GUIDELINES FOR COMPLETING FORM A
New or Amended Course Proposal

To submit a new or amended course proposal, complete Form A and submit electronically as a word document, including original signature page to GSC (gsc@uncg.edu) (500-700 level) and/or to UCC (undergd@uncg.edu) (100-500 level). If you plan to request General Education markers or a General Education Curriculum category designation for new courses, attach the applicable General Education Form with the proposal. Proposals with incomplete information or missing signatures will be returned.

Note that all new or amended courses must be approved by the College or School Curriculum Committee and the UCC before they can be reviewed for General Education markers or General Education Curriculum category designation.

Course Amendments Requiring Form A - The following changes are considered amendments to existing courses and need to be submitted to the Schools/College Curriculum Committee/UCC/GSC for approval using Form A.

- Change of course CIP Code
- Raising or lowering semester credit
- Changing a course number two or more levels
- Substantial changes in course description
- Revision of student learning outcomes in ways that change the purpose or substance of the course, except for General Education recertification review for existing courses.

These general guidelines explain the various categories of the “New or Amended Course Proposal” (Form A). Additional guidelines for proposals for internship/practicum courses are found in this Guide.

Course Prefix and Number: Courses at the 500 level are reviewed by both the GSC and the UCC. Courses at the 600 level and above are reviewed by the GSC. Courses at the 500 level can be taken by both undergraduates and graduates and may not be restricted to either. When renumbering or requesting new course numbers, the Registrar’s Office must be consulted prior to submission to School/College curriculum committee, UCC or GSC.

Course Title: The title should be limited to six words or fewer (30 characters) and should clearly reflect the content of the course. Care should be taken not to use technical terms that may not be clear to students or other non-specialists. The UCC or GSC may recommend changes in course titles. Note: Banner allows only 30 characters (including spaces) so be mindful of how your title may be abbreviated for the academic transcript and the schedule of courses.

1. Course Information:
   a) Course CIP Code: Used to assist in identifying appropriate faculty qualifications to the specific course.
   b) New Course / Amended Course (check applicable proposal)
   c) Schedule/Course Type: Please refer to the list in the Curriculum Guide or contact the Registrar’s Office.
   d) Options for Mode of Delivery: face-to-face on campus, face-to-face off-campus site, interactive real time, video, online Internet (synchronous or asynchronous), and storage device or non-web media.

2. Grading Method: Specify letter grade or satisfactory/unsatisfactory (graduate) or pass/not pass (undergraduate).

3. Repeat for Credit: Be clear if the course can be repeated for credit or not. Specify a limit to the number of times/hours for which a course can be repeated. Indicate restrictions, for example, When
topic varies; May be repeated once; May be repeated for a total of x-number of hours; etc. The description should make it clear that the content will be radically different from one offering to the next.

4. Specify Credit: See “Course Credit Structure Guide” in this Guide. List semester credit hours, lecture or seminar contact hours and/or lab or studio hours.

5/6. Prerequisites/Corequisites: It is the department’s responsibility to ensure alignment of individual course prerequisites and overall program requirements. State clearly, with appropriate sequence indicated (i.e., give specific course numbers; indicate “permission of instructor” if this is the only way a student can enroll in the course). If you are requesting separate prerequisites and corequisites for this course, please clearly differentiate. If a course can serve as either, list “prerequisite or corequisite,” but note that Banner can check for only one (prerequisite is preferable). When a specific letter grade is not provided as a prerequisite restriction to a course, this translates into a D- or better for undergraduates and a C for graduate students in Banner.

7. Registration Restriction: Use this item to indicate when certain populations are to be included or excluded from enrollment. Banner-enforced categories for restrictions include: major, concentration, minor, student classification, student level, degree, program, campus, college, student attribute, and student cohort.

8. Bulletin Text Description: The bulletin description should be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

9-12 Self-explanatory

13. Consultations: See “Form B, UNCG Course/Program Consultation” in the Curriculum Guide. Consultations serve the purposes of providing information as courtesy and avoiding course duplication. Please note whether reservations/suggestions from consultations were addressed. Please attach all course consultation forms; if the consulting department did not return the form, this should be noted on the form. You may also attach email correspondence as evidence of consultations.

14. Rationale: The rationale for the course or amendment should indicate the relationship to the curriculum of the Department/College/School submitting the course. Failure to include this item may result in a delay in consideration of the proposal by the UCC/GSC.

Teacher Education Program: See “Teacher Education Courses” in the Curriculum Guide.

15. Essential Course Information:

Differentiation of Requirements for Undergraduate and Graduate Students: 500-level Courses Only: Syllabi for 500-level courses must distinguish clearly between learning outcomes, assignments, and grading scales intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together.

Please note: Student Contract/Agency Agreement: See "Guidelines for Preparing Proposals for Internships/Practicum Courses” in the Curriculum Guide.