

Application for a New Course v7.1a

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- Consult with the Office of the Registrar to obtain course number.
- Consult with the Curriculum Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center review team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course_consult the Office of the Registrar.

Section I Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. **Degree Plan**

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. **Justification**

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV Supporting Documentation

Section V Preliminary Approvals

Section VI Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist v7.0

Course ID _____ Developer _____

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

<p>About the University</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACU Mission Statement <input type="checkbox"/> College Mission Statement <input type="checkbox"/> Department Mission Statement <p>About the Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Course number and Section credit hours <input type="checkbox"/> Semester and Year <input type="checkbox"/> Meeting time and Place <p>About the Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name and title or rank <input type="checkbox"/> Office location <input type="checkbox"/> Phone number(s) <input type="checkbox"/> Email addresses <input type="checkbox"/> Office hours / Contact expectations <p>About the Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics of the students for whom the course is intended <input type="checkbox"/> Prerequisites / Corequisites – include skill sets if necessary. <p>Course Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catalog description (exact) <input type="checkbox"/> Course Synopsis <input type="checkbox"/> Outline <input type="checkbox"/> Main topics <p>Teaching/Learning Methods and Format of Class Sessions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of the types of activities students should expect in the course <p>Texts, Readings, and Supplements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required and Optional materials <p>Statement Concerning Christian Perspective</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching philosophy <input type="checkbox"/> Policy regarding questionable materials <input type="checkbox"/> Scripture related to course content <input type="checkbox"/> Faith / Learning resource 	<p>Audience and Course Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> State the overarching course goal(s) in performance terms. <p>Competencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific competencies stated in measurable terms <ul style="list-style-type: none"> o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy <input type="checkbox"/> Measurement Instrument - State which assignments or instruments will be used to assess? the competencies. <input type="checkbox"/> Performance Indicator or Criteria – Give examples of how the competencies will be measured. <p><i>It is preferred that these three items be developed in the three column model, but developers may wish to integrate all three items into individual statements.</i></p> <p>Grading Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weight or point value of all graded elements <input type="checkbox"/> Grading scale with expectations for letter grade <input type="checkbox"/> Specific standards, rubrics, and examples <p>Course Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear statement of expectations concerning penalties for non-compliance regarding: <ul style="list-style-type: none"> o Attendance and Tardiness o Participation o Late assignment policy o Late exam policy <input type="checkbox"/> Special needs (ADA) <input type="checkbox"/> Academic integrity <input type="checkbox"/> Extra credit opportunities (optional) <p>Course Calendar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exam dates <input type="checkbox"/> Assignments <input type="checkbox"/> Due dates and other deadlines <input type="checkbox"/> Schedule of readings and topics <input type="checkbox"/> Statement to reserve right to modify the calendar as necessary
--	---

Writing Course Competencies

	Competency	Measurement Instrument	Measurement Standard
	<p><i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.</p>	<p><i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i></p>	<p><i>Instructions:</i> This section should detail what criteria will be used to discriminate between poor work and excellent work. Note that it is possible for a single competency to include multiple measurement standards. If the competency is highly qualitative, attempt to give high-level examples of dimensions that will be considered in grading. Many competencies combine both qualitative and quantitative measurement standards, and some combine technical requirements (APA Style requirements for example). If a grading rubric is used refer to the rubric specifically, and where feasible, include it in the syllabus. This is NOT INTENDED to be an exhaustive list.</p>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper	<p>A: Students will distinguish between primary scientific research and items in the popular media. B: Students will be able to argue for what research is decisive evidence or key issues related to the student’s personal dietary goals C: Students will be able to articulate subtle distinctions or qualify evidence as they quote research.</p>
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation	<p>A: Remains empathetic when he/she does not approve of client behavior or agrees with client choices. B: Exercises sound professional judgment in the use of self-disclosure.</p>
Ex. 3	Integrate terminology from literary history into writing	Research Paper	<p>A: All literary history terms are used in an appropriate context. B: Terms are used in diverse contexts. C: Terms are not used in overly simplistic ways, or in ways that are superficial or represent common misunderstandings.</p>

Application for a New Course v7.1

Course ID <i>Subject and Number</i>	
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	
2	Course Teacher	
3	Course Title	
4	Course Abbreviation (if title is over 30 characters)	
5	College	
6	Department	
7	Number of Credit Hours	
8	Is the course Fixed Credit or Variable Credit?	
9	Is the course repeatable?	
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	<input type="checkbox"/> Standard <input type="checkbox"/> Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	
18	List any prerequisites (course/s, test	

	scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	
2	Justification State the justification for adding this course to the current curriculum. Represent the need	

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	
2	State the overarching course goal(s) in performance terms.	

2. Competencies and Measurements

	Competency	Measurement Instrument	Measurement Standard
1			
2			
3			
4			
5			
6			
7			
8			
9			

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V.Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI.Approvals *Place all approvals on one page.*

A.Course ID: _____

Course Title: _____

1.College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ___ Denied ___ _____
College Dean or Director Date

Approved ___ Denied ___ _____
College Dean or Director Date

2.Graduate Council Action: (for graduate level courses)

Approved ___ Denied ___ _____
Dean of Graduate School Date

3.University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ___ Denied ___ _____
Associate Provost Date

4.University General Education Council Action: (when applicable)

Approved ___ Denied ___ _____
Provost or designee Date

5.University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ___ Denied ___ _____
Chair, University Budget Committee Date

6.Academic Provost Action: (for all courses)

Approved ___ Denied ___ _____
Provost Date

7.President of the University Action: (for all courses)

Approved ___ Denied ___ _____
President Date

Attach notes, comments, or conditions from appropriate councils: