**Proposal to Create a New Course [insert course prefix/number]**

**Department of [insert]**

***Directions****: Complete and submit to School Dean. School Dean reviews, and if approved, emails to the Associate Provost and Assistant Director of Curriculum. Submission deadline is* ***December 20****.*

1. **Approvals**

Department approval:[insert date]

School Dean: [insert date]

2. **Rationale for course creation:**

Potential responses should include changes in the discipline, course complexity, assessment results, benchmarking, best practices, accrediting requirements, etc.

3. **Proposed course description (must be 100 words or less)**: [insert]

4. **Curriculum map** **and assessment of student learning**. Demonstrate how this course serves the students learning objectives for the major.

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| --- | --- | --- |
| Course-level student learning objectives (These objectives must appear in the course syllabus) | With which program-level student learning objective does the course objective align? | Depth of program-level student learning:Foundational, developing, competent |
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5. **Proposed course information**.

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| --- | --- |
|  | **Proposed** |
| Course prefix |  |
| Course number: (Note: may not use 100, 200, 300 or 400). | Obtain from Associate Registrar and insert. |
| Course title: Transcript is limited to **30** characters, including spaces. |  |
| **Pre-requisite(s):** Course content from the pre-req is essential for student success in this course; course MUST be taken before student can register for this course. | List or N/A. |
| **Pre or Concurrent** (Can either take the course before OR take simultaneously) | List or N/A. |
| **Co-requisites(s)** Course must be taken in the same semester. | List or N/A. |
| **Course credits** (applies to student transcript) |  |
| **Load units** (applies to faculty load sheet) |  |
| **Course attributes** | **Delete those that do NOT apply**.Course fee: Insert $ amountCross-listed (Describe)Field experienceQuest - [insert which requirement]LabPracticum/ExperientialOther: [list] |
| **Max. class size** |  |
| **Grade Mode:** | (letter grade, pass/fail or audit. If more than one selected, indicate which is the default setting). |
| **Effective date** (1st year to appear in College Catalog) |  |
| **Semester/term offered** | [Fall, Spring, J-term, May term, odd /even years] |
| **Occurrence** | [Every semester, every year, alternating years, other] |
| **Course restricted to:** Majors only FY/SO/JR/SR Not for a major Instructor approval Departmental approval |  |
| **Special considerations:** | Are there special considerations for transfer students? Students with AP credits? (If so, describe). |
| **Special exceptions:**  | Will there be any routine exceptions for students with specialized backgrounds? |
| Majors required to take this course |  |
| Minors required to take this course |  |
| Majors and minors this course may attract |  |
| Courses deleted as a result of the proposed course | [None or list]. |

6. **Credit hours**. A credit hour is defined as 50-60 minutes of classroom instruction + 2 hours of outside work, meeting once a week for 15 weeks for each credit hour awarded (or a combination that equals the same amount of time). Describe how this course will meet these requirements.

7. **FTE and departmental staffing impact**. Note: Any increase in cost/staff must be reviewed by the Provost before going to the curriculum committee.

* The proposed course **is/is not** FTE neutral. [Provide details of non-neutral FTE impact.]
* The proposed course **does/does** **not** impact departmental staffing. [Provide details].
* The proposed course **does/does not** impact departmental budget. [Provide details].

8. **Impact on facilities and other offices**

* Describe course requirements in terms of specific equipment, technology or classroom space. [No changes required.]
* Describe the total cost of implementing the new course, including any funding plans.
* Describe the ways in which this course impacts the Agape Center, Internship Center, Murray Library and Learning Commons, pre-professional programming, the Teacher Education Program, or other facilities. [No changes anticipated to these areas.]

9. **Guiding Educational Assumptions**. Provide evidence of the ways in which this course meets the following guiding educational assumptions. [See COE Handbook 1.04.03 and 1.5.2 for more information]. The importance of:

* Holistic learning
* Student intellectual, character and spiritual development to learning
* Common learning
* Experiential/contextual learning
* Understanding multicultural diversity and racial reconciliation
* Balancing disciplinary expertise with integrative learning
* Developing connections between Christian faith and learning
* Active student involvement in the learning process