

**Before you begin pick up a
"Blue Course Registry form"
from their department office or from the dean's office**

College of Arts and Sciences

Request for the Approval of a New Course and/or Inclusion of a Course in the College Core Curriculum.

Cover Sheet

Department/Program _____

Proposer of this course _____

Phone _____

Course Title _____

- New Course Core Curriculum Both

Approved by:

Department/Program Curriculum

Committee Chair:

name (print)

_____ date

signature

Chairperson or Director

name (print)

_____ date

signature

Date submitted to College Curriculum Committee:

Receiver:

name (print)

_____ date

signature

Approved

College Curriculum Committee Chair

name (print)

_____ date

signature

College of Arts and Sciences

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Information to be Provided

The following table shows the information which should be provided with this proposal. Only the names of the items are listed here; a second version of this list with full instructions and hints follows.

	Item	New	Core
I.	Course Title	~A	~A
II.	Description		
A.	Catalog description	~A	
B.	More extensive description	~A	~A
III.	Justification for the course	~A	~A
IV.	Clientel for the course	~A	
V.	Teaching Information		
A.	Syllabus or outline	~A	~A
B.	Exams		~A
VI.	Liason Work	~A	
VII.	Co-op	A	
VIII.	Detailed Information		
A.	Credits	~A	
B.	Health and Safety of Students	~A	
C.	Prerequisite(s)	~A	~A
D.	Other information	~A	~A
IX.	A fully filled out Course Number Registry Form from the Scheduling Office (Blue Form)	~A	
X.	Core Curriculum Information		
A.	Which Category		~A
B.	How course will meet the core criteria		~A
C.	How the evaluation will meet the core criteria		~A
D.	Sample Exams and other evaluation Tools		~A

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Instructions for Information to be Provided

What follows is the list of the information you are asked to provide with your proposal with instructions, hints and comments to aid you in preparing your proposal.

Two overall hints: Please organize and label the proposal in the same order as the list of information requested. It will aid those who have to read your proposal and will speed the proposal through the process.

Finally, remember the three great virtues of writing: clarity, brevity and style. Provide the all the relevant information requested but be brief and clear. Please try to limit your responses to no more than the lengths suggested in the instructions. Brief, well written proposals generally are approved much more rapidly than sloppy or poorly written ones.

I. Course Title

Titles should be concise (no more than 4-5 words), indicating what the course is about without attempting to summarize its contents. (The Scheduling Office's Course Number Registry Form limits the title to 30 characters). Please exercise restraint with use of "introduction to," "elements of," "basic," "fundamentals of" etc. "Topics in" and "problems of" should only be used if the content is not standard from term to term.

II. Description

A. Catalog description

A concise description of the course (not more than 50 words). This description will be in the Undergraduate Catalog. This same description should also appear on the "Course Number Registry Form." There is a distinct style to catalog descriptions, reading a few is a good idea before writing yours.

The catalog description should give a student a fair idea of what will be covered in the course. If the course or parts of the course differs from term to term, this should also be clear from the description.

C. More extensive description

A longer description of the intellectual content and objectives of the course. (Longer, but less than 300 words.) Basically this section should answer the question "what is in the course."

III. Justification of the course

Basically this section should answer the question "why should this course be given? and/or why should it be included in the core curriculum?" (Again, less than 300 words should be needed in most cases.) In particular, this section should deal with:

- A. Specific reasons for the proposed new course, modified course, and/or course added to the core curriculum.
- B. The relationship of the new course to other departmental offerings and to the overall department or college programs, for example, what courses or programs would this course complement?
- C. Potential curricular duplications in either your department or other departments.

IV. Clientele of the course

What group of students do you expect to take this course? (Not more than 100 words.) That is, is the course for upper class students, for all students (including freshmen), is it for students majoring in your department, for all students in the college or some other college, or all students in general.

If the course has prerequisites, this is a good place to discuss why they are needed and what group of students will be able to meet the prerequisites.

V. Syllabus and methods of evaluation (See additional information required on this subject for Core Curriculum Courses.)

If this is an existing course, a recent syllabus and copies of the exams used can simply be appended (exams are necessary for core courses only).

If this is a new course, provide a rough outline or a syllabus with a proposed reading list (textbook if any, readings in other sources, how much, how many, etc.) In addition indicate how you would expect to evaluate the students (exams—how many, what nature, how graded, etc.; papers, reports, projects, etc.)

While a detailed week by week syllabus is not required for a new course, enough of an outline is required to indicate that you have actually thought through the course and to give the committee members a flavor of what the course will actually be like.

VI. Liaison Work

If this course is intended for students in another program or if there is the possibility of overlap or content duplication with a course in another Department indicate the liaison which has been conducted with the other department(s). Please include all letters from specific people contacted. These letters should summarize reactions, whether favorable or unfavorable.

VII. Co-op

How could this course utilize, if appropriate, any relevant co-op experiences students may have had in order to increase learning?

VIII. Detailed information

A. Credits

If the credit value is outside the usual guidelines for a course, justify the amount of credit offered.

B. Health and Safety of Students

Proposals for courses in which students may participate in events potentially detrimental to their physical and/or mental health should indicate procedures to ensure safety. The course description should indicate any required student participation in such activities.

C. Prerequisite(s)

Explain the purpose of the prerequisites.

D. Other Information.

This is your opportunity to include any other information which is relevant and which has not already been elicited.

IX. Course Number Registry Form

Fill out the Scheduling office's Course Number Registry Form. Most of the items are simply copies of information provided above. This form does have provisions for a number of signatures and becomes part of the permanent paper trail for the course.

X. Core Curriculum

A. Which Category

Indicate in which category of the core curriculum the course should be placed. Justify this category. (One or two sentences at most.). The categories of courses in the Core Curriculum are:

2. Methods of Inquiry

Courses in this category will introduce students to the methods and subject matters which are characteristic of the various disciplines in the arts, humanities, natural sciences, and social sciences.

3. The Western Cultural Heritage

Courses that focus on the major ideas, issues and achievements which constitute the Western Cultural Heritage. Each of these courses should deal with some major achievement or development which is characteristic of Western Culture. Unlike so-called "great books" courses, these courses should study the subject in its cultural, historical context.

4. Alternative Cultures and Societies

Courses that deal with some aspect of the history, society and culture of countries or areas other than the United States.

5. **Theoretical Perspectives and Changes**
Courses that focus on important theories, world views and "isms", as well as major shifts and changes in intellectual history or conflicts between opposing views.
6. **Current Issues in Perspective**
Courses that deal with major issues and problems facing contemporary society.

B. How the course will meet the core criteria

Indicate how the course will meet the basic criteria for inclusion in the College of Arts and Sciences Core Curriculum. (Not more than 250 words.) To aid you in this, the criteria adopted by the College in establishing the Core are given below.

Courses which are to be included in categories II through VI should incorporate the features considered essential for course courses which are spelled out below:

1. They should be structured to emphasize methods of inquiry and analytical thinking rather than merely describing the features of the subject matter.
2. They should incorporate a high degree of intellectual challenge for the students such that students are required to think, write, discuss, and/or utilize quantitative skills.
3. They should provide students with an understanding of the methods of study which characterize one (or more) disciplines.
4. If the proposed course is multidisciplinary in nature, discuss the ways in which it demonstrates this quality. If the course is not multidisciplinary in nature, no response is necessary.
5. They should include both a "macro" and a "micro" exposure to the subject, i.e., exposure to broad issues as well as in-depth study of some aspects of the subject.
6. Enrollment ceilings may vary but should be consistent with fulfilling goals in number 2. Promoting these goals may be accomplished by limiting class size, recitation sections, or other devices that will encourage student-teacher interaction.

C. How the evaluation will meet the core criteria

There are several explicit rules for evaluating students in courses in the Core Curriculum. Explain how your course will meet these rules. (Not more than 100 words). The rules are given below.

1. At least fifty percent of the grade for all core courses in Categories II - VI shall be based on one or more of the following:
 - a. substantial written work such as term papers and essay questions (as opposed to multiple choice, true/false, or short answer tests),
 - b. quantitative reasoning,
 - c. the use of problem-solving and other analytic techniques,
 - d. the creation of original work.
2. The faculty shall grade at least one substantial essay exam, analytic exam, creative project, or paper for each student in every course listed as part of the Core Curriculum, Categories II - VI.

D. Sample exams and other evaluation tools (core curriculum)

For existing courses, append sample exams and other materials.