

College of Arts and Sciences Curriculum Committee Procedures

The College of Arts and Sciences Curriculum Committee reviews and acts on curriculum proposals from units within the College: new course proposals, course change proposals, and new curriculum/curriculum change proposals, at both the graduate and undergraduate levels. If approved by the College Curriculum Committee, proposals are returned to units to be prepared and submitted at the University level (University Curricula and Courses Committee or Graduate Council.)

It should be noted that new degree program proposals must first be submitted to the College of Arts and Science Academic Planning Council for review and discussion. Please contact Assistant Dean Mary Ann Byrnes for information on this process.

Proposals should be submitted to the College Curriculum Committee through the appropriate assistant dean. Course and curriculum proposals for the natural sciences should be submitted to Loren Knapp (Gambrell Hall, Suite 258, 777-2993.) Course and curriculum proposals for the liberal arts should be submitted to Mary Ann Byrnes (Gambrell Hall, Room 408, 777-5371.)

Proposals should be submitted as early as possible. While the College Curriculum Committee may often be able to review and act upon proposals within a week after receiving them, units should plan on a period of two to three weeks from submission to assistant dean to action by the committee.

Curriculum proposals should include completed forms and all required attachments. Please submit only the original (one-sided) to the College. After action by the College Curriculum Committee is concluded, proposals are returned to the units, and units are responsible for preparing copies (required by the Faculty Senate Office) and forwarding proposals to the University Curricula and Courses Committee (Faculty Senate Office) or Graduate Council (The Graduate School.)

Letters of Concurrence

The New Course Proposal and Course Change Proposal forms contain the question: *“Does this course/change affect the students of or overlap with the academic interests of any other unit?”* and *“If yes, identify unit(s) and attach letter(s) of concurrence.”*

Obtaining letters of concurrence serves a number of valuable purposes: allowing other departments to be aware of course developments that may be of particular interest to their students, allowing other departments to be aware of courses being developed that overlap with their own interests (sometimes leading to the development of cross-listed courses), ensuring that there is not unnecessary duplication in course offerings across departments, and giving the Graduate Council or University Curricula and Courses Committee additional information for evaluating the proposed course or change.

In most cases, letters of concurrence can be obtained simply by e-mailing a copy of the course proposal (with syllabus and relevant forms) to the department chair or program director of the unit in question. A positive response then serves as the letter of concurrence. In some cases, the other department may have requests for minor alterations in the course description to assuage any concerns of unnecessary overlap or to clarify the new course's purpose. In any event, a "no" in a concurrence letter does not necessarily stop a proposal from going forward. If the departments in question cannot reach a resolution, both should be asked to present their cases to the Graduate Council or University Curricula and Courses Committee. It should be noted that the College of Arts and Sciences prefers to resolve any differences before forwarding proposals to the University level.

Taking a fairly expansive view of which departments should be asked for letters can help speed the course approval process once it reaches the University level. Any department where the course content can be viewed as a subset of that discipline should be asked. Additionally, it is also recommended that letters be requested from departments that have scholars in that course's particular subject or who offer similar courses. In the case of non-general education courses, departments whose students are viewed as a major part of the audience for the class should also be asked.

Undergraduate Courses 100-400 levels and Undergraduate Curricula

1. Curriculum forms are found on the Faculty Senate web page at <http://www.sc.edu/faculty/ondocs.shtml>
2. Please be sure to complete the Course Curriculum Action Request sheet in addition to forms for individual course proposals.
3. New Course proposals must include all required attachments. The sample syllabus should include the following elements:
 - Course objectives stated as student learning outcomes (what students should be able to know, do, or demonstrate as a result of successfully completing the course);
 - Required texts/readings;
 - Instructional delivery strategy;
 - Content and course requirements;
 - Grading scheme and weights of assignments;
 - Topical outline of content to be covered with a sense of time allocations (week 1, week 2, etc.)
4. After action by the College Curriculum Committee, units should make the required number of copies and forward the original and copies to the Faculty Senate Office.

500 and 600-level Courses

1. Curriculum forms are found on the Graduate School web page at <http://www.gradschool.sc.edu/DocLibrary/doclibrary.html>
For new courses, use New Course Proposal Form (NCP.)

For course changes, use Course Change Proposal Form (CCP.)

2. New Course proposals must include all required attachments. The sample syllabus should include the following elements:

Course objectives stated as student learning outcomes (what students should be able to know, do, or demonstrate as a result of successfully completing the course);

Required texts/readings;

Instructional delivery strategy;

Content and course requirements;

Grading scheme and weights of assignments;

An explanation of the differences in requirements for graduate and undergraduate credit;

Topical outline of content to be covered with a sense of time allocations (week 1, week 2, etc.)

3. After action by the College Curriculum Committee, units should make the required number of copies and forward the original and copies to the Faculty Senate Office. The University Curricula and Courses Committee has a 500 and 600-level course subcommittee that coordinates with the Graduate Council.

Graduate Courses 700-800 levels and Graduate Curricula

1. Curriculum forms are found on the Graduate School web page at

<http://www.gradschool.sc.edu/DocLibrary/doclibrary.html>

For new courses, use New Course Proposal form (NCP.)

For course changes, use Course Change Proposal form (CCP.)

For curriculum changes, use Curriculum and Bulletin Changes form (CBC.)

2. New Course proposals must include all required attachments. The sample syllabus should include the following elements:

Course objectives stated as student learning outcomes (what students should be able to know, do, or demonstrate as a result of successfully completing the course);

Required texts/readings;

Instructional delivery strategy;

Content and course requirements;

Grading scheme and weights of assignments;

Topical outline of content to be covered with a sense of time allocations (week 1, week 2, etc.)

3. After action by the College Curriculum Committee, units should forward the original along with any attachments to the Graduate School.

Special Topics 500, 600, 700, and 800-levels

1. Curriculum forms are found on the Graduate School web page at

<http://www.gradschool.sc.edu/DocLibrary/doclibrary.html>

For special topics, use Special Topics Graduate Course Approval Request form (G-STCA.)

2. Special Topics proposals must include all required attachments. The sample syllabus should include the following elements:

Course objectives stated as student learning outcomes (what students should be able to know, do, or demonstrate as a result of successfully completing the course);

Required texts/readings;

Instructional delivery strategy;

Content and course requirements;

Grading scheme and weights of assignments;

For 500 and 600-level courses: An explanation of the differences in requirements for graduate and undergraduate credit;

Topical outline of content to be covered with a sense of time allocations (week 1, week 2, etc.)

3. After action by the College Curriculum Committee, units should forward the original along with any attachments to the Graduate School.

Special Topics 100, 200, 300, and 400-levels

1. There are no specific forms for 100 through 400-level Special Topics proposals. A memorandum on departmental letterhead is acceptable.

2. Special Topics proposals should include a sample syllabus with the following elements:

Course objectives stated as student learning outcomes (what students should be able to know, do, or demonstrate as a result of successfully completing the course);

Required texts/readings;

Instructional delivery strategy;

Content and course requirements;

Grading scheme and weights of assignments;

Topical outline of content to be covered with a sense of time allocations (week 1, week 2, etc.)

3. After action by the College Curriculum Committee, units should forward the original along with any attachments to the Office of the Registrar