

Curriculum Process System  
Fields and Instructions  
for  
Entrepreneurial Course Proposal  
(updated August 2013)

*General Instructions:* This form is to propose new course for a major, minor, or elective. Many times a curricular revision proposal must accompany these proposals, and curriculum committee review only occurs on a completed “package” (all connected proposals). It is better to submit all proposals at the same time. Proposals can be saved until time for submission.

Form Item	Instructions
College and Department	<p>Be sure your college and department are identified correctly. Click on <i>Change College/Department</i> if not pre-populated or identified correctly, and select your college and department from the drop down menus.</p> <p>If either college or department identifier is incorrect, routing of the proposal is stopped and the proposal becomes invalid. The proposal will have to be re-entered into the CPS.</p>
Course Rubric	<p>Enter the four-letter rubric of the course for the proposed action, e.g., ACCT, CHEM, ELPA, etc. Rubrics must be approved previously by the Registrar.</p> <p>Please confirm that the selected rubric is on the <a href="#">ETSU course inventory</a> (Banner Screen SCACRSE) prior to submitting the proposal. Instructions for the Banner screen are found on the Registrar’s Website.</p>
Course Number	<p>Enter an appropriate four-digit number that identifies the level of the course and any other information. Dual listed courses end with 7; Honors courses end with 8; and entrepreneurial courses with 56.</p> <p>Note: Learning outcomes for a course, presented on the syllabus, are considered by review committees in relation to the level of the course. Information regarding learning outcomes is presented at the end of this document.</p> <p>Please confirm that the selected number is not already on the <a href="#">ETSU course inventory</a> (Banner Screen SCACRSE) prior to submitting the proposal. Instructions for the Banner screen are found on the Registrar’s Website.</p>

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Cross-listed Course Subject Rubric	<p>Enter proposed rubric for cross-listing the course. Course numbers are the same. Cross-listed courses must be supported by a very specific rationale, which is entered in the <i>Explain special circumstances that justify proposal for cross-listing</i> narrative box that follows.</p> <p>Leave blank if not applicable.</p>
Dual-Listed Course Number	<p>Enter proposed dual-listed number. Leave blank if not applicable.</p> <p>Some courses may be approved, for example, for undergraduate-graduate dual enrollment (4xx7/5xx7) or combined graduate levels (5xx7/6xx7).</p>
Course Title	Enter the course title as it should appear in the catalog.
Transcript Title	<p>Enter a transcript title that clearly represents the course. Titles are limited to 30 characters including periods, ampersands, slashes, dashes, and spaces. Often the course title is longer, necessitating the use of abbreviations. If abbreviations are used, the information presented should be clear and accurately represent the course.</p>
Purpose of Entrepreneurial Course	<p>Explain <i>why</i> your department needs this course or program, <i>what</i> role does it fill in the curriculum, and <i>how</i> it supports improvement. "Make the case" or "tell the story" for offering the course or program by emphasizing the reason it is needed for educational purposes. This response item is very important to review committees and sets the stage for review.</p> <p>If appropriate, include peer recommendations from an accreditation review, program review or academic audit. Instead of using initials or abbreviations to represent a national accrediting agency or other sources, spell out titles. Curriculum committees outside the college will probably not know what the initials represent.</p>
Credits(fixed or minimum)	<p>Enter the number of credits (fixed or minimum) proposed for this course.</p> <p>Most courses are for a "fixed" amount of credits. If credit is "fixed," enter the number in this field and chose NA in the Credits (maximum) field.</p>

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	<p>Some courses have variable credits. For instance, an independent study class may have 1-3 or 3-6 credits. If the proposed course has variable credit, enter the minimum credit in this field and the maximum in the Credits (maximum) field.</p> <p>Review committees consider the information on the syllabus when determining the appropriateness of the proposed credit for the course. Of particular importance are the learning outcomes and major assignments. A one credit course implies that, in a traditionally taught lecture class, the students spend one hour in class and two outside of class.</p>
Credit Hours (maximum)	Choose NA for courses that do not have variable credit or chose a number for the maximum credit of the course.
Prerequisites	<p>Only course rubric + course number(s) can be entered into this field (see below for information about worded prerequisites).</p> <p>There can be no "or" in a list of prerequisites.</p> <p>Be conservative in listing prerequisites and avoid redundancy in listing prerequisites. For example, ENGL 1010 is a prerequisite for ENGL 1020; ENGL 1020 is a prerequisite for literature courses; thus, only ENGL 1020 needs to be listed for literature courses. Including ENGL 1010 would be redundant.</p> <p>These courses must be on the approved course inventory or included as part of the proposal package. Experimental course may not be used as a prerequisite.</p> <p>Course prerequisites are enforced during registration. A student who does not meet the prerequisite(s) is blocked from registering for the course; prerequisites are being enforced electronically.</p> <p>Worded prerequisites, such as <i>department approval</i> or <i>junior standing</i>, may be added at the end of the catalog description. Written prerequisites are not enforceable during registration unless the department limits enrollment to zero and permits each student.</p>
Prerequisites (continued)	<p>A course cannot be both a prerequisite and a corequisite.</p> <p>Leave blank if none are required. Review committees may ask why a 3000/4000 or graduate-level class</p>

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	doesn't need prerequisite course work because these courses usually presume prior learning. If the proposed course does not indicate prerequisites, the review committees may ask you to explain why.
Corequisites	<p>Similar to prerequisites, only course rubrics/numbers can be used as enforceable corequisites. Course prerequisites are enforced during registration. A student who does not meet the corequisite(s) is blocked from registering for the course; prerequisites are enforced electronically.</p> <p>These courses must be on the approved course inventory, not experimental.</p> <p>A course cannot be both a prerequisite and a corequisite. There can be no "or" in a list of corequisites.</p> <p>Leave blank if none are required.</p>
Catalog Description	<p>Enter a concise course description to be published in the appropriate ETSU catalog.</p> <p>Write description in present, not future tense. It is recommended that the description start with a verb not "this course . . ."</p> <p>Only in specific occasions should course requirements be included in the description. Examples include major outside of class assignments/projects, study abroad, field-based learning, service learning, etc.</p> <p>Include any written prerequisite(s) at the end of the description.</p> <p>If the course is repeatable for credit, also identify the maximum credits. For instance, include at the end of the description: "Course repeatable for credit, maximum 6 credits."</p>
Grade Type (Letter; Pass/Fail; Satisfactory/ Unsatisfactory/No Credit Lab)	Choose the type of grade for this course on the drop-down menu.
Projected Enrollment	Enter the number of expected students for this course.

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Course similar to course(s) in other departments?	<p>Answer the question by choosing either Yes or No on the drop-down menu.</p> <p>When proposing a new course, it is important to determine if other departments offer a similar course or a course that has the appearance of being similar. Please conduct a content search in the catalog to identify similar courses. Review committees may ask you to report findings.</p> <p>If there are similarities, contact the department offering the similar course to determine the appropriateness of that course for your program and that department's capacity to provide instruction that could meet your purpose and needs.</p> <p>Documentation that these actions have been completed will simplify the curriculum considerations for the proposed new course. The lack of such documentation often leads to deferred action on a new course proposal. The best time to resolve potential conflicts is prior to submission of the proposal.</p> <p>Give contact information regarding similar courses in the designated text box below that is titled <i>Contact information for similar courses</i>.</p> <p>The university curriculum committees require hard copy documentation from chairs of departments who offer similar courses. Please request a memorandum from chair(s) with similar courses to be forwarded directly to those committees.</p>
Primary Instructional Media:	<p>Identify the <i>primary</i> instructional media on the drop-down menu.</p> <p>This information is required for Tennessee Board of Regents (TBR) reporting. Please choose the primary instructional media (delivery) to be used for this course. This choice does not prevent sections of the course being offered in other media.</p>
Proposed Implementation Term:	<p>Indicate the term/year this implementation is proposed to occur so that the course can be entered into the course inventory and, therefore, be available for scheduling.</p>
Summer (s) previously offered and enrollment	<p>Leave blank if not applicable to this proposal. If previously offered indicate when and number of students for each.</p>

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Contact information for similar courses	<p>Leave blank if not applicable to this proposal.</p> <p>If <i>Yes</i> was indicated for the <i>Course similar to course(s) in other departments?</i> enter contact information after discussing the proposed course with another department chair: date of contact, department, course, chair's name, and chair's e-mail address. If there is more than one contact, separate by semicolons.</p> <p>Example: January 15, 2013, Department of XX, ABCD 1234, Dr. John Doe, <a href="mailto:doej@etsu.edu">doej@etsu.edu</a>; January 15, 2013, Department of YY, Dr. Jane S. Doe, <a href="mailto:doej@etsu.edu">doej@etsu.edu</a></p> <p>Documentation that these actions have been completed simplifies the curriculum considerations for the proposed new course. The lack of such documentation often leads to deferred action on a new course proposal. The best time to resolve potential conflicts is prior to submission of the proposal.</p>
Identify the faculty (and graduate faculty status, if appropriate) who have the credentials to teach this course.	<p>For the staffing section, identify all department faculty members who are qualified to teach this course. If this proposal is for a graduate or dual listed course (e.g., 4xx7/5xx7), indicate current graduate faculty status for each faculty member. If a search is being conducted for a qualified faculty member to teach the course, indicate this in the box.</p>

A syllabus must be submitted with this proposal. To attach a syllabus, click the 'View/Edit Syllabus' button (refer to the syllabus instructions). You cannot submit the proposal until you have completed a syllabus.

### [Bloom's Revised Taxonomy](#)

Six levels of cognitive complexity. All six may be evident in one course.

Level of course may determine learning outcome expectations

Lower division courses may have more lower-level cognitive expectations

Higher division undergraduate courses should include higher-level cognitive expectations

Graduate courses should include mostly higher-level cognitive expectations

### Learning Outcome Examples

Avoid using understanding or know as a verb. Action verb statements can be measured.

Learning Outcome Category	Action Verb Examples
Remembering (recall and remember)	define, list, memorize, recall, recognize, repeat
Understanding (explain ideas or concepts)	classify, describe, discuss, explain, identify, infer, locate, recognize, report, select, summarize, translate, paraphrase
Applying (use the information)	choose, demonstrate, dramatize, employ, execute, illustrate, implement, interpret, operate, schedule, sketch, solve, use, write
Analyzing (distinguish between different parts)	appraise, compare, contrast, criticize, critique, differentiate, discriminate, distinguish, examine, experiment, judge, question, test
Evaluating (justify a stand or decision)	appraise, argue, defend, judge, select, support, value, evaluate
Creating (create new product or point of view)	assemble, construct, create, design, develop, formulate, reorganizing elements, write