BEST PRACTICES FOR COMPLETING AND SUBMITTING THE COURSE PROPOSAL FORM
to the Curriculum Review Committee (CRC)

#1

COURSE PROPOSAL APPROVAL TRACKING FORM

NAME OF COURSE _____

SIGNATURES REQUIRED PRIOR TO SUBMISSION

Academic Department

Proposal Originator(s): _____ _____
                                    Signature   Date

                        _____ _____
                                    Signature   Date

Department Vote for Approval: # Yes _____   # No _____   # Not Voting _____
                        (Department members voting "no" may submit a separate report)

Department Chair: _____ _____
                                    Signature   Date

Academic Dean: _____ _____
                                    Signature   Date

Note: *All sections of this form must be completed and submitted with all required attachments to the Chair of the Curriculum Committee according to published distribution schedule.*

Name of Course – Before naming a course, it is suggested you review your department's other course names. For example, if this course is going to be the first course in a series of related courses in a major, the course proposer may want to consider calling it "Introduction to." If it is a second course in a series of related courses, perhaps calling it "Principles of" will make sense. Other titles might include the word "Advanced" and so on. *Think of the course name in terms of how students will perceive it. Title the course so that it helps the student understand its relationship to the rest of the curriculum of the program of which the course will be part. Also look at other departments that may have similar offerings to avoid redundancy.*

Signatures Section – This is usually completed after the academic department has voted to approve the proposal. The person or persons who created the course will sign and date the proposal and will include the number of department members who voted "yes" or "no" and the number who did not vote.

The Department Chair should double-check that the vote posted is accurate and should sign and date the form and send it to the Academic Dean for his/her signature and date.

#2
This is the bottom half of page 1 of the Course Proposal Form. Make certain you are using the most recent form (see date on bottom of page).

CURRICULUM REVIEW COMMITTEE MEETING FOLLOW UP

Meeting Date: _____ Committee Vote: # Yes ☐ # No ☐ # Abstentions ☐

Curriculum Committee Chair: _____ _____
                                                    Signature   Date

☐ Forward to VPAA and President   ☐ Return to Department

V.P. for Academic Affairs: _____ _____
                                                    Signature   Date

READY FOR IMPLEMENTATION

President: _____ _____
                                          Signature   Date

File: Office of Vice President for Academic Affairs |

Curriculum Review Committee Follow-Up – This section is left blank. The CRC Chair is responsible for the completion of this section once the committee has reviewed and voted on the proposal.

#3

Community College of Rhode Island

Course Proposal:
- ☐ New Course
- ☐ Revised Course
- ☐ Experimental

☐ CIP Code   https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

> **Please attach a course syllabus with course topics, textbook titles and evaluation methods.**
> **All NEW & REVISED proposals should use syllabus format on Page 9**

Date Submitted: _____ / _____ / _____

DEPARTMENT: _____

DEVELOPED BY: _____

COURSE TITLE: _____

COURSE NUMBER: _____

This is a 1st year course (1000-level):	Yes ☐	No ☐
This is a 2nd year course (2000-level):	Yes ☐	No ☐
Is there a preferred course sequence?	Yes ☐	No ☐

If there is a preferred course sequence, indicate below:

_____

It is important to indicate if the proposal is for a new, revised, or experimental course.

The Classification of Instructional Programs (CIP) Code must be included on the form. Clicking on the link
(https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56) brings the reader to the US Department of Education's National Center for Education Statistics (NCES). The description that most closely matches the proposed course's description and learning outcomes should be selected.

Note that a course syllabus is required and should be added at the end of the proposal form.

The "date submitted" line should be the date that the proposal was submitted to the CRC. It is often the date that the proposal was signed by the divisional dean or may be soon after the signature process (top of page 1 of the proposal form).

The department, course originator(s), course title, and suggested course number should be listed.

The course number ties in with whether or not the proposal deals with a first-year course (course number will begin with a 1) or second-year course (course number will begin with a 2).

#4

ALL CALCULATIONS BASED ON A FIFTEEN (15) WEEK SEMESTER			
TOTAL CREDITS: _____	**DISTRIBUTION OF CREDITS**		
	Credits from Lecture: _____	Credits from Laboratory: _____ 1 Credit is awarded for: _____:_____ (hh:mm) of Laboratory	Other Credits: _____ (Clinical, Practicum, Studio, etc.) 1 Credit is awarded for: _____:_____ (hh:mm) of Clinical, Practicum, Studio, etc.
CATALOG ENTRY:	**HOURS AS ENTERED INTO THE CCRI CATALOG**		
	Lecture Hours: _____	Laboratory Hours: _____	Other Hours: _____ (Clinical, Practicum, Studio, etc.)
TOTAL TIME: _____:_____ (hh:mm)	**ACTUAL MEETING TIME IN HOURS AND MINUTES PER WEEK**		
	Lecture: _____:_____ (hh:mm) (Contact Hour)	Laboratory: _____:_____ (hh:mm)	Other: _____:_____ (hh:mm) (Clinical, Practicum, Studio, etc.)

Is the total meeting time of the course mandated by an accrediting agency?   YES _____   NO _____

If "YES" specify the Agency: _____

Top Section – Distribution of Credits
All calculations are based on a 15-week semester. If the course is delivered in a condensed format, summer, J-term, note this in the administrative section. You should always calculate the credits based on 15-week semester.

TOTAL CREDITS – will appear in the College Catalog next to the name of the course. This is the total number of credits for the course, 3, 4, 6, etc.

If the course is didactic only, the total number of credits and the credits from lecture will be the same. Credits from Laboratory- if the course has a laboratory component, designate how many of the total credits are derived from lab. The typical lab time is 120-180 minutes. The credit to lab ratio is either 1:2 (1 credit for 2 hours of lab) or 1:3 (1 credit for 3 hours of lab).

Other credits- If the course has a clinical, practicum or studio, designate how many of the total credits are derived from clinical, practicum, etc. For example, in nursing, 3 hours of clinical per week for the entire semester is equal to 1 credit.

CREDITS FROM LECTURE /// CREDITS FROM LABORATORY /// OTHER CREDITS – will appear after the course description.

Middle Section – Hours as Entered into the CCRI Catalog

This is the information that will appear immediately after the Course Description. Note the example below. The total number of hours of didactic/lecture hours are put in the lecture hours column. For example, if the course is 3 credits, put 3 hours in this space. Lab hours are always 60 minutes, they are not converted to contact hours. If there are 2 hours of lab, put 2 hours in this space, if there are 3 hours of lab, put 3 hours in this space. Do the same for clinical, practicum. It the clinical is 6 hours, put 6 hours in this space.

Bottom Section – Actual Meeting Time in Hours and Minutes per Week

Lecture courses are calculated as 50 minutes of instruction time
Lab courses are calculated as 60 minutes of instruction time

Here is an example. A College Course meets for 15 weeks which is considered a full semester.
For a 3-credit course with didactic only,
3 x 50 minutes = 150 minutes or 2 ½ hours per week for 15 weeks.

For a course with lab or clinical,
4-credit course with 3 credits of didactic and 1 credit of lab with a 1:2 ratio.
3 x 50 = 150 minutes/week
2 hours of lab= 120 minutes/week or 2 hours/week (do not divide lab and clinical time by 50 minutes).
Total =4 ½ hours per week (2 ½ of class and 2 hours of lab each week)

Total Meeting Time / Accrediting Agency – If the total meeting time of the course is mandated by a particular agency, check "yes" and identify the agency. If not, simply check "no."

#5

If this course will be required in a specific academic program(s), indicate below:

If this course will replace another course in a specific academic program, indicate below:

If this course ran on an experimental basis, indicate the course number: _____

Rationale:

List all certificate and degree programs that will include the proposed course as a required course. Leave blank if the course is an elective course.

Indicate any course(s) that will be replaced by the proposed course.

If the proposed course has already run on an experimental basis, list its experimental course number.

RATIONALE – Be clear and concise. Your rationale should help the CRC members understand what has led the course proposer and the department to develop the course. Here are some examples of the rationale of the course:

- Industry demands have changed and a new course is needed that addresses such demands.
- In streamlining their curriculum, the departmental faculty merged two or more other courses into the newly proposed course.
- An improved course format is needed due to added technology and/or resources, lab/clinical additions, etc.; for example, the new course combines lecture with hands-on training.
- The course proposal better reflects changes in technology, textbooks, or other course materials.

#6

CATALOG DESCRIPTION (include old and new):

OLD:

NEW:

PREREQUISITE: _____
List course number and title

CO-REQUISITE: _____
List course number and title

Old Catalog Description: (simply copy and paste from the catalog)

New Catalog Description: The course proposer should take special care in composing the course description because it will appear in the College Catalog, on the college's website, and on the syllabi of all instructors who teach the course. The description also appears in the registration process and a well-worded description will help students understand the subject matter of the course. Take steps to word the description clearly and concisely. If it includes an acronym, spell out the name and then include the acronym in parentheses. The catalog description can only be changed by submitting a new proposal before the Curriculum Review Committee (CRC) so use caution when composing the description.

Prerequisite: List the course number and title of courses that must be taken before the proposed course.

Co-requisite: List the course number and title of courses that must be taken at the same time as the proposed course.

#7

TRANSFERABILITY: Is this course intended for transfer to the following institutions?

☐ RIC   ☐ URI   ☐ Other, please specify _____

How does the course align with existing transfer agreements? Please list the specific course(s) at sister institution this proposed course will match.
https://www.ccri.edu/oes/records/transfers/TES.html
https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=6a6ce62c-a13b-48d2-a02b-3644873cd824&aid=8ef63a63-c063-4096-80d1-f9f7134e1b78

Will this proposed course transfer to RIC or URI? Check the appropriate box(es).

If there are other higher education institutions that this courses transfers to list them here.

#8

Community College of Rhode Island
Student Learning Outcomes

Course Title: _____

The learning outcomes of specific courses are to foster multiple perspectives that contribute to the acquisition of desired graduate outcomes as well as to inform and deliver discipline related content.

Please delineate below the major learning outcomes for the proposed course. Learning Outcomes should be written in a format that follows the statement: "as a result of this course, a student will be able to…"

Item #	STUDENT LEARNING OUTCOMES	TECHNIQUES/METHODS USED TO ACHIEVE OUTCOMES	TYPE(S) OF ASSESSMENT USED TO DETERMINE THE DEGREE TO WHICH THE OUTCOMES ARE ACHIEVED

Enter the Course Title exactly as it appears in all parts of this CRC form. Understand that the Course Title will appear in the College Catalog, on the college's website, on the syllabi of all instructors who teach the course.

The most effective learning outcomes are centered on the student, meaning that the statements specify the behavior, skill, or action that the student will be able to demonstrate when they successfully complete the course, rather than what the instructor will do. You can use the following formula to write good course-level Student Learning Outcomes (SLOs):

By the end of this course, students will be able to | Action Verb | Statement of knowledge or skill students will learn.

Course SLOs should reflect the central mission of the educational institution and align with the department or related program's learning outcomes. Rather than difficult-to-measure verbs like understand or learn, use Bloom's Taxonomy to specify the action verb related to how students will engage with the course material (e.g., recognize, compare and contrast, apply, analyze, evaluate, or design).

Like course descriptions, learning outcomes can only be changed via a CRC proposal and affirmative vote.

9

Note: A typical course should have approximately 4-7 outcomes that focus on the overarching knowledge and skills central to the course topic.

Example:

Course Title: Fundamentals of Nursing

Item #	STUDENT LEARNING OUTCOMES	TECHNIQUES/METHODS USED TO ACHIEVE OUTCOMES	TYPE(S) OF ASSESSMENT USED TO DETERMINE THE DEGREE TO WHICH THE OUTCOMES ARE ACHIEVED
1	Safely administer medications via oral and parenteral routes.	Classroom Lecture, Readings, Labs and Clinical	Exams; HESI Testing; Adaptive Quizzes; Clinical Practice Evaluation
2.	Demonstrate basic therapeutic communication techniques and professional behavior using appropriate terminology when interaction with patients, peers and healthcare members.	Classroom Lecture, Readings, Case Studies and Reviews, Labs, Clinical Experience	Exams; HESI Testing; Adaptive Quizzing; Care Plans/Concept Maps; Clinical Evaluation
6.	Apply foundational concepts and basic psychomotor skills in the nursing laboratory and a variety of clinical settings.	Classroom Lecture, Readings, Sim Lab, Clinical setting	Exams; HESI Testing; Adaptive Quizzing; Clinical Evaluation; Simulation evaluation

#9

COURSE PROPOSAL
CCRI Definition of an Educated Person: Four Abilities

Is this course intended to be a General Education course:

☐ Yes   ☐ No

If yes, please check the boxes of the applicable core abilities below.

The faculty and staff of the Community College of Rhode Island have established four critical abilities that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI, but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences. Effective fall 2018:

1. **Effective Communication**
    a. Create written work that develops and expresses ideas and that addresses ☐ a given context and target audience.
    b. Communicate effectively via oral presentations, performances, participation ☐ in group work, and visual presentations.

2. **Critical Thinking**
    a. Identify, analyze, and apply evidence and ideas, question assumptions, and ☐ draw logical conclusions.
    b. Develop information literacy by locating, evaluating, synthesizing, and using ☐ information to accomplish a specific purpose.

3. **Quantitative, Mathematical and Scientific Reasoning**
    a. Demonstrate an understanding of and apply scientific principles, theories, ☐ and methods.
    b. Apply quantitative principles to solve problems and support arguments with ☐ quantitative evidence in a variety of formats (e.g. words, tables, graphs, equations, etc.)

4. **Awareness of Oneself and the World**
    a. Demonstrate an understanding of global, cultural and historical perspectives. ☐
    b. Function effectively in social and professional environments and make ☐ reasoned decisions based on ethical standards, self-awareness, and personal responsibility.

If a course is intended to be a General Education course, this page must be filled out. The purpose of this information is to match a course's learning outcomes with their support of the Education Person's Ability.

#10

ADMINISTRATIVE PLANNING

Indicate the locations where the course will be offered (check all that apply):

Knight ____   Flanagan ____   Liston ____   Newport ____

Shepard ____   Westerly ____   Off-Campus ____   DL ____   Hybrid ____

Indicate time of day this course will be offered:

Days ____   Evenings ____   Weekends ____   Web ____

Indicate semester(s) the course will be offered: Fall ____   Spring ____   Summer ____

Indicate the course scheduling format: 15 weeks ____   5-week module ____   Other _____

REQUESTED START DATE: _____ / _____ / _____

Complete this section of the Course Proposal form by considering the near and distant future.

Consider if the proposed course has specialized equipment and classroom set-ups that can only be accommodated on certain campuses or if its requirements are more standard and can be taught in numerous locations.

Although the course might be offered as a classroom-based course initially, also consider if it can be taught in DL or Hybrid format and during days, evenings, and/or weekends.

Similar considerations should be made for teaching the courses during the summer session and in something shorter than a 15-week semester.

Course proposers must also take into the possible Start Date of the course. For a variety of reasons, the CRC might not pass the proposal the first time. If a course is not approved upon first submission, the originator(s) must—if desired—resubmit the proposal with any necessary modifications at a future meeting.

Below is the list of deadlines that Enrollment Services must operate under for curriculum changes and the timeline Enrollment Services/Records will need to get them processed.

Curriculum Deadlines for Course changes:
- New courses (including changes from experimental to new course number)
- Pre-requisite changes
- Title/description changes

In order to make it into...   Must be approved at...
Fall: February Curriculum meeting
Spring: October Curriculum meeting (preferably April meeting)
Summer: February Curriculum meeting

Curriculum Deadlines for <u>Course</u> changes affecting credit hours and course numbers:

- ****Credit hour/Contact hour changes (except where these changes effect a program – see program changes deadlines)
- Course number changes

<u>In order to make it into...</u>   <u>Must be approved at...</u>
 Fall: TBD
Spring: TBD
Summer: TBD

**Changes to semesters where registration has already opened cannot be accommodated in that semester.

#11

FINANCIAL:

Will this course necessitate purchasing new capital equipment?   Yes ☐ No ☐

If yes, type and source of funding for purchase:

[ ]

Specify amount and type of additional operating funds required to support this course, including any software:

[ ]

Will students be required to use a lab as part of the course?   Yes ☐ No ☐

If yes, specify lab characteristics and lab preference (e.g., public computer lab, electronic classrooms, specific science lab, etc.):

[ ]

Will course require a lab fee?   Yes ☐ No ☐

Explain the reasons for requesting a lab fee. List specific items requiring replacement each semester/year.

[ ]

Capital equipment includes tangible assets necessary to teach a course. It includes technology equipment, tools, machinery, furniture, and more. Departments should accurately assess expenses both in terms of acquiring the equipment and any additional, ongoing costs of operating the equipment in order to support the teaching of the proposed course. (Note this includes the cost of procuring software.)

Next, the course proposer should specify what type of lab/classroom is needed. Is it a computer lab that can be used by a variety of different courses; an electronic classroom equipped with ceiling-mounted projectors, networking, or audio-visual components; or a specific science lab?

Finally, will the students be required to pay a lab fee? If so, explain the reasons for requesting a lab fee and list items that may need to be replaced each semester or year.

#12

ADMINISTRATIVE PLANNING continued:

Do current full-time or adjunct faculty possess requisite education/experience? Specify additional/unique training that may be required.

[blank text box]

Will additional staff hiring be required to implement this course proposal?   Yes [ ]   No [ ]

If yes, specify requirements/skills:

[blank text box]

This section identifies the human resource requirements of the proposal for both faculty and non-faculty personnel.

Industry requirements and professional skills change over time and there may or may not be full-time or adjunct faculty present who possess the education and/or experience that qualifies them to teach the proposed course. The course proposer must indicate whether faculty currently on staff have the requisite abilities to teach the course or if new full-time or adjunct faculty must be hired. Specific skills and additional training should be identified.

If additional staff will be hired, job specifications must be constructed that identify the specific skills or credentials needed.

#13

Will additional books, periodicals, databases or other resources are needed in the Library to support the course? Yes ☐ No ☐

If yes, specify additional materials:

If another department(s) will be impacted by this course offering, indicate the department(s) involved, the potential impact, and the principals involved in these discussions.

The college library plays a significant role in the education of students. It is of particular importance that the course proposer considers additional resources which the library must acquire. These include but are not limited to books, dictionaries, encyclopedias, periodicals, data bases, video/image/sound resources, and more.

The proposed course's impact on one or more other departments should be identified and staff from the affected department should be consulted at outset of course development. Whether the impact on another department is positive or negative, simple or complex, the entire situation must be closely examined before the course proposal is submitted to the CRC.

IMPORTANT NOTE – All new and revised course proposals must include a fully developed course syllabus. Please refer to the following pages as well as course syllabi that were included in course proposals that successfully passed the CRC.

Proposed Course Syllabus Components
For All New & Revised Course Proposals

Course Title, number, section #, credit hours (lecture, lab)

Semester and Year

Instructor Name

Instructor Contact Information:
      Class location information (Room #, meeting time, etc.)
      Email: (CCRI email)
      Office: (Campus location, room number)
      Office Phone: (other phone numbers)
      Office Hours:
      Departmental Administrative Support: (Name, Phone number and Email)

Course Description (Course prerequisites if any)

Course delivery mode (hybrid, online, or Bb enhanced)

Course expectations –
      In addition to any specific expectations you wish to highlight, state that students are responsible for following the policies set forth in the Student Handbook (http://www.ccri.edu/advising/student_services/handbook.html) and College Catalog (http://www.ccri.edu/catalog/)

Student Learning Outcomes (as approved by the department and/or Curriculum Committee)

Required textbooks and materials (include ISBN when available)
      Recommended student materials
      Textbook materials on Library reserve and/or electronic resources
      Statement about requirements for accessing computer, Internet, and specific hardware
         or software requirements if applicable.

Grading Scale and policies (college policy)

      Assessment Criteria (For example, written and oral reports, tests, homework,
         lab reports, projects, etc.)

      Policies on late or make-up work

      Academic integrity statement (plagiarism, use of cell phones/electronic devices

      Attendance policy

      On-campus meeting requirements for online and hybrid courses

Calendar of weekly course topics

      Schedule of course topics and assessments with due dates when possible.

Services for Students with Disabilities

      Any student with a documented disability may arrange reasonable accommodations. As part of this process, students are encouraged to contact the office of Disability Services for Students as early in the semester as possible (http://www.ccri.edu/dss/index.shtml).

This syllabus is subject to change at any time at the discretion of the instructor. Students are responsible for keeping current with changes made to this syllabus.