

14.3 New Course Proposal (Instructions)

Graduate level courses (all 600, 700 and 500-level courses) must be approved by the Department and College Dean before being submitted to the Graduate Academic Course and Program Review Committee. The committee must recommend the course to the Provost for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. Catalog Entry

Department Prefix: _____ (three or four capital letters)

Course Number: _____ (three or four capital letters)

Course Title: _____

Prerequisite: _____ Credit Hours: _____

Brief Description of Course:

2. Detailed Description of Course

- a. List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 500-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

b. Detailed Description of Conduct of Course

Include a variety of instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

c. Goals and Objectives of the Course

Need to be stated in terms of student outcomes and NOT in teacher terms. Goals and objectives need to reflect the content contained in Section A and be consistent with assessment strategies listed in Section D. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ."

d. Assessment Measures

Use valid strategies for assessing identified student outcomes in Section C. Strategies need to be consistent with content contained in Section A and the student outcomes listed in Section C.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department.

b. Classes of Students for Who Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

4. Resources Required

a. Faculty Resources

Identify additional faculty resources, if any, required to offer this course.

Identify existing faculty resources, if any, that will be reallocated to this course.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives.

Identify courses, if any, that will be deleted if this course is approved.

Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to assist in determining the availability of materials to support the proposed course. Describe the adequacy of existing resources, including print, nonprint media, and remotely-accessible electronic resources, and complete the Assessment of Library Resources form, if required.

Assessment of Library Resources form:

This form is required for all new course proposals except the following: Internships and practica; independent and directed studies; new courses previously taught as Special Topics courses; new Special Topics courses; and other 59x, 69x, or 79x courses. An Assessment of Library Resources form may be submitted for those categories of new courses if desired.

Section 1: Describe the adequacy of existing resources, including print, nonprint media, and remotely-accessible electronic resources.

Section 2: List, in priority order, additional materials that need to be purchased to support the course. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Complete the Assessment of Library Resources form, including the signatures of the faculty member proposing the course and the library faculty liaison, and include it with the new course proposal.

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

f. Other Anticipated Resources