

## Course Proposal Form (NEW)

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 \_\_\_\_\_

Drop \_\_\_\_\_

### Type of Review:

Full \_\_\_\_\_

Expedited \_\_\_\_\_

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### Course Designation

#### Enter Course Information

Select Course Abbreviation \_\_\_\_\_

Course Suffix: \_\_\_\_\_

Course Title: \_\_\_\_\_

College/Academic Unit With Curriculum Responsibility: \_\_\_\_\_Education\_\_\_\_\_

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### My Course Proposal (Please enter the appropriate course information.)

**Special Categories for Undergraduate (001-499) Courses.** (Place an X next to your selection if any).

\_\_\_ Writing/Speaking (GWS)

\_\_\_ Quantification (GQ)

\_\_\_ Health and Physical Activity (GHA)

\_\_\_ Natural Sciences (GN)

\_\_\_ Arts (GA)

\_\_\_ Humanities (GH)

\_\_\_ Social and Behavioral Sciences (GS)

\_\_\_ Honors (H)

\_\_\_ Writing-Intensive Permanent (WF) OR \_\_\_ Writing-Intensive One Semester (WFV)

\_\_\_ United States Cultures (US) AND/OR \_\_\_ International Cultures (IL)

\_\_\_ Bachelor of Arts (BA)

## Information needed for submitting new course

### 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: (In naming graduate-level courses, avoid using the terms "Introduction" [not appropriate for graduate-level work – "Foundations in [Topic]" would be appropriate] and "Advanced" [graduate-level courses, by definition, are advanced]. To indicate a foundational course and a course that follows it on the same topic, titles such as "[Topic] I" and "[Topic] II" would be appropriate, for example.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Abbreviated Title: (18 characters or less. This 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: (Cross-listing is a commitment of all sponsoring parties (dept/program) to offer the course; all units wishing to cross-list the 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 outline and course description.)

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

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

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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 and faculty through the on-line Bulletin, Schedule of Courses, and World Wide Web. 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)
- student will recognize, identify, and apply XX to XX (learning outcomes)
- this course fulfills the requirements of XX (relationship to courses and programs of study)

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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** (The justification statement covers eight major concerns and each area must be addressed separately. Note: Although no separate field is included for a “Justification Statement,” reviewers find it helpful if the first line or two of the “Instructional, Educational, and Course Objectives” field includes a brief justification for the course.)

**1. Instructional, Educational, and Course Objectives:** (This section should define what the student is expected to learn and what skills the student will develop. State the instructional objectives of the course – a description of what students will be expected to know and do that forms the basis for making inferences about student learning.)

The following prose may be helpful. Students will:

- develop an awareness of XX
- recognize and identify XX in relation to XX
- demonstrate a basic understanding of XX
- discriminate between XX and XX
- analyze XX and apply that analysis to XX

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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 to total 100%. Do not include attendance but may include class participation.)

- 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 course will be held until the program change is 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 [specify which] and indicate how it may function as a service course for other programs.)

Situate the proposed course 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 consultations 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.)

**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: The standard effective date for new courses is the first semester following approval on the Senate Curriculum Report [course will be in effect the semester after the proposal is approved.]) \_\_\_\_\_

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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 should take place at the department level and should include department members at all locations.

### **Consultation with other departments/campuses:**

(Note: Consultation must be consultation inside and outside the College with any areas that may offer a similar course, department, program, or who may have students that may be interested in such a course, anyone eligible to teach this 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/departments, preferably at the level of the program/department head.)

-For lower-level courses (and specifically general education courses), care should be taken to consult with all of the campuses that have the faculty resources to teach the proposed course. Such courses potentially have a much broader consultation list than specialized, upper-level courses.

-Consult all departments or programs affected by the addition of *NEW* prerequisites. For example if course XYZ 456 requires CHEM 112, then the chemistry department should be consulted. This consultation should include every campus that expresses interest in teaching XYZ 456. This is especially important if a proposed course will significantly increase enrollments of a course listed as a prerequisite.

-For new courses with course titles that may resemble courses outside the proposed course's disciplinary community, consultation should include departments/programs that also use those course titles. 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 when courses contain words or terms that lie outside the course's home disciplinary community.

-If a new course is proposed such that the content of the course is at risk of significantly duplicating content offered by another course, the affected department or program should be consulted.

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

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

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

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