

NEW COURSE PROPOSAL INSTRUCTIONS

University policy regarding curriculum is detailed in a set of University Policy Statements (UPS) numbered in the 400 range. Please refer especially to UPS 411.000, 411.101, 411.102, 411.103, 411.104, 411.106, 411.200 and 411.201 as needed. In general, committees must make their decisions based solely on the information contained in the new course proposal. Please be clear and complete. The information required in the new course proposal form is either that which will be presented to students, that which reviewing faculty will consider or that which is required for administrative purposes such as resource allocation, reporting or course data processing.

I. COURSE IDENTIFICATION INFORMATION

Date: Enter the date this course is to be turned into Dean's office. Any subsequent revisions should carry the date of the revision below the original submission date.

Department/Course No.: Enter Department/Program name and proposed course number (See UPS 411.101, course numbering policy).

Unit Value: Enter the number of units of student credit.

Proposer(s): Enter the name(s) of the person(s) writing the new course proposal.

Course Title: Enter the proposed title. Titles should accurately indicate the content of the course. Long, wordy titles should be avoided.

Cross Listed Dept. and No.: If this course is to be cross-listed, enter the Department/Program name and course number under which the cross-listing will appear.

Schedule Title: Using no more than 25 characters, including spaces, propose a class schedule title. Abbreviating each word in the title is not always the best solution to this challenge.

II. CATALOG DESCRIPTION

Limit the actual course description to forty words or less, not including prerequisites or special instructions. Describe the content of the course in terms of topics to be covered, experiences obtained or activities engaged in and the primary objective of the course. Any special conditions such as lab, field trips, or unusual activities should be included. Unless it is specifically stated otherwise, it is assumed that the course will give credit to the major.

III. PREREQUISITES AND COREQUISITES

Prerequisites: "Consent of Instructor," "upper-division standing" and "or equivalent" should not be used as a prerequisite. Prerequisites are encouraged for 300-level courses and required for 400-level courses. Consult UPS 411.201 for information regarding prerequisites required in upper division General Education courses.

IV. GENERAL INFORMATION

Multiple Enrollment: Allows students to enroll in the same course more than once in the same semester.

Televised Course: Is this course going to be taught via televised instruction?

Variable Topic: Is this course meant to be a variable topic course? If yes, be sure to follow the catalog description with a list of **at least two** specific topics to be offered under the umbrella course. Attach a course outline for each topic proposed. Include description and schedule title for each topic.

On-Line Course: See guidelines in UPS 411.104.

Service-Learning Component: See guidelines in UPS 411.600.

Grade Option: If this course must be letter graded, check letter grade only (A). If this course is generally taken as a letter grade course but may be taken as a CR/NC course, check letter (B). If this course must be taken credit/no credit, check CR/NC only (C).

Repeat Option: A limited number of courses, generally activity type in the arts, music or sports, can be repeated for credit. In a variable topic course the same content is not allowed to be repeated. If this course can be repeated for credit, check yes! Do not confuse this with a variable topic course covered below.

Course History: If this course has been offered previously as a special, please indicate the year, term and course number.

Course Enrollment Projections: Indicate how often this course may be offered and anticipated enrollment.

V. COURSE CREDIT

Check the appropriate category or categories for which this course is intended.

VI. COURSE DESCRIPTION

1. AUDIENCE. Justify the selection of a course number in terms of the definitions provided in UPS 411.101.
2. STUDENT LEARNING GOALS. Describe the intended outcomes of the course in terms of student learning. It is helpful to the committee for these objectives to be specified in order to determine the function of the course as a substantial learning experience. The information presented here would be similar to that given to students about what to expect from the course: what do you want them to learn? Goals should be stated in such a way that student progress in achieving them can be assessed. As an alternative to listing the student learning goals, you may complete the table included with the New Course Proposal Form. General Education courses should address the goals specific to G.E. courses.
3. ASSESSMENT STRATEGIES. Explain how student learning throughout the course will be assessed. How will you know if the goals outlined in Section VI.3. have been achieved? As an alternative to listing the assessment strategies, you may complete the table included with the New Course Proposal Form.
4. INSTRUCTIONAL STRATEGIES. Describe the instructional strategies to be employed in the course. Indicate the proportional amount of time to be assigned for strategies such as lecture, seminar, small group, coaching, laboratory activities, practicum, fieldwork, demonstrations, etc. If a course is intended for use on graduate study plans, please include what additional work will be required of graduate students (UPS 411.100, Section IV,C.).
5. INSTRUCTIONAL SUPPORT. Describe the instructional materials needed for the class. Instructional materials should reflect currency in the field. Written materials should include authors, titles, and dates of publication. If additional library resources or equipment are necessary, please explain how these are to be provided.
6. INFORMATION TECHNOLOGIES AND MEDIATED INSTRUCTION. Explain the role that computers and other information technologies will play in student learning in this course. Describe how the course will be designed to make effective use of television or other forms of distance learning technology.

VII. RELATIONSHIP OF COURSE TO CURRENT CURRICULUM

1. Please explain the special need that prompted the development of this course. If this course is in response to academic review or accreditation recommendation, make reference to the specific document. Courses should have some meaningful relationship to the other curricular offerings of the sponsoring department. The information provided here should be narrative and not evaluative.
2. Proposed courses can replace courses that are outdated or experiencing insufficient demand. Please list courses being replaced. If no courses are being replaced, the course should be supported with existing resources.
3. If the answer is yes to this question, please consult UPS 410.103, 410.104 and 410.115 and provide a short explanation here.
4. Explain in detail any duplication or overlap the proposed course would have with existing or proposed courses offered by other departments on campus. Provide a list of similar courses and any additional justification for the proposed new course that speaks to the issue of jurisdiction.
5. Consultation is required in cases of possible duplication of existing curriculum. Supply a brief description of consultations that have taken place with members of other departments and especially with department chairs. You should attach correspondence from the chair(s) of the departments/programs contacted.

VII. SYLLABUS

The syllabus must account for 15 weeks (or equivalent) of instruction plus a week for a final examination. A comprehensive week by week outline of the units which comprise the weeks of the semester and specific topics under each will give a more thorough picture of the contents of the course. The committee needs to be able to determine whether enough materials exist to justify the existence of a course and also that the complexity and content of the course is consistent with the level (lower, upper, graduate) proposed for it. UPS 300.004 specifies what is included in a syllabus. On-line courses have additional syllabus requirements (UPS 411.104). If credit for the course is not dependent upon traditional classroom hours, explain how student learning equivalent to that achieved by traditional means will be assessed. A sample Syllabus Template is included with the New Course Proposal form.

VI. COURSE APPROVALS (Self-Explanatory)