

**College of Education & Human Development  
Form A  
Undergraduate Course Routing Sheet**

**Initiating Department:** \_\_\_\_\_

Form A is used when a new course is created. If the new course is part of a new program or degree, then Form A and Form B must be sent to CAPCC for college approval. If the new course is not part of a new program or degree, then approval is only needed at the department level. The initiating department must attach a rationale for the new course, a course description, and a generic syllabus containing course objectives to Form A. Once all the approvals have been obtained (see Routing Chart below), Form A and attachments must be sent to the Associate Dean for Undergraduate Success.

**Side Note:** Per COEHD by laws, CAPCC does not approve individual courses. Submission of information regarding new courses is only necessary when they are part of a new program. (See Form B.) Minor revisions in existing courses do not need to be submitted separately from the department section of the catalog. *For a complete explanation of CAPCC’s roles and responsibilities, see COEHD Bylaws, Section V, F, 2.*

***Attach the rationale for the new course, a course description, and a generic syllabus containing course objectives to Form A.***

**Section I. Type of Course** (Check all that apply.)

- \_\_\_\_\_ Lecture SCH \_\_\_\_\_  
 \_\_\_\_\_ Lab SCH \_\_\_\_\_  
 \_\_\_\_\_ Education course (See page 2 of form for THECB definition of “education” course.)  
 \_\_\_\_\_ Field Based SCH (See page 2 of form for THECB definition of FB.)

**Section II. Routing**

Each approval/review level must sign and date before forwarding. Forward with all documentation attached.

*When additional information is needed before action can be taken, attach a clear explanation and return proposal to the previous level.*

Chairperson’s Signature	Action	Date
Department Curriculum Committee, Chair	_____ Approved	
	_____ Disapproved	
* Department Chair (Forward to Associate Dean’s Office)	_____ Approved	
	_____ Disapproved	
* Signature verifies department faculty decision.		

*\* Departments should retain original for their files and forward a copy of the signed form and supporting documentation to the Associate Dean for Undergraduate Student Success.*

***See next page of form for further information.***

### ***Definition of “Education Course”***

The course content (not its prefix) is used to determine the classification of an education course. An “education” course is defined as follows:

A course that includes as its primary content education topics such as teaching strategies, models of instruction, curriculum development, assessment, or classroom management is considered an education course.

When a course “blends” academic subject matter and pedagogy, it is the **focus** of the course that determines the classification. If the course content focuses primarily on education topics such as curriculum and teaching, rather than on the academic subject matter, it is classified as an education course. Conversely, if the course content focuses primarily on academic content, it is an academic subject area course.

### ***Definition of “Field Based Course”***

According to the TX Higher Education Coordinating Board, a field-based course is defined as follows:

Teacher Education Field-Based (TEF) Courses are those courses in which the primary activity is performance of some professional teacher activities by the university student while interacting with public school students and teachers, as well as with university faculty members in a school-related setting. The professional activities do not necessarily include teaching, but must include more than observation within a classroom. The interaction with students, teachers, and university faculty must be regular and frequent. Courses eligible to be TEF include those in the professional development sequence and in some instances in reading, early childhood, bilingual and special education.

Proposals for **new courses** should contain the following sections:

- I. Rationale statement describing the change and reason(s) for the proposed change
- II. Any anticipated need for additional facilities funds &/or faculty
- III. Any pertinent documentation including course description and generic syllabus with course objectives
- IV. The proposed date for implementation