Undergraduate and Graduate New Course Template

I. Identifying Information
a) Proposed effective date

**Undergraduate & Graduate**
Effective date is usually the start of the next academic year (AY) which runs fall to summer. Only in cases of critical need should a new course start in Spring or in Summer. “ASAP” or “immediately” are not legitimate start dates.

b) Academic Unit

**College of Arts and Sciences**

c) Teaching Unit

d) Course Title (Generally a limit of 30 characters including spaces)

**Undergraduate & Graduate**
Main course titles can, I believe, extend to 50 characters and spaces, and perhaps more. Topic titles (which vary from section to section) are limited to 30 characters and spaces. That said, all titles should be concise and clearly declare the subject matter.

e) Course Number

**Undergraduate & Graduate**
We recommend that the unit checks with the curriculum manager or registrar to confirm that a proposed new course number is available for use.

If a course is cross-listed, please denote the cross-listed course. This also applies to 400/600 courses. For example: HIST-486 (Cross-listed with HIST-686)

**Graduate**
All new MA level required courses should be at the 600-level. 500-level courses are only acceptable if serving as an elective for an MA degree

f) Credits

g) Prerequisites

**Undergraduate & Graduate**
Be on guard for the following issues. 1. Avoid having grad prerequisites for an undergrad course, and vice versa. 2. Beware hidden prerequisites, where the stated prerequisite has 1,2, or 3 prerequisites of its own. 3. Instructor consent, if required, is attached at the course level and cannot be removed arbitrarily for specific sections from semester to semester.
h) Course description for University Catalog (Generally a limit of 50 words)

i) Grade type

**Undergraduate**
In most standard courses, students should have the option to take a class for letter grade or pass/fail. “A-F Only” should only be selected if students should never have an option of taking this class pass/fail. “P/F only” should be selected in cases where a letter grade is never required. Note that students may still be required to take a course for letter grade to obtain credit in a major or degree program, but that is not the point of this question.

**Graduate**
Graduate students must take all courses “A-F,” unless the course is designated “May be taken P/F Only.” Standard graduate courses should have a grade option of “A-F Only.” Courses numbered -797, 799, -898, -899 are given the “SP/UP Only” graduate option.

i. A/F only
ii. Pass/Fail only
iii. A/F and Pass/Fail

j) Expected frequency of offering

Realistically, what are your program’s plans for offering this course on a regular basis?

i. Every Fall
ii. Every Spring
iii. Every Summer
iv. Alternate Falls
v. Alternate Springs
vi. Alternate Summers
vii. Every term
viii. Irregularly
ix. Other

k) Note all that apply:
i. General Education course

To become a General Education option, you must also apply to the Gen Ed Program with their own application form. This runs separately from CAS EPC, but can run concurrently.
ii. Online course

Any course CAN be offered online. Indicating it here is saying that the course is SOLELY an online offering.

iii. Hybrid course

Same as comment above re Online.

iv. Rotating topics course

Rotating topics can be as broad or as narrow as you create the course title and description. Consider its future use when constructing the limits of the course description.

v. Individually supervised course, such as Internship, Independent Study, Research Course, Thesis, Dissertation

vi. Research Methods course

vii. AU Abroad Programs course

viii. Other study abroad course (offered directly by Academic Unit, not through AU Abroad)

II. Rationale

a) Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department. Note: if the course will be required for an existing program, submit a corresponding Minor Change to Program proposal.

b) Will the course require students to pay a special fee associated with the course? If so, please provide a justification for this additional cost to students.

c) Has the course previously been offered under a rotating topics course or an experimental course number? If so:

If your department administrator cannot provide this information, the CAS Dean’s Office can. Be sure to include accurate data on semesters, course numbers and sections, and enrollment.

i. Semesters/year offered

ii. Course number

iii. Instructor

iv. Enrollment

v. What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?
d) Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.

Please include all email correspondence with departments and other academic units in an appendix to your proposal.

e) Estimate the enrollment per semester.

If your estimated enrollment isn’t supported by the enrollment history in item (c.) above, explain where the additional students will come from.

f) Does your teaching unit’s classroom space allotment support the addition of this course?

What will not be offered by your academic unit to make room for this course? Or will your total offerings grow? Does this require university classroom space or program-controlled space?

g) Are present university facilities (library, technology) adequate for the proposed course?

h) Will the proposed course be taught by full-time or part-time faculty?

i) Will offering the new course involve any substantial changes to the scheduling of existing courses?

j) What are the learning outcomes for the course?

k) How will those outcomes be assessed?

Learning Outcomes and their assessment are now the #1 reason for rejecting or sending back for additional comment new proposals. Refer to the university’s guidelines on developing outcomes. Consult your program’s own assessment chairperson(s), and tie your course into the program’s overall goals.

400/600 level course proposals require separate New Course proposal forms, submitted at the same time. Requirements, learning outcomes and assessment should be clear for both the undergraduate and graduate level, with the graduate level requiring additional learning outcomes and assessment. Each proposal should only reference the learning outcomes and assessment for that course level. One syllabus can be used for the course but the syllabus should separate the graduate requirements from the undergraduate requirements.

l) What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.

Competencies should be very skill specific. Avoid generic language such as “understand…” or “appreciate…”

Same as comment above re: 400/600 level courses
III. Catalog Copy
a) Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

For examples of course descriptions, please consult the academic catalog. Each includes a title, credit value, Gen Ed area (if applicable), then a brief description, followed by prerequisites and sometimes frequency of offering.