

New Course and Course Change Proposal Form

This form consists of two parts. **Part I** is the Course Justification and **Part II** is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

Department	Course Prefix	Number	Title of Course	Credit

A. Course description and objectives:

1. Describe the course, including clinical, internship or other experiential components.
2. Discuss the general and specific objectives of the course.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.
2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.
3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.
4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.
5. If the proposed course is dual listed, provide a brief rationale for offering the course at both the undergraduate and graduate levels. Also, be sure to include "F" ["Justification for graduate credit when a course is dual listed"] in the course outline described below.

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.
4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.
5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.

6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

D. **Course Costs**

1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.
2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

E. **Comments**

Space available for any other pertinent information not previously covered.

Part II – Course Outline

Department	Course Prefix	Number	Title of Course	Credit
A.	Course Description and Objectives			
				1. Describe the course, including clinical, internship, or other experiential components. 2. Discuss the general and specific objectives of the course.
B.	Outline of Course Topics			
				The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.
C.	Activities Required of Students			
				All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.
D.	Evaluation Procedures			
				Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.
E.	References and Text			
				If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.
F.	Justification for Graduate Credit When a Course Is Dual Listed			
				Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students. Decisions regarding graduate credit reside with the Graduate Council.
G.	Catalog Description			
				Catalog descriptions should include the Course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The format of course descriptions in the current catalog should be followed. Catalog description must be on a separate page.