

# New Course Proposal Form – Instructions

**NOTE:** *Three copies are needed of all attachments*

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1. **Department.** Enter the name and telephone number of department proposing the course.
2. **Date of Submission.**
3. **Approvals.** If proposed change is approved, sign and date in the space provided. Retain designated copy for your files and forward to the next reviewing authority. When all endorsements are completed, the change becomes official and constitutes authority to effect catalog and other changes.

You will be notified of approved changes in the curricular reports submitted by the Undergraduate Curriculum Committee to the Senate and the minutes of the Graduate Council.

If a proposal is not approved at some stage, it should be returned to the originating department with a written explanation outlining the reason for denial and constructive suggestions for revision.
4. **Department Abbreviation.** Enter the approved departmental abbreviation. Refer to the Curriculum Data Processing System (CDPS).
5. **Course Number.** Enter the proposed course number. (See General Catalog, "Course Numbering System.") Also, please insert the proposed course number at the top of pages 2, 3, and 4 of the proposal form where indicated.
6. **Units.** Enter the semester units of credit to be given for the proposed course.
7. **Course Title.** Enter title proposed for the course. Do not abbreviate.
8. **Variable Title Course.** Refers to courses for which title can vary from semester to semester or by section within a given semester.
9. **Duplicate Enrollment.** Refers to courses that students can enroll in more than once.
10. **Distance Education and Hybrid Course.** Refer to the Distance Education Policy in the Curriculum Guide.
11. **General Education Courses.** If course is being proposed for General Education, indicate which section (i.e., Life Sciences, etc.). Refer to the "General Education" section of the current Curriculum Guide and attach answers to the appropriate criteria questions to the New Course Proposal form. Indicate if course is being proposed to satisfy cultural diversity.
12. **Course** (Hours to meet, prerequisites and description).
  - A. If a course meets more than one hour per week per unit, you should so indicate, i.e., two lectures and three hours of laboratory.
  - B. State all prerequisites or concurrent courses.
  - C. State the course description you wish to appear in the university catalog. Using the format of the catalog, include the topics covered, experiences obtained or activities engaged in and the principal objective of the course. Limit length to 40 words. Use sentence fragments. Omit "This course covers" and "A study of," etc.
13. **Indicate When Course Offered.** Will course be offered on a regular basis? If not, indicate when it will be offered, i.e., every other fall, etc.
14. **Grading.** Indicate if course is to be available for Cr/NC only or if letter grades will be given. Courses at the 500 level cannot be offered for credit/no credit only.
15. **Computer Abbreviation.** Enter an abbreviated title of 25 characters including spaces. DO NOT abbreviate more than necessary.
16. **Mode of Instruction.** Indicate number of units allocated to each mode of instruction, i.e., lecture, laboratory, activity. You should also list the appropriate staffing formula for each type of instruction. The "faculty staffing formula" designates a C number to describe the way a course is being taught and an S number for supervision assignments. Please *designate the C/S number for every new course being proposed*. This is essential for processing new courses and will avoid delay. Refer to the "Course Classification System" in the Curriculum Guide for a definition and listing of C/S numbers.
17. **Enrollment Estimates and Offering Frequency.** Give estimate of enrollment for course per semester and indicate how often course will be offered, i.e., every semester, once a year, every other year, etc.
18. **Staffing.** Describe special arrangements, if any, which will need to be made to staff for this course, such as recruitment of faculty members with special background, talent, or experience.
19. **Facilities, Materials, and Equipment.** Describe additional special facilities, library and audiovisual resources, and special equipment which will be required to offer this course and which are not now available on campus.
20. **Relationship of Course to Total Educational Program of University.** Explain in detail any duplication or overlap the proposed course would have with existing or other courses being proposed. List the course(s) the proposed course will be replacing. Attach additional pages as needed. Append a detailed record of interdepartmental consultation and agreement (including copies of correspondence and written agreement). If no duplication or overlap will exist indicate "None." You should indicate if course is being proposed in response to academic review or accreditation recommendations. If so, direct reference should be made to the recommending document.
21. **Justification. Explain in detail the following:**
  - A. Need for course within department and university.
  - B. *Justify level of course* as to lower division (100-299); upper division, intended primarily for undergraduates (300-499); upper division also available for advanced degrees in the major area (500-599); graduate level (600-999). Departments planning to submit requests for new courses at the 500 level should be aware of the current policy of the Graduate Council Curriculum Committee in regard to these courses, as follows:

## New Course Proposal Form – Instructions (*continued*)

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For academic units that do not offer a master's degree, written statements from the departments whose graduate students will use the courses in question should be attached to the curricular proposals. Included should be an indication of how the course will contribute to the students' graduate program, the number of graduate students likely to be involved, requirements for special handling of graduate students and similar uses.

For academic units that do offer a master's degree, information concerning how the course or courses under consideration will provide a graduate experience for graduate students should be included in the curricular proposal. For example, what does the department view as the role of the course on a master's degree program? Will graduate students enrolled in the course be identified and required to conduct themselves in a manner somewhat different from undergraduates?

- C. Justify Cr/NC only, if requested.
- D. Justify if no prerequisite(s) listed for 300- through 700-level course.

**22. Student Learning Outcomes.** Succinctly describe the 5-7 most important competencies or capabilities students will develop in this course, numbered sequentially.

Learning outcomes should be consistent with the needs identified in #21, JUSTIFICATION.

In framing learning outcome statements, consider the appropriate scope of each statement and whether the list as a whole will reflect the overall purpose and themes of the course. Consider the appropriate degree of discretion the course should grant to instructors regarding the scope and context of the learning outcomes.

Outcome statement allowing more discretion: "Analyze contemporary political affairs."

Outcome statement allowing less discretion: "Select appropriate statistical tests for determining the statistical significance of differences between group means for typical comparative or causal comparative research studies."

### *Examples of Student Learning Outcomes Statements*

Define and identify examples of major terms and concepts in sociology.

Analyze environmental policy.

Use models and theories to predict results of simulated structural stress.

Summarize research questions for a proposed experiment and identify their origins in previous research findings.

Describe types of human error commonly associated with cognitive overload.

Write in English the gist of video or audio recordings of simple Arabic conversations.

Demonstrate appreciation for art by maintaining an art journal describing the influence of art works on his/her thoughts and feelings.

**23. Needs Met by Course.** Indicate how course will be used and if the necessary forms have been submitted to effect the changes.

**24. Texts.** List anticipated textual materials and relevant references. Include publication dates and publisher. Provide justification for using textual materials that are not current.

**25. Writing Component.** Consists of a variety of assignments, e.g., term papers, book/journal article reviews, summary reports of exhibits, essay and/or take-home exams. If a writing requirement is not considered appropriate for a specific course, justification must be given (implementation of Senate recommendation for Student Literacy, 5/11/82).

**26. Grading Standards.** Describe the grading standards and weights assigned to various coursework components as percentages of the student's final grade. (The decision to include attendance and/or participation as part of the grading criteria for a class is the prerogative of the instructor. When included, this policy must be clearly stated in the syllabus and provided to students during the first week of classes. It is the position of the Undergraduate Curriculum Committee that class attendance is not by itself a sufficient condition for determining course grades. Any percentage of the course grade awarded for class attendance and participation should be consistent with the methods used to achieve the specific course learning objectives.)

**27. Special Requirements.**

- A. For 500-numbered courses, specify any special requirements for graduate students.
- B. For 500-numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify.

**28. Course Design and Conduct.**

**A:** Include subjects to be covered and approximate time devoted to each.

**B:** For at least three of the numbered learning outcomes in #22, provide a brief description of the activities expected to result in these outcomes and the means by which each of these outcomes might be measured.

Option A offers a familiar and traditional way to represent topical content to be "covered" in a university course. Faculty and administrators who think of instruction primarily as a form of communication may find Option A more straightforward and convenient than Option B. Option A is probably most appropriate for courses that emphasize understanding and remembering topical content.

In lieu of a subject or topic outline, Option B calls for a description of the activities that would promote some of the student learning outcomes specified in #22. This option is designed for faculty and departments who prefer to describe course design in terms of learning activities rather than topics.