NEW UNDERGRADUATE AND GRADUATE COURSE PROPOSAL CHECKLIST
for Curriculum Committee Review

Name of Course   Course Prefix #:

Criteria Met?	Course Proposal Content
	Is Originating College or School provided on form?
	Appropriate council for review selected and, if applicable, selection made for core curriculum review. **Undergraduate Course** for Undergraduate Council Review • (50000 - level courses are considered both undergraduate and graduate level courses and should first be routed to the Undergraduate Council for review and approval. UG Council will then route approved courses to Graduate Council for review and approval.) Core Curriculum Consideration (course requests to be vetted by core curriculum committee for addition to TCU Core Curriculum following approval by Undergraduate Council) **Graduate Course** for Graduate Council Review
	Type of Action selected (in-person or fully online summer course)
	Information provided for: **Semester and year course will take effect** **New course title** **Appropriate computer abbreviation** **Course component type** **New course number:** **(if cross-listed; include these course numbers as well)**
	Are the exclusion or inclusion of course prerequisites **reasonable? Comments:**

Criteria Met?	Course Proposal Content

Is the new catalog description clearly written and ready for inclusion in the course catalog as written (if not, please provide suggestions for improving catalog description language)?

Comments:

Does the syllabus follow TCU Syllabus template?

> **Note: All new course submissions must include a syllabus that follows the TCU Syllabus template** (see https://cte.tcu.edu/syllabus-templates/)

Does TCU Syllabus Checklist indicate that the syllabus has been reviewed and approved by college/school curriculum committee?

> **Note: A TCU Syllabus Checklist indicating approval by college curriculum committee is required.**

Does the course contain potential risks to faculty, staff or student safety that may require a management plan or a compliance protocol (biosafety, institutional review board, *etc.*)?

> **Note: Courses that contain any safety risks must be reviewed by department chairs, deans and /or appropriate institutional safety and compliance personnel to ensure that any risks are addressed by regular campus, classroom or laboratory policies and safety protocols.**

Comments:

Do Undergraduate and/or Graduate committee approve TCU Syllabus.

> **Note: TCU Syllabus and checklist receive final review and approval by the appropriate curriculum committee (undergraduate and graduate curriculum committees in case of 50000 level courses). Any syllabus deficiencies should be noted within comments section below.**

Comments:

Do credit hours assigned to the course meet University guidelines?

Please note the following when making credit hour determination. Guidelines require 37.5 clock hours / 2,250 minutes per 3 credit-hour class in a semester (2,100 minutes of class time

+ 150 minutes for final exam = 2,250 minutes total). Minimum Credit Hour Time Requirements follow:

- 1-Hour Course / 600 Class Minutes + 150 Final Exam Allowance = 750 Total Minutes
- 2-Hour Course / 1350 Class Minutes + 150 Final Exam Allowance = 1500 Total Minutes
- 3-Hour Course / 2100 Class Minutes + 150 Final Exam Allowance = 2250 Total Minutes
- 4-Hour Course / 2850 Class Minutes + 150 Final Exam Allowance = 3000 Total Minutes

Are sufficient resources allocated to support course implementation?

Comments (if resources are insufficient to support course implementation):

If cross-listed, is evidence provided for approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Does course qualify for a differential tuition?

Have all appropriate signatures been received (chair, college curriculum committee, dean or dean's designee)

Comments (if signatures are missing):

Notes: Grey text offer guides and instructions what should be included as well as resources faculty will find instructive.
Indicates required items. See Academic Responsibilities and Procedures in the Faculty Handbook.

Syllabus for Course:	Faculty:

Criteria Met?	**Syllabus Content**

Much of this section is a placeholder for information that will need to match registrar's information.

Course Title, Prefix, Number, Section **Instructor Name**
Semester and Year **Office Location**
Number of Credits **Office Hours** Indicates if virtual with access
Course Component Type instructions.
Class Location States if class will be online. **Preferred Method of Contact**
Class Meeting Day(s) & Time(s*)* States (1) if **Email**
online synchronous and notes any live sessions or (2) **Response Time** Indicates when students can
online asynchronous and note any synchronous sessions. expect a response after contacting the faculty.

Zoom Access Information States only for approved online courses.

Final Evaluative Exercise Placeholder for date and details. See: Final Evaluative exercise Policy, Rescheduling of Finals, and Finals' Calendar and Schedule

Other Important Dates Includes details regarding special class meetings that deviate from typical course schedule. All activities should occur during days/times identified in course information with the registrar. Zoom is not an option for face-to-face classes.

Student Resources & Policy Information Includes link and QR code.

Course Description Includes language for/from course catalog.

Prerequisites & Concurrent Enrollment States if none or how course builds on skills gained in earlier or concurrent courses*.*

Program & Major Connections Notes ways the course prepares students for future courses, internships, and/or workforce.

Course Materials
Required Materials Includes details on materials, texts, software, hardware, technology and the like that students need for the course. Notes any additional costs related to the course.

Supplementary Resources Provides information on supplementary and/or remedial resources for course.

Teaching Philosophy & Methodology Describes faculty beliefs about learning and teaching in its form and content, how these beliefs are translated into the teaching of this course and engagement with students. Includes knowledge that supports the philosophy and teaching methodology.

Learning Outcomes have **form** (action the student should perform—compare and contrast, evaluate, analyze, apply, etc.), **substance** (content / subject matter), and **tie** to specific course activities or assessments as evidence to evaluate student learning.
Course Learning Outcomes Includes outcomes for the course.
Example: Students will utilize learning outcomes in course syllabi to identify the big ideas, and most important concepts, knowledge, skills, habits, etc. of the course and relate them to course activities and assignments.

Criteria Met?	Syllabus Content

Program or major Learning Outcomes Includes if applicable.
   Example: Students will practice thinking and acting as ethical leaders and responsible citizens as they learn about and engage with the global community.

TCU Outcomes: Core Curriculum & Finding Ourselves in Community (FSC) If plans include vetting this undergraduate course for core attributes and/or FSC after it has been approved by Undergraduate Council, syllabus includes relevant outcomes and assignment(s) are aligned. Vetting for core curriculum and FSC are separate processes from TCU course approval. Courses approved by Undergraduate Council can be submitted for core at anytime (short or longer term). FSC Workshops for Faculty are required for FSC courses.
   Example: Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.

Course Requirements

Assignments Describes each assignment and shows connections between assignments and learning outcomes. Also provides instructions on how students submit assignments, view grades, and see feedback.

Grading Philosophy & Policy Explains philosophy behand the approach to grading for the course and policy regarding grades and feedback on assignments.

Late Work Explains policy on late work. See Student Absences.

Participation, Engagement & Attendance Includes expectations of students and relation to the course grade.

Course Assignments & Final Grade Provides an easy-to-read table of course assignments and possible points and percentage points for each.

Assignments	Percentage or Points
Quizzes & Exams	15
Participation & Engagement	15
Formal Writing & Research	15
Presentations	15
Critiques	15
Lab Reports	15
Final Evaluative Exercise	10
Total points/percentage possible	100

Grading Scale(s) Includes either the plus/minus or whole grade scale for course final grades and the appropriate undergraduate or graduate scale. Provides clear demarcation between grades particularly if the totaling of assignment grades can result in fractions of a point for the final grade. If a 50000-level course, provides graduate students with the graduate grading scales and graduate level assignments. While the letter grades must maintain the university structure, the points and/or percentages that delineate each letter grade are determined by faculty member. The table illustrates standard letter grades. The percentages for the final grade are examples.

Course Final Grade Scale Options							
Grade	Plus/Minus		Grade	Whole Letter		Grade	Pass/No Credit
	Undergraduate	Graduate		Undergraduate	Graduate		Undergraduate Graduate
A	94–100		A	90–100			
A-	90–93.99						
B+	87–89.99						
B	84–86.99		B	80–89.99		Pass	70-90
B-	80–83.99						
C+	77–79.99						
C	74–76.99		C	70–79.99			
C-	70–73.99						
D+	67–69.99						
D	64–66.99	n/a	D	0–69.99	n/a	No Credit	0–69.99
D-	60–63.99						
F	0–59.99	0–69.99	F	0–59.99	0–69.99		

Criteria Met?	Syllabus Content

Course Policies Provides details on policies developed for this course. University policies students should know are in Student Resources & Policy Information.

Technology Policies Explains policies relevant for your course.

Course Schedule Presents plans and objectives mapped across the term. While the plans may need to change during the semester, the schedule offers a realistic insight into the scope and sequencing of the course and the regular and substantive interaction that is to occur during scheduled class sessions or online engagement to enhance the class learning opportunities. Notes topics to be explored in each class session as well as due dates for assignments, exams, projects, presentations, performances, and so forth. If changes occur, they will need to be clearly communicated. The table illustrates a possible schedule structure.

Date	Topic	Assigned Content	Due
Week 1 Days, Dates	Introduction & Syllabus	Read Syllabus	
Week 2 Days, Dates	Start of Unit	Unit Content	
Week 3 Days, Dates	Continuation of Unit	Unit Content	
Week 4 Days, Dates	Conclusion of Unit	Unit Content	
Week 5 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 6 Days, Dates	Start of Unit	Unit Content	
Week 7 Days, Dates	Continuation of Unit Midterm U-Grades Due	Unit Content	
Week 8 Days, Dates	Spring/Fall Break		
Week 9 Days, Dates	Conclusion of Unit	Unit Content	
Week 10 Days, Dates	Conclusion of Unit	Unit Content	
Week 11 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 12 Days, Dates	Start of Unit	Unit Content	
Week 13 Days, Dates	Continuation of Unit	Unit Content	
Week 14 Days, Dates	Conclusion of Unit	Unit Content	
Week 15 Days, Dates	Assessment of Unit Learning Outcomes		Unit Assignment
Week 16 Days, Dates	Course Overview		
Finals Date	Final Evaluative Exercise		

College/School Curriculum Committee Chair Signature   Date

Reviewer Comments:

Response to Reviewer Comments: