

# Online Course Proposal Preparation Guide

This guide lists the information you will need to complete an online course proposal for a new catalog course, general education or graduation requirement designation(s), FTS/CUR-100, Challenge Seminar/CUR-399, or J-Term study away course.

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## Process Overview and FAQs

The new online course proposal form replaces all of the existing course proposal forms, providing a one-stop shop for faculty proposing a new catalog course, FTS, Challenge Seminar, J-Term study away, or seeking general education or graduation requirement designations. The form will lead you through the required set of questions depending on your purpose. You will have an opportunity to download a PDF of your proposal after submitting it.

### [What is the process and timeline for a new course/new designation?](#)

After you submit the proposal, you will have an opportunity to download a PDF copy of your proposal. The proposal will be sent to your department chair for review. A copy of the proposal will also be sent to other relevant chairs and directors (i.e. FTS director, WAC director, CICE director, chair/director of cross-listed departments/programs or departments/programs for which the course is a requirement, elective, or cognate). Finally, the proposal will be shared with members of the Course Approval Subcommittee (CAPSUB).

After you have submitted your proposal, the department chairs and relevant program directors will be asked to indicate their approval of the proposal. We strongly recommend that you discuss your proposal with all relevant chairs/directors before you submit. If department chairs or relevant program directors have concerns, proposers may be asked to make revisions to the proposal at this point and resubmit a new proposal. Once the proposal receives necessary approval from the relevant chairs/directors, the proposal will be reviewed by CAPSUB.

CAPSUB may request clarification from the proposer and may ask for revisions to the proposal. In this case, the proposer should revise and resubmit the proposal for CAPSUB's review.

The courses approved by CAPSUB are then endorsed by the Curriculum Committee in its monthly meeting and reported to the faculty at regularly scheduled faculty meetings.

Due to the timing of CAPSUB and Curriculum Committee meetings and the possibility of requested revisions, the full process can range from a few weeks to several months. The Curriculum Committee sets proposal deadlines to help ensure courses are approved in time for being listed in fall, J-Term, or spring registration information. If you want your course to be approved in time for a particular term, please be sure to submit the proposal by the deadline and respond promptly to requests for clarification or revision.

### **What questions will I be asked?**

We recommend you review the questions you will be asked on the form before beginning your proposal and that you complete the proposal in one setting (see below for questions asked for each type of proposal). This will allow you to gather necessary information. The survey is set up to allow you to pause and then come back to the proposal.

### **How do I know what the SLOs are for a general education designation/my department/the College?**

Information about institutional student learning outcomes, SLOs for general education and graduation requirement designations, and SLOs for departments and programs is available on the Assessment website: <https://gustavus.edu/assessment/slos/>

### **Can I still list my course for LAP credit?**

Yes, if you apply for a general education distribution designation for your course, you will be automatically granted an LAP designation if you are applying for a designation with a clear LAP cognate or you will have the opportunity to request that your course also receive the comparable LAP designation if it satisfies the criteria for that designation. The chart below shows the relationship between Challenge Curriculum and LAP designations and how they are awarded.

**Newly Proposed Challenge Curriculum Designations  
That Automatically Carry LAP Designations**

Challenge Curriculum Designation (Applied for and Approved)	LAP Designation (Automatically Granted)
Arts (ARTSC)	ARTS
Theological Studies (THEOL)	THEOL
Natural Science (NTSCI)	NASP
Human Behavior and Social Sciences (HBSI)	SOSCI
Writing and Information Literacy (WRITL)	WRITI
Global Affairs and Cultures (GLAFC)	GLOBL

**Newly Proposed Challenge Curriculum Designations That Faculty Can Be Awarded Based on  
Affirmation that SLOs Are Addressed**

Challenge Curriculum (Applied for and Approved)	LAP Designations
Humanities (HUMN)	ARTS or LARS or HIPHI
Wellbeing (WELBG)	FIT or ACT
Quantitative and Analytical Reasoning (QUANT)	MATHL

**How long will it take me to fill out this form?**

It will depend on how prepared you are to address the questions asked for your proposal. It will also depend on what kind of proposal you are submitting. Compared to the old proposal forms, however, the process should be significantly faster and much easier. Instead of providing multiple examples for criteria and SLOs, you are asked to agree to meet criteria and provide one example of an assessable assignment or activity for each SLO. All of the information about criteria and SLOs is provided within the form for your reference.

**Why won't the form let me...have two area designations? List my course as GLAFC and USID? Etc.**

These requirements and limitations were set by the faculty in the process of designing the new Challenge curriculum.

**What if I want to offer a Challenge Capstone Seminar as a travel J-Term course?**

Begin the process by selecting the J-Term travel course proposal and, when prompted, indicate that you would like to offer the course as Challenge Capstone. You will then be led through the appropriate questions.

## New Catalog Course (and option for general education and/or graduation requirement designation(s)

- Proposed course title
- Proposed course prefix (i.e. EDU, HES, CHE)
- Proposed course number
- Intention for cross-listing (cross-listed prefix and course number; rationale for cross-listing)
- Proposed catalog course description
- Transcript course title (22 characters)
- Grading option (ABCDF or P/F)
- Enrollment maximum (rationale for enrollment)
- Course value (1.0, .75...)
- Offering plan (fall term, January term, odd years, annually, etc.)
- Prerequisites
- Ability to repeat course for credit
- Has the course been offered in past five years? If so, when?
- Classroom, laboratory, or studio preferences
- Do you request students pay an additional student fee for the course?
- Instructors for the course
- Proposed additional funding needs
- Proposed additional library resources
- Will the course count as a requirement, elective or cognate in a department or program other than those already indicated by the course prefix and cross-listing prefix?
- You will be asked to identify whether your proposed course “introduces,” “reinforces,” “provides opportunities for students to demonstrate proficiency” in, or “does not address” the student learning outcomes (SLOs) for any departments or programs identified by the course prefix, any departments or programs identified by the cross-listing prefix, and any other departments/programs identified in the previous question. You will also be asked the same question about institutional student learning outcomes. (text of SLOs is included within the form)

You will be asked if you would like to attach a general education distribution designation to the course (ARTSC, HBSI, etc.) [You may add one general education distribution designation to the proposal]

If you add a general education distribution designation, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the general education distribution designation (text of area descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the area (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.

If you add a general education distribution designation, you will also be asked to address the general education SLOs:

- Briefly describe one enduring or contemporary question or challenge this course will address from a disciplinary perspective.
- Provide an example of an assessable course assignment or activity that addresses each of the other three general education SLOs (text of SLOs are included within the form).

As we make the transition from the Liberal Arts Perspective curriculum (old) to the Challenge curriculum (new), courses that apply for a general education distribution requirement will either be granted a comparable LAP requirement (for those requirements that have a clear equivalent) or, in cases where there is not a clear LAP equivalent or there are a couple of possible equivalents, be asked which LAP designation that course should carry and asked if your course addresses the LAP outcomes.

You will be asked if you would like to attach a graduation requirement designation to the course (GLAFC, WELBG, WRITD, etc.) [If the course will carry a general education distribution designation, the course may carry one additional graduation requirement designation. If the course does not carry a general education distribution designation, it may carry up to two graduation requirement designations. A course may not carry both GLAFC and USID or WRITD and WRITL.]

If you add a graduation requirement designation to the course, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the graduation requirement designation (text of graduation requirement designation descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the graduation requirement designation (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the graduation requirement designation (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.
- Provide your department chair's email address (they will receive a copy of your proposal)
- If cross-listed: provide the email address of the department chair/program director of cross-listed department/program

After you click submit, you will be able to download a PDF of your proposal.

## General Education and/or Graduation Requirement Designation(s)

- Proposed course title
- Proposed course prefix (i.e. EDU, HES, CHE)
- Proposed course number
- Intention for cross-listing (cross-listed prefix and course number; rationale for cross-listing)
- Proposed catalog course description

You will be asked if you would like to attach a general education distribution designation to the course (ARTSC, HBSI, etc.) [You may add one general education distribution designation to the proposal]

If you add a general education distribution designation, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the general education distribution designation (text of area descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the area (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.

If you add a general education distribution designation, you will also be asked to address the general education SLOs:

- Briefly describe one enduring or contemporary question or challenge this course will address from a disciplinary perspective.
- Provide an example of an assessable course assignment or activity that addresses each of the other three general education SLOs (text of SLOs are included within the form).

You will be asked if you would like to attach a graduation requirement designation to the course (GLAFC, WELBG, WRITD, etc.) [If the course will carry a general education distribution designation, the course may carry one additional graduation requirement designation. If the course does not carry a general education distribution designation, it may carry up to two graduation requirement designations. A course may not carry both GLAFC and USID or WRITD and WRITL.]

If you add a graduation requirement designation to the course, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the graduation requirement designation (text of graduation requirement designation descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the graduation requirement designation (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the graduation requirement designation (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.

- Provide your department chair's email address (they will receive a copy of your proposal)
- If cross-listed: provide the email address of the department chair/program director of cross-listed department/program

After you click submit, you will receive a PDF of your proposal.

## FTS/CUR-100

- Proposed course title
- Consent to adding consistent FTS/TCC language to the end of your course description
- Proposed course description
- Indicate that you have read, understand, and consent to the expectations for FTS courses (text of the program description is included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the program (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the program (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.

[FTS courses automatically carry a WRIT designation. They may not carry any general education distribution designations or any other graduation requirement designations. FTS courses may not count as requirements or electives for any major or minor.]

- Provide your department chair's email address (they will receive a copy of your proposal)

After you click submit, you will receive a PDF of your proposal.

## Challenge Seminar/CUR-399

- Proposed course title
- Proposed course prefix (i.e. EDU, HES, CHE)
- Proposed course number
- Intention for cross-listing (cross-listed prefix and course number; rationale for cross-listing)
- Proposed catalog course description
  
- Indicate that you have read, understand, and consent to the expectations for Challenge Seminar courses (text of the program description is included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the Challenge Seminar (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the Challenge Seminar (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.

You will be asked if you would like to attach a graduation requirement designation to the course (GLAFC, WELBG, WRITD, etc.) [Challenge Seminars may not carry a general education distribution designation, but they may carry one additional graduation requirement designation.]

If you add a graduation requirement designation to the course, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the graduation requirement designation (text of graduation requirement designation descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the graduation requirement designation (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the graduation requirement designation (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.
  
- Provide your department chair's email address (they will receive a copy of your proposal)
- If cross-listed: provide the email address of the department chair/program director of cross-listed department/program

After you click submit, you will receive a PDF of your proposal.

## J-Term Study Away

- Proposed course title
  - Proposed course prefix (i.e. EDU, HES, CHE)
  - Proposed course number
  - Intention for cross-listing (cross-listed prefix and course number; rationale for cross-listing)
  - Intention for team teaching
  - Course enrollment maximum (and rationale)
  - Proposed catalog course description
- 
- Description of proposed travel location
  - Description of prior experience in chosen location
  - General itinerary for the course
  - Intended audience for the course
  - Planned workload for students
  - Identify which intercultural student learning objectives the course will address (text of objectives is included within the form)

If you are not proposing to offer the course as a Challenge Capstone Seminar, you will be asked if you would like to attach a general education distribution designation to the course (ARTSC, HBSI, etc.) [You may add one general education distribution designation to the proposal]

If you add a general education distribution designation, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the general education distribution designation (text of area descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the area (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.

If you add a general education distribution designation, you will also be asked to address the general education SLOs:

- Briefly describe one enduring or contemporary question or challenge this course will address from a disciplinary perspective.
- Provide an example of an assessable course assignment or activity that addresses each of the other three general education SLOs (text of SLOs are included within the form).

As we make the transition from the Liberal Arts Perspective curriculum (old) to the Challenge curriculum (new), courses that apply for a general education distribution requirement will either be granted a comparable LAP requirement (for those requirements that have a clear equivalent) or, in cases where there is not a clear LAP equivalent or there are a couple of possible equivalents, be asked which LAP designation that course should carry and asked if your course addresses the LAP outcomes.

If you are proposing to offer the course as a Challenge Capstone Seminar, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for Challenge Seminar courses (text of the program description is included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the Challenge Seminar (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the Challenge Seminar (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.

You will be asked if you would like to attach a graduation requirement designation to the course (GLAFC, WELBG, WRITD, etc.) [If the course will carry a general education distribution designation, the course may carry one additional graduation requirement designation. If the course does not carry a general education distribution designation, it may carry up to two graduation requirement designations. A course may not carry both GLAFC and USID or WRITD and WRITL.]

If you add a graduation requirement designation to the course, you will be asked to:

- Indicate that you have read, understand, and consent to the expectations for courses carrying the graduation requirement designation (text of graduation requirement designation descriptions are included within the form).
- Indicate that you read, understand, and consent to meet each of the course criteria specified for the graduation requirement designation (text of course criteria are included within the form).
- Provide an example of an assessable course assignment or activity that addresses each Student Learning Outcome for the graduation requirement designation (text of SLOs are included within the form).
- Identify how information about course criteria and SLOs will be communicated to students taking the course.
- Identify how the department will communicate expectations that this course meets the criteria and SLOs to all faculty teaching the course.
- You will be asked to identify which of the four institutional learning outcomes your course addresses.
- Provide your department chair's email address (they will receive a copy of your proposal)
- If cross-listed: provide the email address of the department chair/program director of cross-listed department/program

After you click submit, you will be able to download a PDF of your proposal.