**Courses of Study**

**Faculty Guidance**

This document guides faculty in the Graduate School of Education (GSE) in the process of submitting appropriate forms to the Courses of Study (COS) Committee.

**I. Accessing the Appropriate Form**

GSE faculty can request forms from their department chair, program director, or the COS chairperson. Depending on the change being proposed, faculty should use one of five forms:

*Minor Modifications Proposal Form*. This form is used to propose minor modifications to an existing course or program. Examples of minor modifications include changing the course name, scheduling, instructional delivery format, or prerequisites.

*New Course Proposal Form*. This form is appropriate for proposing a new course.

*Course Change Proposal Form*. This form is appropriate for proposing significant or multiple changes to an existing course.

*New Program Proposal Form*. This form is appropriate for proposing new programs.

*Program Change Proposal Form*. This form is appropriate for proposing significant or multiple changes to an existing program.

NOTE: These forms are for 05 and 15 courses only. Changes to 16 courses must be submitted to the *School of Graduate Studies Academic Cluster Committee for Social Science*.

**II. Planning and Completing Proposal Forms**

Prior to submitting forms to Courses of Study, first determine whether pre-approval from the Chancellor-Provost’s Office is required. In general, the following require pre-approval:

* All new programs
* Modifications to existing programs (see checklist below)

Additional information can be accessed here:

[Program Checklist](https://newbrunswick.rutgers.edu/sites/default/files/2022-04/program%20modification%20process_%204-15_final_cmm.pdf)

[Pre-Approval Process](https://newbrunswick.rutgers.edu/sites/default/files/2022-04/new_course_and_program_approval_process_%204-7revisions.pdf)

[Letter of Intent (LOI) Form](https://newbrunswick.rutgers.edu/sites/default/files/2022-04/Letter%20of%20Intent_4_7.pdf)

When completing a proposal, faculty should consider that all materials will be reviewed at the university-level by staff and faculty from a range of schools and units. Thus, the tone should be cordial and any references to other units should be respectful. In addition, faculty should be mindful of the GSE strategic plan to enhance “diversity, equity and social justice” and consider how new and revised courses and programs meet these GSE aims.

*Sources of Support*. Faculty who are developing new or amended programs should consult with Dr. Darren Clarke, Senior Director of Strategic Alliances and Online Programs. Dr. Clarke will explain the steps associated with the approval process, including information about the faculty search for similar programs outside of Rutgers and/or with our peers or AAUP competitors. For new and amended licensure programs, which must meet NJ Department of Education requirements, faculty should also consult with Dr. Nora Hyland, Associate Dean & Faculty Director of Teacher Education. Additionally, faculty should consult about potential issues and course numbers with Dr. Amy Wollock, Senior Assistant Dean for Enrollment Management and Academic Affairs. Faculty are encouraged to meet with Drs. Clarke, Hyland, and Wollock early in the process.

*Potential Conflicts.* Prior to submitting a course or program proposal to COS, faculty

must conduct a search for courses/programs that could potentially conflict with the course/program being proposed and, thus, could be flagged for discussion at the University-level. Potential conflicts are typically related to the perception that content instruction falls in another unit’s domain. This search process should include reviewing course handbooks, examining syllabi, and/or speaking with faculty in other schools. GSE faculty must document how they engaged this process in the course/program proposal form.

Faculty are advised to strategically position their narratives and other explanatory details to present the proposed GSE course/program as independent of or complementary to existing courses/programs elsewhere at the university, and NOT parallel, overlapping, or competitive in any manner. GSE faculty should stress educational pedagogy, theory, and practice-related issues when describing courses/programs to distinguish proposed GSE offerings from content intensive courses/programs offered elsewhere in the university. Finally, as faculty conduct their search for potential conflicts, they should be open to opportunities for collaboration and partnerships that may provide a win-win situation for all units involved.

How to Write a Good Catalog Description. Course and program descriptions should be written in the present tense and using active voice. Students are the target audience. Begin with the focus of the course/program. Next describe the pedagogy. End with the benefits of the course/program for students. Sample course description:

This course introduces the wide variety of contexts for adult education nationally and internationally and examines how culture and diversity influence learning and teaching. Through student research, analysis of current readings, and grounded discussions, students develop foundational knowledge, ability to frame issues, and expertise addressing problems of practice. At the completion of this course students will have a deeper understanding of current issues in the field, including factors inhibiting or promoting success.

**III. Review Process**

The review process includes multiple steps.

1. Chancellor-Provost’s Office. As described above, some programs must receive pre-approval prior to being reviewed at the department/program level.

2. *Department or Program*. Department- or program-approved proposals and supporting materials should be submitted to the COS chairperson a minimum of two (preferably three) weeks prior to the monthly GSE faculty meetings.

3. *Courses of Study*. The COS committee includes a faculty representative from each department and two ex-officio members: Senior Assistant Dean of Enrollment Management & Academic Affairs and the Senior Director of Strategic Alliances & Online Programs. The COS committee meets monthly and reviews proposals on a rolling basis. As part of the review process, the submitting faculty member may be asked to provide additional information or to revise the proposal.

4. *GSE Faculty*. COS-approved proposal forms and supporting materials are distributed to the full GSE faculty at least four days prior to the GSE faculty meeting for consideration.

5. *University-Level*. All new courses, programs, foci, tracks, certification programs, degree programs, and non-degree programs must be reviewed by the university-level “conflict committee” and the Provost’s office. Some proposals may require review and approval by the Rutgers Central administration, Rutgers Board of Governors, the NJ Department of Education and/or the NJ Presidents Council. This process may take a few weeks or several months.