# Chapter 9

## OVERVIEW GRADUATE COURSE PROPOSALS

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### A. Introduction

The Graduate Committee is responsible for peer review of graduate courses prior to consideration by the full University Senate, including the review of new courses, of proposals to convert special topics courses to new courses, of major and minor revisions to existing courses, of deletions of courses, of dual-listing courses, and of distance education courses. For graduate program proposals involving new or revised courses, complete individual course proposals are required for each course and must be appended to the program proposal. The approval process for all graduate curricular changes is described in Chapter 1, Section B, and summarized for course proposals by Stage 2 of the flowchart on Page 8. The only exception is for dual-level courses, which must be submitted for approval to the University Wide Undergraduate Curriculum Committee after receiving approval from the College Curriculum Committee and the College Dean and before submission to the Graduate Committee.

As with all other curricular changes, it is important to note that, once approved, a course becomes a contract that the University will offer the course as approved by the Senate. Any changes in the course are a violation of that contract. Such changes must be submitted to the Graduate Committee as a course revision and must be approved by the Graduate Committee, the Senate, and the President before they can be published, advertised, or implemented.

### B. Categories of Course Proposals

**New courses** that have never been taught previously, and courses that have been taught as Special Topics courses, are submitted as New Course Proposals under the format described in Chapter 10.

**Major course revisions** are defined by the Graduate Committee as "any substantive change that alters the objectives, content, or delivery of a Senate-approved course." These revisions are submitted under the same format as new course proposals (see Chapter 10).

**Minor course revisions** are submitted for changes in course title, course number, catalog description, or prerequisites. Details of the proposal format for minor course revisions are given in Chapter 11.

**Cross-listing** courses, creating **dual-level** courses from existing courses [500 → (400/500) or 400 → (400/500)] or proposing new dual-level courses are covered in Chapter 12.

A **Special Topics** course is one that is in the experimental stage of development or is a course with a short life span (for example, when a visiting professor is teaching in the department). Special Topics courses are discussed in Chapter 13.

The criteria for offering new and existing courses by **Distance Education** are covered in Chapter 14.

**Course deletions** are discussed in Chapter 6.

If a department is in doubt about the kind of course proposal required, it should consult the graduate dean or the chair of the Graduate Committee.

**C. Selecting Course Numbers**

The letter prefix of a course name reflects the sponsoring department(s), while the course number is restricted by the University Senate:

| | |
|---|---|
| 000-099 | Institutional credit courses |
| 299 | Co-op education initial experience |
| 399 | Co-op education subsequent experience |
| 480 | Seminar |
| 481 | Special Topics |
| 482 | Independent Study |
| 483 | Internship |
| 581 | Special Topics |
| 681 | Special Topics |
| 698 | Internship |
| 699 | Independent Study |
| 899 | Independent Study |
| 781 | Special Topics |
| 795 | Thesis |
| 798 | Internship |
| 799 | Independent Study |
| 881 | Special Topics |
| 898 | Field Experience/Internship |
| 899 | Independent Study |
| 995 | Dissertation |

Graduate courses span numbers 500 through 999. The first digit in the course number has meaning: the higher the first digit, the greater the course difficulty, the more specialized the content, and the greater the learning expectations. In addition, for most courses numbered 800 or greater, faculty receives additional compensation entitled “Doctoral Enhancement," a factor that must be considered under resource issues.

The numbering must conform to the following policy:

*500-599 level courses*—Graduate level course, but all dual-level courses (500/400) are open to enrollment by both graduate and qualified undergraduate students. The number of 500-599 course credits applicable to a degree program shall be a maximum of 50% of the credits required for that degree. Existing 500-level courses may become dual-level (400/500) for regular admission of junior and senior undergraduates; alternatively, existing 400 level undergraduate courses may become dual-level to include graduate students. In either case, to make a course dual-level, approval must be obtained from BOTH the University Wide Undergraduate Curriculum Committee (first) and the Graduate Committee (second) (see Chapter 12 for details).

*600-level courses*—These courses are designed for masters level only.

*700-level courses*—These courses are designed primarily for masters but can be dual-level with doctoral courses (700/800 dual listed).

*800-level courses*—These courses are designed primarily for doctoral but can be dual-level with masters courses (700/800).

*900-level courses*—These courses are designed for doctoral level only.