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Michigan State University Office of the Registrar

Courses Instructions
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General Information

This version of the COURSE REQUEST FORM is to be used to develop a request for a new course. To avoid delays in the approval process, care should be taken to develop the request within the context of the instructions that follow. The request also needs to be developed within the context of the Code of Teaching Responsibility. An "*" identifies the items on the COURSE REQUEST FORM that are subject to approval by University-level academic governance.

If the request is for a new course for which a department or school will have (primary) administrative responsibility, the request must be processed in accordance with the bylaws of that unit and the bylaws of the college that will have (primary) responsibility for the course. If the course is to be interdepartmental; is to be administered jointly by two or more departments or schools or colleges; or is to be administered by a department that is, in turn, administered jointly by two or more colleges, the request must be processed in accordance with the bylaws of the other participating departments or schools and colleges, as well.

Upon approval of the Chairperson of the Department or Director of the School, a notice will be sent to the Dean (or designate) of the College that will have (primary) administrative responsibility for the new course. If appropriate, notices will then be sent to other departments or schools or colleges re additional approvals or review, sign off, and comment.

Upon approval of any other academic units and the Dean (or designate) of the (primary) administrative college, a notice will be sent to University Curriculum and Catalog indicating that the request for the new course is available for interim approval and for action by a University Committee on Curriculum (UCC) Subcommittee. The request will not be available for action by a UCC Subcommittee until all of the necessary approvals have been received.

After college approval, the status of a request for a new course in the approval process may be obtained via the Web at any time. Upon final approval by the UCC and the Faculty Senate, the new course will be reflected in University databases and publications, in accordance with standard practice.

NOTES:
1. After completing a page of the form, advancing to any other page will save entries on the current page.
2. Most items on the course request form require information. For those items that are not applicable to the request, the box(es) must be left blank. Do not enter, e.g., "None" in a box.
3. The UCC will look for internal consistency among the responses to the items on the COURSE REQUEST FORM. Therefore, after completing the form, an academic unit should review the responses to the items on the form in relation to each other and make any necessary

adjustments before approving the request. FOR EXAMPLE: The academic unit should ensure that the catalog course description is consistent with the course title, course objectives, and outline of major topics. The unit should ensure that the prerequisite(s) are appropriate in light of the course level, course objectives, and target student audience.

4. Prior to college approval, the college may modify or delete a request at any time. After college approval, the college with (primary) administrative responsibility may delete a request at any time; however, it may not modify a request. After college approval, anyone may view or print a request; however, only University Curriculum and Catalog may modify or delete a request.

5. Information will be extracted from the completed COURSE REQUEST FORM for inclusion in Michigan State University publications. The form will be retained on the Web and will serve as the foundation for any future request for permanent changes in the course or for any future request to delete the course.

COURSE BASICS

1. General Reason for this request

Enter a general reason for this request. Consider similar courses that are, or are to be, offered, changed, or deleted by the primary administrative unit; similar courses that are, or are to be, offered, changed, or deleted by other academic units at MSU; student demand and related changes in academic program requirements, etc.

Example:

This new course will cover an important area of History that is not now covered in regularly scheduled courses. Content from HST 303 and HST 415 has been incorporated into this course. HST 303 and HST 415 are being deleted. This course will be available to students to meet the requirements for the B.A. degree with a major in History.

Procedures/Policies:

(none)

*2. Course Subject Code Subject UnitCode/Dept

Select from the pull-down menu the course subject code. You may select only a course subject code that is available to you based on your security.

Examples:

(none)

Procedures/Policies:

(none)

*3. Course number

Enter in the first box the proposed 3-digit course number. The fourth space may be used to enter a letter of the alphabet.

1. If the system will not accept a number that you entered, that number is not available because a course with that number currently exists or has existed within the last six years. A course number cannot be reused within a period of six years unless an exception is granted. For information about a possible exception, contact University Curriculum and Catalog at 5-8420.
2. If you select interdepartmental in item 6., the system will check the availability of the number that you entered in item 3. across all of the other course subject codes that you entered in item 6. If the number is not available across all of the course subject codes, the system will delete the number that you entered in item 3., and you will need to enter another number.
3. If you entered "899," you must enter "Master's Thesis Research" as the title in item 4.
4. If you entered "999," you must enter "Doctoral Dissertation Research" as the title in item 4.

Select from the second box a descriptor if applicable.

1. If this course is to be approved as an Honors course, the system will insert "H" as the course number suffix and automatically select "The Honor's College" in item 30.
2. If this course is a zero-level or 100-level course that is to be approved as a Remedial-Developmental-Preparatory course, select the R-D-P descriptor that applies. The system will insert the corresponding Arabic numeral as the fourth digit of the course number.

Examples:

254H
0102

Procedures/Policies:

See the Course Numbers policy in Academic Programs at:
http://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s502
(https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s502)

*4. Course title

Enter in the box the proposed full course title. Use capital and lower case letters. Do not use abbreviations or acronyms or ampersands. The full title will appear in the Course Descriptions.

1. If you entered "899" as the course number in item **3.**, you must enter "Master's Thesis Research" as the title.
2. If you entered "999" as the course number in item **3.**, you must enter "Doctoral Dissertation Research" as the title.
3. If the full title consists of more than 30 characters, enter in the SIS/Transcript Title box the proposed short title. Use capital and lower case letters. Abbreviations and acronyms and ampersands are acceptable. The short title will appear in the Schedule of Courses and on students' academic records, including transcripts.
4. If applicable, select a descriptor from the menu of descriptors.
    1. If this course will be a Tier II Writing Course, select the appropriate descriptor. The system will insert "(W)" at the end of the course title and short title.

2. If this course will emphasize diversity, select the appropriate descriptor. The system will insert "(N)" or "(I)" or "(D)" at the end of the course title and short title.

Examples:

Course title:

Museum Exhibitions: Theory and Development

Time, Space and Change in Human Society (D)

SIS/Transcript title:

Museum Exhib: Thry & Develop

Time Space & Chg Human Soc (D)

Procedures/Policies:

The full title should:

1. be consistent with the information provided in other items on the form (especially items **5.**, **10.**, and **11.**).
2. be succinct enough to be abbreviated meaningfully, if it consists of more than 30 characters.

*5. Catalog course description

Enter in the first box a succinct, well-written statement that accurately reflects the content of the course. Avoid unnecessary phrases such as "An introduction to" or "This course is designed to." Incomplete sentences are acceptable.

1. If one or more field trips will be required, or if the course will be offered in half of a semester, select the appropriate statement from the pull-down menu. The phrase will be inserted at the end of the catalog course description. Do not select more than one phrase that is related to field trip(s) and not more than one phrase that is related to half of semester.

Examples:

Evolutionary, ecological, and spatial theories of adaptation and change. Cultural evolution from prehistoric foraging to the post-industrial age. Continuity and change in the emergence and development of contemporary ways of life.

Selected topics in accelerator physics.

Theoretical and practical approaches to the planning, design, development, installation, and evaluation of museum exhibitions. Field trip required.

Procedures/Policies:

The catalog course description should:

1. focus on the content of the course. Course objectives, home work assignments, grading methods, etc., should not be included.
2. be consistent with the information provided in other items on the form (especially items **4.**, **10.**, and **11.**). The most important topics from item **11.** should be included.

*6. Interdepartmental course(s)

The primary subject code is noted first. Enter in the boxes the course subject code(s) for other participating unit(s). The system will only accept valid course subject code(s).

1. The system will check the availability of the course number that you entered in item 3. across all of the other course subject codes that you entered in item 6. If the number is not available across all of the other course subject codes, the system will delete the number from item 3., and you will need to enter another number in item 6.

Examples:

Interdepartmental course:

a.) ZOL b.) PLB c.) ENT

Procedures/Policies:

Interdepartmental course:

An interdepartmental course must be administered by more than one department or school or college. However, on a case-by-case basis, the UCC will consider exceptions that involve course subject codes within a given department. The interdepartmental status of a course will be reflected in the Course Descriptions.

7. Process with other request(s)

a. This request should be processed at the same time as the following related academic program requests.

If any academic program requests need to be processed at the same time as this request, enter in the box the name of the program(s).

Examples:

B.A. in English

M.B.A. program

Specialization in African Studies

Procedures/Policies:

An academic program may be, e.g., a major and degree program; a specialization; a disciplinary minor that is available for teacher certification.

If the unit plans to offer this course only if one or more related academic programs will be established or changed, this request should not be processed apart from the related academic program requests.

b. This request should be processed at the same time as the following related course requests.

If any other course requests need to be processed at the same time as this request, enter in the box the course subject code and number of each course.

Examples:

ENG 432, MGT 801, and HST 203

Procedures/Policies:

If the unit plans to offer this course only if one or more related courses are established or changed or deleted, this request should not be processed apart from those related course requests.

*8. Semester and off-campus site

For each semester that the course will be offered:
1. Select the semester(s) of offering.
2. Enter the number of students expected to enroll in the course for appropriate semester of offering.
3. If the course will be offered only off campus during that semester, select "off-campus" and specify the location.

OR

Select 'On Demand':
1. Select on demand.
2. Enter the number of students expected to enroll in the course when an on demand section is scheduled.
3. If the course will be offered only off campus, select "off-campus" and specify the location.

Examples:

Fall of every year. Spring of every year. Summer of odd years. On Demand. This will appear in the Course Descriptions. Expected student enrollments and most off-campus sites will not appear in the Course Descriptions.

Procedures/Policies:

The catalog represents a portion of the University's contract with students. Academic units are responsible for offering their courses during the semesters for which they have been authorized except when emergencies arise. Students need to be able to plan their programs of study based on

information about the availability of courses contained in the catalog, so that they may complete the requirements for their programs of study in a timely manner. Courses indicated as On Demand are only appropriate for courses such as special topics, selected topics, seminars, independent study, etc. The University Committee on Curriculum (UCC) has the delegated authority to not approve a request for an 'On Demand' offering.

*9. Effective date

Select the desired semester and year.

Examples:

(none)

Procedures/Policies:

The requested effective date needs to be considered within the context of the relationship of the course to academic programs, in relation to other courses, and in relation to the target student audience.

Upon approval by the (primary) administrative college, a course may have interim approval for two calendar years as determined by the date of college approval, the requested effective date that was entered in item 9., and the next available enrollment period. To implement interim approval, a request must be made the University Curriculum and Catalog, 5-8420. A course will be entered into SIS with temporary approval and may be offered in the next available enrollment period.

If within the two-year period of interim approval the UCC takes action on a course and approves it, the end date for the course will be deleted, and the course will be given permanent approval.

If within the two-year period of interim approval the UCC does not approve the course or does not take action on the course, the course will be ended at the end of the two-year interim approval period.

INFORMATIONAL ITEMS

10. Course objectives

Enter a succinct statement of the educational goals of the course including skills development.

Examples:

To develop an understanding of approaches to presenting museum exhibits. To learn basic principles of exhibit and graphic design, fabrication equipment and techniques, preparation equipment and techniques, and conservation and visitor needs.

To introduce theories, methods, and context useful in understanding social and ecological continuity and change over space and time.

To enhance the student's expertise in carrying out research in accelerator physics.

Procedures/Policies:

(none)

11. Outline of major topics

For a course with fixed content, a course whose content will be the same for all students each time it is offered, enter in the boxes up to 10 major topics that will be covered in lecture/recitation/discussion and/or laboratory. For a course with variable content, a course whose content will not be the same either each time it is offered or for all students who are enrolled in the course, you may use the boxes to enter sample topics, one or several of which may be included in a given offering of the course. Variable content courses often are special topics or selected topics courses for which a faculty member selects a topic consistent with his or her expertise, or an independent study or special problems course in which the student explores a topic of interest. Often courses with variable content are available for a range of credits within a given semester and/or may have a reenrollment provision.

Examples:

design, planning
maintenance
climate controls
facilities management
a.v. presentations

Procedures/Policies:

(none)

12. List sample sources (e.g., texts and journals) from which assigned readings for this course would be drawn.

Enter the titles, authors, and dates of books and the full names of periodicals and other resources.

Examples:

The text will be Financial Accounting: A User Perspective by Robert E. Hoskins, 1996. Assigned readings will be drawn from such sources as Business Week and The Wall Street Journal.

Assigned readings will be tailored to individual students' research projects. They will involve current articles from the Journal of Speech and Hearing Research and other relevant periodicals.

Procedures/Policies:

(none)

13. Target student audience

Enter in the first box the student groups for whom this course will be required.

Enter in the second box the student groups for whom this course will be a selective.

Examples:

Required for: all students in the B.S. degree program with a major in Mechanical Engineering

Selective for: students who elect the Specialization in African Studies

Procedures/Policies:

The target student audience should be described in terms of one or more programs of study (e.g., major and degree programs; specializations; disciplinary minors that are available for teacher certification).

A "required" course must be completed by all students in a given program of study.

A "selective" is available to students in a given program of study to meet the requirements for that program, but is not required for all students in the program. A selective is one course in a group of two or more courses, a subset of which is required for the program.

14. Type of course

For each descriptor that applies, click on the related box.

Examples:

(none)

Procedures/Policies:

(none)

15. University Resource Planning Information

Enter in item a. technology requests (web course development, instructional television, computing, or networking.

Enter in item b. library requests (holdings; use of library or library resources or library staff time).

Examples:

High-tech classroom required.

Procedures/Policies:

(none)

16. Course Learning Outcomes

Student learning outcomes are not necessarily the same as course objectives. Course objectives are the programmatic objectives for the course; student learning outcomes represent the curricular expectations for the student learning that should "come out" of the course and should be assessable. Some programmatic course objectives may be the same as some student learning outcomes. But there may be programmatic objectives for a course that are not necessary (assessable) student learning outcomes, and some learning outcomes may relate to more than one course objective (and vice-versa).

Examples of course objectives stated as student learning outcomes:

Students will create a sequence of museum exhibits and explain how the exhibits implement the basic principles of exhibit and graphic design, fabrication equipment and techniques, preparation equipment and techniques, and conservation and visitor needs.

Students will demonstrate knowledge of social and ecological continuity and change over space and time that is informed by an understanding of relevant theories, methods, and context.

Students will conduct research in accelerator physics that demonstrate expertise in applying appropriate research methodologies.

In addition, student learning outcomes for a course should be aligned, to the extent feasible, with MSU's Undergraduate Learning Goals (see http://learninggoals.undergrad.msu.edu/ (http://learninggoals.undergrad.msu.edu/)). Not all student learning outcomes need to align with one or more Undergraduate Learning Goals; and some student learning outcomes may align with more than one dimension of the Undergraduate Learnings Goals. It is also possible that some courses, due to the programmatic objectives for those courses, may not align with any Undergraduate Learning Goals.

So please indicate for item 16, those dimensions of the Undergraduate Learning Goals that align with student learning outcomes. If the Undergraduate Learning Goals do not apply to the course, check the box indicated and briefly explain why the learning outcomes of the course do not align with the Undergraduate Learning Goals.

RELATIONSHIPS/REPEATS

*17. Alias course(s)

Enter any course by course subject code and number that will be an alias course in the semester system of this course.

Examples:

ACC 300

A new course, ACC 350, is being proposed. ACC 300 is being deleted. The content of ACC 350 significantly duplicates the content of ACC 300. ACC 300 needs to be entered as a semester alias of

ACC 350.

Procedures/Policies:

An alias course in the semester system "Semester Alias" is a course identified as an equivalent of this course which will not coexist with this course. A semester alias may be a prior version of a course, which may be identified by a different course subject code and/or course number, or may be some other course. If a student has credit in a semester alias of this course, SIS would give the student automatic access to this course only if the student's grade in the semester alias was 0.0 or 1.0.

Because a course and its semester alias(es) may not coexist, any course that is identified as a semester alias of this course must be deleted before this course will be offered. In the event that a course that will be a semester alias of this course has not been deleted, a request to delete the semester alias must be processed at the same time as the request for this course. The effective date for deleting the semester alias must be at least one semester prior to the effective date for this course.

*18. Associated Course(s) (Not open to students with credit in ....)

Enter any course(s) by course subject code and number that will coexist with this course and whose content is so closely related to this course that a student who completed that course should not have automatic access to this course.
1. If this course is an interdepartmental course, do not enter the "nonprimary" versions of the course in item **17.**
2. Any course that was, or will be, deleted and whose content is so closely related to the content of this course that a student who completed that course should not have automatic access to this course needs to be entered in item **16.**

Examples:

GLG 433

A new course, ZOL 331, is being proposed. GLG 433 is being retained. The content of ZOL 331 significantly duplicates the content of GLG 433. GLG 433 needs to be entered in item **17.** so that a student who has credit in GLG 433 will not have automatic access to ZOL 331.

Procedures/Policies:

(none)

19. Explain the relationship of this course to similar courses offered by the primary administrative unit.

Enter a brief explanation of the relationship of this course to similar courses offered by the primary administrative unit. Identify specific courses by course subject code and number.

Examples:

This new course, LIB 450, is similar to LIB 320. LIB 450 will be restricted to juniors or seniors in the

Library Science major. LIB 320 will be retained, but will be available only to students who are not enrolled in the Library Science major.

Procedures/Policies:

The UCC will be alert to areas of significant overlap and possible duplication between this course and other courses offered by the primary administrative unit.

20. Explain the relationship of this course to similar courses offered by other academic units at MSU.

Enter a brief explanation of the relationship of this course to similar courses offered by other academic units at MSU. Identify specific courses by course subject code and number.

Examples:

The content of this new course, TE 800, is similar to the content of STT 803. However, TE 800 will be open only to graduate students in the Department of Teacher Education and will focus on the application of statistical concepts to teacher education.

Procedures/Policies:

The UCC will be alert to areas of significant overlap and possible duplication between this course and courses offered by other departments or schools or colleges.

PREREQUISITE(S)

*21. Corerequisite(s)

If one or more corequisites are needed, enter the corresponding course subject code(s) and course number(s) as appropriate. Only course subject codes and course numbers are to be entered.

Examples:

CEM 141

"CEM 141 concurrently" *will appear in the Course Descriptions.*

Procedures/Policies:

Corerequisites, prerequisites, and restrictions should be considered together. They should be thought of collectively and cumulatively, in reference to academic programs, and not simply in terms of a specific course or courses. Each course should have the minimum corequisites, prerequisites, and restrictions, so that students can progress smoothly through their academic programs. Such sensible corequisites, prererequisites, and restrictions will insure access to all courses for which students have the appropriate academic preparation. At the same time, instructors can assume the requisite substantive knowledge and skills among all students enrolled in the course. Corequisites, prerequisites, and restrictions should be stated in ways that provide maximum course access and insure a quality learning environment for all enrolled in the course. Units should consider

corequisites, prerequisites, and restrictions in relation to students who enter MSU's undergraduate and graduate programs from other universities.

A corequisite is a course that must be taken concurrently with this course. A corerequisite should be related directly to the content of this course. Often a corequisite is a laboratory course that must be taken at the same time as the related lecture course.

*22. Prerequisite(s)

Prerequisite(s) are those that can be monitored in SIS and that the unit wants monitored in SIS. Only those students who have the specified prerequisites that may not be taken concurrently and who are otherwise eligible to enroll in the course will have automatic access to the course; a student who does not have this type of prerequisite will not have automatic access to the course.

1. If the completion of one or more courses is to be monitored in SIS, enter the corresponding course subject code(s) and course number(s). Only course subject codes and course numbers are to be entered in the boxes. The system will check for the validity of the course subject and course number.
2. If this course is part of a sequence of courses (e.g., the third course in a sequence, where the first course is a prerequisite for the second course, and the second course is to be a prerequisite for this course), only the second course should be entered as a prerequisite for this course. Take this into consideration when entering the course forms into the system, e.g. enter in order of sequence as the system will check the validity of the course subject and course number.

Designated score on a placement test:

If a designated score on a placement test is an alternative to the completion of one or more courses to be monitored in SIS, enter the course(s) by subject code and number as appropriate and indicate the type of "placement test" from the menu of placement tests. You must also indicate the connecting word "and" or "or" between the course list and designated score.

Completion of Tier I Writing Course:

If the completion of the Tier I writing requirement is to be monitored in SIS, select "Completion of Tier I Writing Course" and indicate the connecting word "and" or "or" between the course list and completion of Tier I writing course if applicable.

Examples:

MC 202
BS 110 and BS 111
BS 110 or BS 111 or completion of Tier I writing requirement
BCH 346 or concurrently
MTH 110 or designated score on mathematics placement test
Designated score on English placement test
Completion of Tier I writing requirement

Procedures/Policies:

Prerequisites, corequisites, and restrictions should be considered together. They should be thought of collectively and cumulatively, in reference to academic programs, and not simply in terms of a specific course or courses. Each course should have the minimum prerequisites, corequisites, and restrictions, so that students can progress smoothly through their academic programs. Such sensible prerequisites, corerequisites, and restrictions will insure access to all courses for which students have the appropriate academic preparation. At the same time, instructors can assume the requisite substantive knowledge and skills among all students enrolled in the course. Prerequisites, corerequisites, and restrictions should be stated in ways that provide maximum course access and insure a quality learning environment for all enrolled in the course. Units should consider prerequisites, corequisites, and restrictions in relation to students who enter MSU's undergraduate and graduate programs from other universities.

Usually a prerequisite is a course (e.g., MTH 110) that may be taken prior to or concurrently with this course. However, a prerequisite may also consist of other subject matter preparation, such as preparation in mathematics as reflected in a designated score on the mathematics placement test.

RESTRICTION(S)

*23. Restriction(s)

Consider carefully which student groups should, or should not, have access to this course, taking into account that many departments, schools, and colleges offer more than one program of study at a given level or leading to a given degree.

1. Each group provides a mechanism for identifying the student by level/class, college, department, major, or teacher education. Select the desired descriptor and also consider whether "Approval of" should be considered as part of the restriction and indicate whether it should be an "and" or "or" situation.

2. You may click on the "View" button to view how the restriction will display in the *Course Descriptions*. If you need to need to make any changes, simply return to the page and make the change.

Examples:

Open only to juniors or seniors in the Department of Plant Biology.
Open only to freshmen.
Open only to juniors or seniors in the Plant Biology major.
Not open to freshmen.
Not open to students in The School of Hospitality Business or approval of department.
Approval of department.

Procedures/Policies:

Restrictions, prerequisites, and corequisites should be considered together. They should be thought of collectively and cumulatively, in reference to academic programs, and not simply in terms of a specific course or courses. Each course should have the minimum restrictions, prerequisites, and corequisites, so that students can progress smoothly through their academic programs. Such sensible restrictions, prerequisites, and corerequisites will insure access to all courses for which students have the appropriate academic preparation. At the same time, instructors can assume the

requisite substantive knowledge and skills among all students enrolled in the course. Restrictions, prerequisites, and corerequisites should be stated in ways that provide maximum course access and insure a quality learning environment for all enrolled in the course. Units should consider restrictions, prerequisites, and corequisites in relation to students who enter MSU's undergraduate and graduate programs from other universities.

A restriction denotes a limitation on student access to a course. SIS can monitor any approved program of study leading to an award (e.g., a major leading to a degree; a specialization the completion of which will be certified on students' academic records; a minor, the completion of which will lead to a recommendation for teacher certification). A restriction may be worded so that students with a specified characteristic or characteristics (e.g., class level; enrollment in a specified college or department or school; enrollment in a specified major) will either have, or not have, automatic access to a course. Authorized restrictions will be included in University publications under the heading Monitored Restriction(s).

SIS automatically controls access to courses as follows:

1. 100-400 level courses are open to undergraduate, graduate-professional, and graduate students. Exception: Courses with the "H" suffix are open only to Honors students.
    1. There is no need to enter a restriction such as the following unless the academic unit intends that graduate-professional and graduate students will not have automatic access to the course.
        1. For a 200-level course: "Open only to undergraduate students."
    2. A more specific restriction such as the following may be considered.
        1. For a 100-level course: "Open only to freshmen in the Biochemistry major."

1. 500-600 level courses are open only to Honors and graduate-professional students.
    1. Because the system will give Honors students, as well as graduate-professional students, automatic access to 500-level courses, there is no need to enter a restriction such as the following.
        1. For a 500-level course: "Open only to graduate-professional students."
    2. A more specific restriction such as the following may be considered.
        1. For a 500-level course: "Open only to graduate-professional students in the College of Human Medicine." (Note that Honors students would have automatic access to the course, as well.)

1. 800-900 level courses are open only to Honors and graduate students.
    1. Because the system will give Honors students, as well as graduate students, automatic access to 800-level courses, there is no need to enter a restriction such as the following.
        1. For an 800-level course: "Open only to graduate students."
    2. A more specific restriction such as the following may be considered.
        1. For an 800-level course: "Open only to graduate students in the Department of Chemistry." (Note that Honors students would have automatic access to the course, as well.)

The "undergraduate student" category consists of students enrolled in bachelor's degree programs (i.e., B.A., B.F.A., B.L.A., B.Mus., B.S., and B.S.N.).

The "graduate-professional student" category consists of students enrolled in the M.D., D.O., and D.V.M. degree programs.

The "graduate student" category consists of students enrolled in master's degree programs (i.e., M.A., M.A.T. M.B.A., M.F.A., M.L.R.H.R., M.Mus., M.S.N., M.P.A., M.S. M.S.W., and M.U.R.P. degree programs) and in doctoral degree programs (i.e., Ed.S., D.M.A. and Ph.D.).

The "Honors student" category consists of students who have been admitted to MSU's Honors College.

RECOMMENDED BACKGROUND

*24. Recommended background

If the completion of one or more courses will be included in the "recommended background" category in the Course Descriptions, enter the corresponding course subject code(s) and course number(s) as appropriate. Only course subject codes and course numbers are to be entered in the boxes. The system will check for the validity of the course subject and course number.

1. If a course is part of a sequence of courses (e.g., the third course in a sequence, where the first course is a prerequisite for the second course, and the second course is to be a prerequisite for this course), only the second course should be entered as recommended background for this course. Take this into consideration when entering the course forms into the system, e.g. enter in order of sequence as the system will check the validity of the course subject and course number.

Additional text:

Enter any recommended background (e.g., prior academic work, experience, or other qualifications) that cannot be defined by course subject code and course number.

Examples:

MC 202
BS 110 and BS 111
BS 110 or BS 111
BCH 346 or concurrently
6 credits of English
Prior course work in English
Bachelor's degree in horticulture
Three years of teaching experience
Travel or study in France
Knowledge of research design

Procedures/Policies:

Recommended background may be prior academic work, experience, or other qualifications that are recommended, but not required, and which will not be monitored (either in SIS or by the unit). Recommended work may provide some background that will be helpful, and faculty want to signal that to potential enrollees. But such background is not essential to success in the course, nor can faculty assume that students will bring such knowledge with them into the classroom.

CREDITS/GRADING OPTIONS

*25. Credits and instructional model

Determine whether this course will be available for a fixed number of credits or for a variable number of credits within a given semester. Information must be entered for either a fixed number of credits or for a variable number of credits, but not both.

1. If a student may reenroll in the course, complete item **25.**
2. If this is a non-credit (zero-credit) course, indicate the credit-equivalent for fee assessment.
3. If this is a non-credit (zero-credit) course, indicate the credit-equivalent for fee assessment.
4. If the number of contact hours exceeds the number of credits, explain.
    1. If in item **24.** the total number of contact hours (within parentheses) is greater than the number of credits (e.g., the credits and instructional model are "3(4-0)," enter an explanation that addresses why more contact hours than credits are needed.
5. If the number of credits exceeds the number of contact hours, explain.
    1. If in item **22.** the total number of contact hours (within parentheses) is less than the number of credits (e.g., the credits and instructional model are "4(3-0)," enter a compelling explanation that addresses why more credits than contact hours are needed.

Procedures/Policies:

In the Course Descriptions, the semester credits are designated to include class hours a week as follows: A(B-C) where:

A = number of semester credits

B = number of class hours a week in lecture/recitation/discussion

C = number of class hours a week in laboratory

*26. Reenrollment Course

If a student will be allowed to earn additional credit(s) in the course by reenrolling in the course, select **"Request reenrollment provision."** Enter in the second box the maximum number of credits that a student may earn in all enrollments for this course.

Examples:

(none)

Procedures/Policies:

A reenrollment provision is most often associated with variable credit courses, although it may be associated with fixed credit courses as well. "Reenrolling in a course for credit" should not be confused with "repeating a course."

The maximum number of credits should be "reasonable," rather than "excessive," taking into consideration the relationship of the course to undergraduate and graduate degree programs. In determining the maximum number of credits, consider whether a student might enroll in the course both as an undergraduate student and a graduate student, or while enrolled in both a master's and

doctoral degree program.

*27. Reenrollment Group

If a student will be allowed to earn additional credit(s) in a group of courses by reenrolling in one of the courses, select **"Request reenrollment group."** Enter in the second box the maximum number of credits that a student may earn in all enrollments for this group of courses. A text box is also provided for any additional text required.

Examples:

(none)

A reenrollment provision is most often associated with variable credit courses, although it may be associated with fixed credit courses as well. "Reenrolling in a course for credit" should not be confused with "repeating a course."

The maximum number of credits should be "reasonable," rather than "excessive," taking into consideration the relationship of the course to undergraduate and graduate degree programs. In determining the maximum number of credits, consider whether a student might enroll in the course both as an undergraduate student and a graduate student, or while enrolled in both a master's and doctoral degree program.

*28. Grading system

Indicate from the pull-down menu whether the course will be numerically graded or use the Pass-No Grade (P-N) system. If the use of the Pass-No Grade (P-N) system is desired, enter in the second box a rationale for the P-N system.

Courses numbered 999:

Select the P-N system. Provide the following statement as the rationale for the P-N system:

By action of the Graduate Council on February 27, 1961, courses numbered 999 were approved for the use of the P-N grading system, effective Fall 1961. The Graduate School and the Office of the Provost determined that the 1961 Graduate Council action applies to all semester courses numbered 999.

Examples:

Examples of rationales for the P-N system follow:

The course includes a major experiential component and focuses largely on personal development.

Production activity is team-oriented and is usually evaluated by more than 1 person.

The course grade is based on whether or not the student meets the educational objectives of the field experience in an agency setting. Although periodically the instructor will evaluate the student's

performance directly and will assign the grade, the evaluations of agency supervisors will also be considered. The content of the course does not lend itself to numerical grading.

Procedures/Policies:

The P-N grading system should be requested only if the nature of the course would preclude assigning a numerical grade for the course. P-N grading would apply to all of the students who are enrolled in the course.

College of Human Medicine and the College of Osteopathic Medicine:

Only the P-N grading system shall be used for graduate-professional students in the College of Human Medicine and College of Osteopathic Medicine who are enrolled in 500 and 600 level courses. This policy shall be implemented as follows:

1. For those 500 and 600 level courses that are, or are to be, restricted to graduate-professional students in the College of Human Medicine and College of Osteopathic Medicine: A request for the sole use of the P-N grading system for students who are enrolled in the course shall be included in the request for the new course, or in a request for changes in the course.
2. For all other 500 and 600 level courses in which graduate-professional students in the College of Human Medicine and College of Osteopathic Medicine may enroll, and for which a request for the sole use of the P-N grading system has not been approved for the course:
   1. Faculty members shall assign grades according to the numerical system.
   2. The Office of the Registrar will convert the numerical grades of those students who are enrolled in the graduate-professional programs in the College of Human Medicine and the College of Osteopathic Medicine to "P" if the student's numerical grade was 2.0 or higher or to "N" if the student's numerical grade was 1.5 or lower.

*29. ET-Extension to postpone grading

If ET is desired, select **"Request the use of the ET-Extension to postpone grading."** and enter in the number of additional semesters desired. Provide a rationale for ET. University Curriculum and Catalog maintains a current list of courses for which the use of ET is approved.

Examples:

Examples of rationales for ET:

Due to the course being taught in Costa Rica, extra time needs to be allowed for grade reporting.

One can encounter a variety of problems in composition which can delay the completion of a term project.

The required project cannot be completed in one semester. Students must complete the project before a grade can be assigned.

A field experience is required. Following the field experience, the student is required to write a paper based on the experience.

A single grade will be assigned for all of the credits of Master's Thesis Research in which the student

enrolled only after the student's thesis has been approved.

Procedures/Policies:

The approval of ET constitutes a University commitment to students to allow them to complete the work for the course within the number of additional semesters specified (e.g., "2"). Therefore, the unit must ensure that faculty will be available to assist students in completing the work for the course during the additional semesters.

The use of ET should be requested only if the nature of the course would preclude all of the students enrolled from completing the course within the semester of enrollment. The ET would apply to all of the students who are enrolled in the course.

Because the use of DF is available to postpone grading for graduate students who are enrolled in courses numbered 899 and 999, the use of ET should not be requested for courses numbered 899 and 999.

Because the use of DF is also available to postpone grading for graduate students who are enrolled in courses other than those numbered 899 and 999, careful consideration should be given to whether the use of ET should be requested for such courses. A compelling rationale should accompany such requests.

30. Describe the bases on which student performance in this course would be evaluated and graded, taking into consideration required assignments, quizzes, mid-term and final examinations, research papers, etc.

Enter the bases for determining a student's semester grade in this course, taking into consideration the grading system that will be used (item **27.**).

Examples:

The course grade will be based on midterm and final examinations (80%), quizzes (10%), and written assignments (10%).

The semester grade will be based on the 14 required laboratory reports. The student will submit one detailed report each week of the semester.

Procedures/Policies:

(none)

REQUEST ADDITIONAL SIGNOFFS

31. To be forwarded for review, sign-off, and comment to the following administrators.

This course request will automatically route to the head your of department and college. Do not select those from the pull-down. Additional reviews by other departments or schools or colleges that may be significantly affected by this request should be selected from the pull-down.

Examples:

(none)

Procedures/Policies:

Another academic unit may be significantly affected when its mission is related to the content of this course, when it offers a course whose content is similar the content of this course, when it offers a course that will be a prerequisite or corequisite for this course, when it will provide instructional staff for this course, or if its students may be interested in the content of this course.

The review, sign-off, and comment procedure should not be confused with the approval procedure. A two-week "window" is allowed to give other affected units an opportunity to review, sign-off on, and comment on a request, whereas there is no time frame associated with the approval of a request. If after two weeks the administrator of another affected unit does not sign off and/or comment on the request, "No Response" will be entered on the approval/sign off sheet automatically. "Sign offs" (signatures) do not signify either approval or disapproval of this request. Negative comments do not halt the review process. Any comments that are entered into the form will be available to University-level committees.

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