New Course Proposal (NCP)
Guidelines & Planning Form

Basic Form Instructions and Course Information

This guide provides the directions and prompts that you need for a New Course Proposal (NCP). You'll need to prepare your written responses in a separate document first and then fill out the online form in my.lakeforest (i.e., copy/paste your responses from your document to the online form) because the online form does not allow you to save your progress along the way.

- The NCP form has 18 sections, and each section has its own set of instructions and prompts. Any prompt denoted with an asterisk is required.

1. Course Prefix

Every course resides in a home or parent department/program. A given course also might be cross-listed in other departments/programs (which is a question that will be asked later on this form).

Be prepared to answer the following question:
- What is the course prefix for the proposed course (i.e., prefix for home or parent department/ program)?

2. Proposed Course Number

Please follow the suggestions below for assigning course numbers to new courses.
- 100-level courses are intended for introductory students, 200-level for intermediate students, and 300- and 400-level for advanced students. Sequential courses should use consecutive numbers.
- Please refer to the [external website](#) for a list of course numbers already in use.
- Departments/Programs should avoid re-using numbers of retired courses (contact Registrar BJ White, if you need information about your department's used vs. unused course numbers).

Course #	Appropriate Course Specification
100-109, 200-209	Courses for Non-Majors
110, 120, 130	Introductory Courses
180-189, 280-289, 380-389, 480-489	Colloquia and Seminars
190-199, 290-299, 390-399, 490-499 (reserved)	Independent Study and Internships

Be prepared to answer the following questions:
- What level is this course? [100, 200, 300, 400, 500]
- Would you like to suggest a specific course number?

3. Proposed Course Title

Every course requires a "short title" of no more than 35 characters that will appear on the course schedule, on the College website, and on students' transcripts.
- The only way to display a longer title is to include it at the beginning of a course description. If you believe that a longer title is essential, you must provide both a long title (36 or more characters, for inclusion at the beginning of the course description) and a short title (35 or fewer characters, for use everywhere else).
- Capitalization of each word in the title is the default. If it is important that certain words are not capitalized, please make that clear in your usage.

Be prepared to answer the following questions:
- What is the proposed "short title" for this course (35 or fewer characters)?
- Does the proposed course also require a "long title"?
    - If yes, what is the proposed "long title"?

4. Proposed Course Description

Course descriptions should generally be between 100-150 words. Please enter here ONLY the description of the course; there are separate questions regarding any prerequisites, corequisites, and FFC tags.
- The course description should indicate general course theme and content, ideally within the first few lines.
- Extensive required time commitments outside of regular course attendance such as field trips, film screenings, concerts, symposia attendance should be noted.
- Please be aware that course descriptions are on the public webpage and are read by prospective students.
- Generally, descriptions should follow standard grammar, use first-person and **present tense,** and avoid confusing or extensive passive voice.
- Avoid including books, assignments, and dates that will regularly change over time (or else you will need to submit a Course Change Request every time those features change).

Be prepared to answer the following question:
- What is the course description for the proposed course?

5. Number of Credits

Semester-length Lake Forest courses carrying 1.0 course credits should require students to devote a minimum of 12 hours of total work per week (in-class time plus out-of-class work). Full-credit courses taught during shorter periods of time (e.g., during summer session) should require an equivalent amount of work as a semester-length course. Courses offered for fractional course credit (e.g., 0.5 or 0.25 course credits) should require an appropriate proportion of the total workload of a full credit semester-length course.

Be prepared to answer the following questions:
- How many credits are required by the proposed course?
- If you are proposing a course counting as 0.5, 0.25, or 0 credits, then you will be asked to explain your rationale below. NOTE: NO explanation needed for 1.0 credit courses.

6. Proposed Course Prerequisites, Corequisites, or Prohibited Courses

Prerequisites must be completed before this course can be taken, whereas corequisites can be taken concurrently with this course. Often, instructors are allowed to waive the prerequisite or corequisite (i.e., "or by permission of instructor").
- If any prerequisites or corequisites come from a department/program other than the one proposing the new course, the other department/program chair(s) must endorse this request.

Prohibited courses refer to any courses for which students cannot also receive credit. For example, if a student takes ECON 130 (Applied Statistics), the student will not receive credit for MATH 150 (Intro to Probability & Statistics). Similarly, MATH 150 is not open to students who have taken ECON/BUSN 180 or ECON 130.

Be prepared to answer the following questions:
- What are the prerequisites or corequisites for the proposed course?
- Can the prerequisite or corequisite be waived by permission of the instructor?
- If the prerequisite or corequisite comes from another department/program, has the other department/program chair approved?
- What are the prohibited course(s) for the proposed course?

7. Additional Contact Information

Be prepared to answer the following question:
- Should anyone else be contacted (e.g., the course instructor; relevant chairs) if there are any other questions?

8. Semester of First Offering

Be prepared to answer the following question:
- In what semester will the course first be offered?

9. Course Rationale

In the section below, please provide the rationale for this course. Please consider the following questions in your response.
- How will the course fit into your major or minor program?
- How will the proposed course enrich your major and/or minor program?
- Will it be required of all majors/minors? Will it contribute to a menu of required courses? Will it serve as an elective?
- What is the targeted or anticipated population of students (e.g., majors or non-majors, underclass or upperclass)? What is the projected course enrollment?
- What is the value of the course to the College?

Be prepared to answer the following question:
- What is the rationale for the proposed course?

10. College Resources

In the section below, please provide a brief description of the resources needed for the course.
- Be sure to note the need for (and current availability of) items such as technical equipment, supplies, transportation, and books or periodicals for the library.
- If no special resources are needed for this course, please note "none needed" in the space below.

Be prepared to answer the following question:
- What College resources are needed for this course?

11. Major or Minor Requirements

In the section below, please explain how, if at all, the list of major and minor requirements on your department or program webpage would need to be changed if this course were to be approved.
- Please be as specific as possible, using your current Requirements webpage as a template.

- NOTE: you must provide the exact wording of any needed change to your Requirements webpage. CPC will review the proposed wording to make sure it is clear, and then the Registrar's Office will use this information to update your webpage appropriately.
- If you are sure that no webpage changes will be required, write "No changes required."

Be prepared to answer the following question:
- How, if at all, will the list of major and minor requirements on your department/program webpage change if this course is approved?

12. Course Topic

Some courses at the College are considered "topics courses" in that they maintain the same course number, but the topic of that course might change from year to year. For instance, COMM 350: Topics in Communication is described as "Intensive study of selected subjects within the field of communications. Topics vary by semester."

If you are proposing such a "topics course"—that is, you're establishing a brand-new course number whose topics will vary by semester but maintain the same course number, then please provide the rationale for the "topics proposal" and a description of the inaugural topic for this course.

Be prepared to answer the following question:
- What is the rationale for this topics course proposal?
- What is the description for the inaugural topic in this course?

13. Cross-Listing

In the section below, please explain whether this course will contribute formally to any other major or minor program (e.g., as an elective or as a cross-listed course).
- If you propose cross-listing, the other department/program chair(s) must endorse this request.
- When possible, cross-listed courses should use the same number (e.g., RELG 160 & ASIA 160) because it reduces potential confusion. However, it is permissible to have separate course numbers across departments/programs.

Be prepared to answer the following question:
- How, if at all, will this course contribute formally to any other major or minor program (e.g., as an elective or as a cross-listed course)?

14. FFC Distribution Requirement

If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Distribution (CP, HU, NS, SS, QR) Tags" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. This guide provides important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that each course may have no more than one distribution tag.
- Also, please remember that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- What, if any, FFC Distribution Tag is needed for the proposed course?
- In the section below, please briefly summarize how the learning goals of the relevant tag will be satisfied by this course. Be sure to refer specifically to the learning goals for the appropriate tag when making this argument.

- o How will the learning goals of the relevant tag will be satisfied by this course?

15. FFC Cultural Diversity

If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Domestic Pluralism (DP) Tag" or the "Guidelines for Global Perspectives (GP) Tag" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. These guides provide important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that a given course cannot carry both the DP and GP tags.
- Also, please remember that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- As indicated in the linked guides above, to qualify as a DP or GP course, at least 50% of the course must address DP or GP material.
  - o Will at least 50% of the course address the DP/GP material?
- In the section below, please provide a brief description of the scope of the course and explain how it will focus on issues of DP or GP. How will the proposed course focus on issues of DP or GP?
- For assessment purposes, all DP or GP courses must require students to submit a written assignment that directly addresses the tag's learning goal(s). In the section below, please briefly describe such a written assignment.
  - o Can you briefly describe a written assignment that directly addresses the tag's learning goal(s)?

16. FFC Skills Designation

If you're planning on using one of these tags, ensure that you've reviewed the "Guidelines for Writing-Intensive (W) Tag" or "Guidelines for Speaking-Intensive (S) Tag" or "Guidelines for Technology-Intensive (T) Tag" documents, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. These guides provide important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- What, if any, FFC Skills Tags are needed for the proposed course? [W, S, T, or No Skills Tag]
- Follow-up questions will vary by tag.

   For the Writing-Intensive (W) Tag, you will be asked:
   - Will at least 50% of the course grade be based upon formal written work?
     - o Reminder: Senior Studies courses cannot be designated as satisfying the Writing-Intensive designation.
   - Will the course assign a minimum of 18-20 pages/5000-6000 words of formal writing?
   - Can you briefly describe how the instructor will provide writing-focused feedback on formal writing assignments?
   - Can you briefly describe how the instructor will provide formal classroom instruction in writing?

   For the Speaking-Intensive (S) Tag, you will be asked:
   - Will the course give students multiple opportunities to offer oral presentations during the semester, and at least one formal, individual presentation of at least 8-10 minutes in duration?
   - Will at least 25% of the course grade be based on oral presentation assignments?
   - Can you briefly describe how the instructor will provide presentation-focused feedback on oral presentation assignments?

- Can you briefly describe how the instructor intends to provide substantial, explicit classroom instruction concerning oral presentations?

For the Technology-Intensive (T) Tag, you will be asked:
- Will at least 25% of the course grade be based on assignments that use the specified technology?
- Will the course require students to use software-based technology that is relevant to the specific field or discipline?
- Can you briefly describe how the instructor will provide formal classroom instruction in the effective use of the specified technology?

17. FFC Experiential Learning Tag

If you're planning on using the EL tag, ensure that you've reviewed the "Guidelines for Experiential Learning (EL) Tag" document, which also can be found at the bottom of the "New Course Proposal Form and Instructions" page in my.lakeforest. This guide provides important information about learning goals, requirements, and assessments of these tags.
- Keep in mind that a given course can only carry two FFC tags in total.

Be prepared to answer the following questions:
- Will the course include experientially-focused activities outside of a traditional classroom requiring an amount of time equivalent to at least 1/3 of the total class time for a semester-length course for each student (a minimum of 14 hours)?
  - Time commitment excludes travel time.
- How will the experience build upon the student's completed classroom work?
- What new skills/competencies can students expect to gain through this course?
  - Please summarize skills students will gain and how these may relate to their other academic experiences and to post-graduate outcomes.
- How will the instructor integrate the required written reflection into the course experience?
  - Please explain how students will develop their capability to describe the value of this course to a target audience (employer, graduate school, etc.).

18. FFC Senior Studies

A senior studies course, also known as a senior "capstone," is a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major.

Be prepared to answer the following question:
- Will the proposed course satisfy the Senior Studies requirement?

Where & How to Submit

When you are ready to submit your New Course Proposal, please use the online version of this form to be found here: NCP form flow on my.lakeforest