

## Course Proposal Form (CHANGE)

Principle Faculty Member (Graduate Faculty ONLY for graduate courses): \_\_\_\_\_

Email: \_\_\_\_\_

Dept.: \_\_\_\_EPCSE\_\_\_\_\_

Submitter: Bobbi Robison

Email: bjb9@psu.edu

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### Type of Proposal:

Add \_\_\_\_\_

Change \_\_\_\_X\_\_\_\_

Drop \_\_\_\_\_

### Type of Review:

Full \_\_\_\_\_

Expedited \_\_\_\_\_

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**Information needed for changing a course (ANGEL will pull this information in from the existing course).**

#### A. Bulletin Listing (Example)

1. Abbreviation: \_\_\_\_SPLED / EDPSY / SPSY / RHS / CN ED\_\_\_\_\_

2. Number: \_\_\_\_Number will be listed here.\_\_\_\_\_

3. Title: \_\_\_\_Title of course will be listed here \_\_\_\_\_

4. Abbreviated Title (18 characters or less)\*: \_\_\_\_Abbreviated title will be listed here \_\_\_\_\_

5. Credits: \_\_\_\_3\_\_\_\_ Min: \_\_\_\_3\_\_\_\_ Max:

Repeatable: \_\_\_\_\_Yes \_\_\_\_X\_\_\_\_No

Total Maximum Credits: \_\_\_\_\_

6. Description: (20 words or less) \_\_\_\_Description of course will be listed here \_\_\_\_\_

7. Prerequisites: \_\_\_\_If any prerequisites, they will be listed here \_\_\_\_\_

(Note: If course is 400-level, a prerequisite should be included, or a detailed explanation of why a prerequisite is not required included in the Justification Statement.)

8. Concurrent Courses: \_\_\_\_Concurrent courses will be listed here.\_\_\_\_\_

9. Cross-Listings: \_\_\_\_Cross-listings will be listed here. \_\_\_\_\_

Does this course have a travel component? Yes \_\_\_\_\_ or No \_\_\_\_\_

**Information needed for changing an existing course.**  
**(Only include changed information)**

**A. Bulletin Listing**

1. Abbreviation: (Course abbreviations should NOT be campus/college specific. Faculty are encouraged to use disciplinary course abbreviations already in existence.) \_\_\_\_\_

2. Number: \_\_\_\_\_

3. Title: \_\_\_\_\_  
\_\_\_\_\_

4. Abbreviated Title: (18 characters or less. The short title will appear on the transcript, and, thus, should be as informative as possible; do not simply use a few letters from each word in the full title if this results in an indecipherable string of letters.) \_\_\_\_\_  
\_\_\_\_\_

5. Credits: \_\_\_\_\_ Min: \_\_\_\_\_ Max:

Repeatable: (A course that may be taken more than once by the student. Most courses are no.)  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Total Maximum Credits: \_\_\_\_\_

6. Description: (20 words or less) \_\_\_\_\_  
\_\_\_\_\_

7. Prerequisites: \_\_\_\_\_

(Note: If course is 400-level, a prerequisite should be included, or a detailed explanation of why a prerequisite is not required included in the Justification Statement. Prerequisites must a. be specific as to course prefix and number, b. be relevant to students, and c. NOT include "permission of instructor" or "graduate standing".)

8. Concurrent Courses: (Concurrent courses are courses required to be taken in the same semester.)  
\_\_\_\_\_

9. Cross-Listings: (All units wishing to cross-list a course must concur as formal consultants in the course proposal in the CSCS system.) \_\_\_\_\_

Does this course have a travel component? Yes \_\_\_\_\_ or No \_\_\_\_\_

## **B. Course Outline** (Maintain consistency between the course and course description.)

### **1. A brief outline of the course content:** (Add cross-listed courses here as well.)

Describe in prose:

- 1-2 paragraphs the central content of the course (graduate courses only)
- briefly outline the major topics to be covered (undergraduate courses only)
- include learning outcomes – what will students learn as a result of taking this course

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### **2. A listing of the major topics to be covered with an approximate length of time allotted for their discussion and major topics:**

- bullet the major topics covered with relevant sub-topics underneath each
- For undergraduate courses list number of hours (not weeks) spent on each topic.
- For graduate courses list number of weeks (not hours) spent on each topic.
- do not include course readings
- include time allotted for exams, if applicable
- make sure the list adds up to 15 weeks or indicate if alternative course schedule within allowable scheduling schemes (e.g., 7-week sessions at some campus locations)

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### **3. Long Course Description:** (A succinct stand-alone course description (up to 400 words only) to be made available to students through the on-line Bulletin and Schedule of Courses. This single description must encompass all course sections at all locations over a period of time and, therefore, must focus on the common and durable aspects of the course. The description should include the course objectives; relationship to courses and programs of study (but without specific course numbers and program names); and, when possible, general evaluation methods and special facilities. Information about evaluation methods or specific course assignments should NOT be included here. Exclude specific information that may change in future years depending on the instructor and/or technologies. For example:

- do not specify how students will be assessed, graded or evaluated (e.g., tests, assignments, papers);
- do not indicate which texts the course will include;
- do not refer to time-bounded technologies, for example, indicating tht the course will focus on Facebook or Twitter (refer instead to “social media”).

This is the description that will appear in the Graduate Bulletin as the public announcement for the course. The long course description should be consistent with the brief course outline—an expanded version of the brief course outline.)

The following prose may be helpful:

- this course provides a broad exploration of XXX (course content)
- in particular, it investigates XX (major topics)
- it considers XX and builds an awareness of XX, especially in relation to XX (sub-topics)
- building on these insights, students will conduct XX and apply XX to XX (learning outcomes)
- students will recognize, identify, and apply XX to XX (learning outcomes)
- this course fulfills the requirements of XX (relationship to courses and programs of study)

If you are changing an existing course, you can access the original 400-word description here:  
<http://curriculumarchives.libraries.psu.edu/>

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4. The name(s) of the faculty member(s) responsible for the development of the course  
(Graduate Faculty ONLY): \_\_\_\_\_

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### C. Justification Statement

1. Instructional, Educational, and Course Objectives: (This section should define what the student is expected to learn and what skills the student will develop. Note: Since this is a 'change' to a proposal, and this justification did not change, go to the Justification for Changing Proposal towards the end.)

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2. Evaluation Methods: (Include a statement that explains how the achievement of the educational objective identified above will be assessed including the percentage(s) of the grade for which each method contributes.)

- do not include office hours as an evaluation method
- make sure percentages are appropriately weighted (e.g., quizzes should count for less than major research papers)
- make sure percentages total 100%
- make sure evaluation methods are not unique to the faculty member proposing the course, but can be used by any faculty member teaching the course in the future
- Example format: 2 Exams (25% each), Major Paper (30%), Participation (5%), Reading Summaries (15%)

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**3. Relationship/Linkage to Other Courses:** (This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses. State whether the course is an elective or is required [and if so, in what degree program(s)]. If a course is indicated as required for the degree, but the currently approved program description does not list the course as a requirement, a program change proposal is required. If this is the case, approval of the change to the course will be held until the program change is also approved.)

The following prose may be helpful:

- this course is designed for (Ph.D. and/or M.A.) students in degree program XX to prepare them for XX
- this course will serve as a prerequisite for XX degree program, or XX concentration in department XX
- this course builds on content covered in XX and XX courses and enables students to do XX

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**4. Relationship of Course to Major, Option, Minor, or General Education:** (This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other programs.)

Situate the proposed course change within the context of all relevant academic degree programs and/or the departmental mission. The following prose may be helpful:

- this course addresses the needs of increasing numbers of students interested in XX
- this course will be a requirement for the XX degree program in YY (Note: Be sure that the program requirements accurately reflect this.)
- it will serve as an elective for the XX degree program in YY(s)
- it will also attract students in other programs (list a few)
- make sure list of consultants matches programs mentioned here

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**5. Reviewers for consultation** (See below.).

**6. If the course is to be offered by several colleges a joint proposal should be submitted.** (If the course is to be offered by several colleges, consultation from the other colleges should be provided. More information below.)

**7. A description of any special facilities:** (e.g., labs or equipment required to teach the course effectively should be included in the proposal) \_\_\_\_\_

**8. Frequency of Offering and Enrollment:** (Indicate how many students are expected to enroll and how often the course will be taught.) \_\_\_\_\_

**D. Effective Date:** (i.e., 1/10/2010, Spring 2010. Note: A change to an existing course will be in effect one year after proposal is approved.) \_\_\_\_\_

## 9. Justification for Changing The Proposal:

(Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.)

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## Consultation Summary/Response

**The unit originating the proposal should consult with a known interest in the subject field, not simply those in the same college. A written statement of consultation is required.**

## Consultation with other departments/campuses:

(Note: Consultation must be consultation inside and outside the College with any areas that may offer a similar course, or who may have students that may be interested in such a course, as well as areas that may be affected if a course is being dropped, and where the course has been taught in the last five years. Previous offerings of the course are provided by CSCS. Request consultation from relevant programs/department, preferably at the level of the program/department head.)

-Consult all departments or programs affected by a change of prerequisites in the proposed course. This includes all campuses where the course has also been taught.

-If the change involves altering the course name such that overlap may occur with similarly named courses outside the proposed course's disciplinary community, consult the affected departments or programs. For example, suppose a course is proposed with the word "Engineering" in the title that will be taught by a non-engineering department or program. The College of Engineering should be consulted. This is not to imply that programs have ownership of certain words. Rather, caution should be exercised (and consultation sought) when courses contain words or terms that lie outside the course's home disciplinary community.

-If the course change involves altering the content of the course such that there is risk of significant content duplication with another course, the affected department or program should be consulted.

-Consult any department or program that requires or lists the altered course in their program/degree requirements.

-Campus or subject librarians should be consulted to ensure appropriate resources are available to support teaching and research related to course changes.

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Email: \_\_\_\_\_  
Dept.: \_\_\_\_\_

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Email: \_\_\_\_\_  
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