**GUIDELINES FOR CURRICULUM CHANGES**

***Curricular revisions should include the following information:***

* CURRENT: If change to major and/or minor, include current requirements as baseline for the committee’s consideration.
* PROPOSED: Detail the changes requested
* RATIONALE (type of questions to consider include):
	+ Where do these changes place the program within the field?
	+ In what ways did the results of your program assessment plan inform these changes?
	+ How do these changes reflect most recent self-study and/or recommendations from outside reviewers?
	+ How do the changes fit with Strategic Plan 3?
* Effective implementation date
	+ How to accommodate students during transition to new major (if relevant)
* Include a **New Course Proposal form** for all new courses as part of the major/minor revision.

***Below are examples of types of changes and format:***

**CHANGES TO COURSES:**

**A. Title Change:**
Include old title, new title and rationale.

Example:

**ANTH 219:**
**Old Course Title:** Geography of Gender
**New Course Title:** Gender, Space and Identity

**Rationale:** The new title more accurately describes the course content and is more consistent with the language geographers actually use to talk about the subject matter covered by the course.

**B. Description Change:**
Include old description, new description and rationale.

Example:

**BIOL 326: Microbiology
Old Course Description:** The structure, function, and genetics of bacteria and viruses. A special emphasis is placed on the epidemiology and control of infectious human microbial diseases. Laboratory exercises include the characterization and identification of microbes using sterile techniques as well as current molecular methods in microbiology. Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 129 or Environmental Studies 131, 132, or a 130-level with lab Environmental Studies course. For Neuroscience majors, prerequisite is Biology 124 and Psychology 125. Offered every other year.

**New Course Description:** Molecular biology, genetics, and biochemistry (structure and function) of bacteria, archaea, and viruses. Includes an introduction to the immune system and mechanisms of medical control of microbes. Molecular mechanisms of bacterial pathogenesis are addressed via readings from the recent primary literature. Laboratory exercises include the isolation and characterization of unknown bacteria using traditional and molecular methods, and modern genomic approaches to characterizing host response to infection. Six hours classroom a week. Prerequisites: two Biology courses numbered between 120 and 129, or Environmental Studies 131 and 132. For Neuroscience majors only, prerequisite is Biology 124 and Psychology 125.

**Rationale:** The current course description does not accurately convey the course content.

**C. Change in course number – level changes, course content and description remains the same:**
Include old number, new number and rationale.

Example:

**Old course number: HIST 383: Latin American-U.S. Relations
New course number: HIST 283: Latin American-U.S. Relations**

**Rationale:** Diplomatic courses attract a range of students from different majors (many from IS, IB&M, etc.) and this course is for most the first experience with analyzing different types of historical texts and comparing historical arguments while at the same time it covers a lot of content. Many students have not taken anything dealing with Latin American history or contemporary society either. Changing the numbering to 283 also better fits the department’s clarification of what differentiates a 200-level course from a 300-level course (context driven principally by period or region; emphasis now shifts to explaining how historians use primary sources to reach interpretive judgments; engage students in the thrill of discovery with various types of primary sources).

**D. Previous One-Time only to permanent course offering**
Complete new course proposal form. Indicate on the form that the course was previously offered as a one-time only offering and rationale for adding it a permanent course offering.

**E. Change in Major:**

**Use the form: Proposal for New or Changes to Existing Major, Minor or Certificate Program**

**F. How do I know when I need a new course number?

Rationale for assigning a new course number to a course. The major factor in determining whether or not the course number changes is the course content/description. If a student who completed the current version of the course can take the proposed course for credit because the content has changed, then a new course number is required. If a student cannot take the new proposed course because it would be a repeat of the same content, then the course number can be retained.**

 **POLICY ON COURSE RENUMBERING

Use of an old course number for a new course cannot occur until the original course has been retired for at least six years.**