Course Number Registry Form Instructions

The Course Number Registry Form will look familiar to you. As always, the first four parts below will be filled out for each submission – whether for a course revision or a new course.

1. Departmental contact person
   - Name: [ ]
   - Phone: [ ]
   - Explanatory remarks (not to be published): [ ]
2. Purpose of form submission
   - Click in box: [ ]
   - Explanatory remarks (not to be published): [ ]
3. Term effective
   - Important: For changes to an existing course, term.
   - Indicate the first semester and year in which the data on this form is to become effective:
     - Semester (click in box): [ ]
     - Year (click in box): [ ]
   - Explanatory remarks (not to be published): [ ]
4. Course number/department/college
   - Important: Course number must match the level of the course.
   - Where to find Banner codes/standards: www.northeastern.edu/registar/banner.html
   - To find course leveling standards, click on “Course Number System/Leveling” on the above Web page.
   - To find subject codes and department codes, click on “College/Department/Subject Codes” on the above Web page.
   - Subject code (2 or 4 letters) [ ]
   - Number (4 digits) [ ]
   - Department code (required) [ ]
   - College code (click in box) [ ]
   - Explanatory remarks (not to be published): [ ]

STOP!

For course revisions, sections 5 through 19 are only filled out if information in that section has changed. For new courses all applicable sections should be filled out. For adding a course NU Core 2016, you need Section 19. Sections 5 through 17 are exactly the same as they always have been.
Note that Section 18 now refers to NU Core 2007 only. That is, the designations in this section will apply only to students taking the course who entered the University from Fall 2007 to Spring 2016. If you are submitting a new course that is open to upperclassmen, then you may want to consider how the new course will fit with the NU Core 2007 requirements.

Here is the new section – Section 19. Note that the designations in this section will only apply to students who enter the University in or after Fall 2016. (Unless the student chooses to “opt in” to the NU Core 2016 requirements.) Note also the statement of “good faith”’. In order to ensure a high-quality common Core across the University, the UUCC has the responsibility to judge the applicability of the proposed course content and activities to provide students the opportunity to achieve the specified learning goals of NU Core 2016. However, it is the College and programs that are ensuring the design and delivery of the content to students. And the UUCC entrusts the programs with this responsibility.

The first 8 Core Requirements all look similar on the form. Four important things to note:

1. Only two of the Core Requirements 1 through 8 can be attributed to a single course.
2. Under each requirement is the description from the Core Document Approved by the Senate. This is to help you understand the intent of the Core Criterion.
3. The first question under each category is intended to help the reviewing faculty understand the nature of the course materials and activities, and thus minimize the details that need to be submitted on the form. It does NOT imply that any particular course design has an advantage over any other in enabling approval for NU Core 2016.

4. A description of how the course will enable students to achieve the specified learning goals is required. The key difference for approval now versus in the past, is that the form asks for how the students engage with the material, rather than just a course description of the topics covered. This is where that difference is reflected in the Course Registry Form. There are many ways to engage students so that they have the opportunities to achieve the learning goals of the Core Criteria. Examples include: discussions in small groups, writing assignments, projects, homework, interviewing experts, class problem solving, and many, many others.

You have the option of describing the materials and activities for each Learning Goal separately as listed below, or addressing all of the Learning Goals collectively. This option is the last option under Section II. The option is provided purely to provide flexibility for the user, and an individual’s choice does not play any role in likelihood of course approval.
Core Requirement 9: This requirement looks different, because programs can chose to “grandfather” their “Writing Intensive in the Major” courses directly into Requirement 9 of NU Core 2016. If this is what you want to do, simply answer “yes” in Section I. below, and you are done! If this is a new course, then answer “no” for Section 1, and fill out the Learning Goals section. NOTE: This requirement is also different from 1 through 8 because the learning goals apply to the “Writing Across Audiences and Genres” Requirement which is made up of four courses. Therefore, it is understood that each individual course contributes to the overall learning goals of the requirement.

☐ 9. Writing Intensive

Students study and practice writing for multiple public, academic, and professional audiences and contexts. They learn to use writing strategies, conventions, genres, technologies, and modalities (e.g., text, sounds, images, video) to communicate effectively.

I. Was this course approved for Writing Intensive in the Major in NU Core 2007?  □ Yes  □ No

Note: If you answered “Yes” in part I above, you do not have to complete part II below.

II. Briefly describe how the students will engage with the content of the course (e.g., project, discussion, writing, homework, etc.) to achieve the following learning goals.

You may give separate answers for each individual goal by filling the fields under each goal A through D OR you may address all goals collectively in the final field “Collective answer for goals A through D.”

A. Adapt writing for multiple academic, professional, and public occasions and audiences.
   Answer for goal A: 

B. Develop facility with genres of their chosen academic field and profession.
   Answer for goal B: 

C. Identify credible, relevant sources and engage meaningfully with them in their writing.
   Answer for goal C: 

D. Demonstrate control of writing conventions, including citation standards and mechanics.
   Answer for goal D: 

Collective answer for goals A through D: 

If yes, you are done!
Section 10 is Just like 1 through 8, except that it is not counted as one of the “only 2” limit of 1 through 8. As with Core 2007, co-op experience satisfies this criterion.

Section 11. Here again programs can chose to “grandfather” their “Capstone” courses directly into Requirement 11 of NU Core 2016. Because the Learning Goals of the Capstone are the purview of the programs, no explanation of meeting learning goals is required.

11. Capstone

Was this course approved for Capstone in NU Core 2007?  [ ] Yes  [ ] No

That’s it!