the subject field, not simply those in the same college. A written statement of consultation is required. Include relevant correspondence from previous emails by copying and pasting the entire email (including headings with dates) into this section, but in general, all consultations on the most current version of the proposal should be solicited as informal or formal consultations within the CSCS as described below. (For example, email correspondence from one year ago on an initial draft of the proposal may no longer be relevant—if issues have been addressed or other substantive changes made—but the consultant’s review of the proposal as it exists now still would be appropriate. In this case, it would be superfluous to include the email messages from a year ago, and the new consultation should be requested from within the system.)

**2. Peer/Informal Consultation (optional).** Peer consultation is a means by which a proposal can be reviewed by any number of people without affecting the status of the approval process. It can be used for friendly peer/informal review by an individual or a consultation group before or during the approval process. An email will be sent to you, the initiator, only if the reviewer does not concur with the proposal. A non-concur will not hold up the proposal, and the initiator does not need to comment on the non-concur but reviewers are likely to question the non-concur later down the approval paths.

**3. Essential/Formal Consultation.** Consultation groups may have been created for the college pertaining to the proposed course. Those groups from whom coordination is required by the college are grayed out and cannot be unchecked. No time limit is imposed in the case of a graduate course. Each person on the group **MUST** respond before the proposal moves forward. The College Administrator can request formal consultation if the proposal gets to “Level 3” and none has been completed.

NOTE: When a proposal has a non-concur, an icon of a head will be displayed beside the proposal course title on the CSCS home page. This will indicate to the initiator that a response is required. An email will also be automatically sent from the CSCS as well.

**Begin Approval Process.** This is only available once all parties included in the Essential/Formal Consultation have responded to the proposal. Once this button is selected, you, the initiator, will not be able to further edit this proposal. If a change is needed, you may contact Brandy Bower in the office of the Associate Dean for Graduate Studies (bvb2@psu.edu) to help. She can move the proposal back to “Level 2” so that changes can be made without resetting the consultation. She can also make changes to the proposal until the proposal is approved by the College administrators, after which the University Faculty Senate Office or Graduate School, Office of the Dean, as appropriate, must be contacted to implement any changes.

### Approval Process Summarized

- The College Proposal Administrative Group for your College will review the proposal and request changes or move the proposal on to the next step.
- Each consultant/signatory will receive an email asking for a review of this proposal.
- The Department Head, College Representative, and College Dean, in that order, will be asked to submit a review.

- You, the initiator, will receive an email when
  - The Department Head submits a review.
  - The College Representative submits a review.
  - The College Dean submits a review.
- After all required persons have submitted a response, the University Faculty Senate Curriculum Coordinator or Graduate School Executive Director of Graduate Education Administration will receive an email to proceed with completing the approval process.