*Abilene Christian University*

**Application for a New Course v10.6**

**Instructions**:

Sequence:

o Consult with the Registrar’s Office to discuss the degree plan and course number.

o Complete the New Course Application

o Create the course Syllabus – *See the associated Syllabus Checklist*

o Submit both paper and electronic versions of the Application and Syllabus to Instructional Design

 Director, Berlin Fang

o *Adams Center schedules review appointment within ten days of receipt of all items*

o Meet with Adams Center Instructional Design team

o Make any necessary changes to application / syllabus

o Obtain the Library Review

o Obtain Preliminary Approval Signatures (Department Chair, Deans)

o Gather all attachments to application

o Submit to College Academic Council

o Submit to Teacher Education Council (if applicable)

o Submit to UGEC/UUAC/Grad Council (as required)

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.**

Syllabus Checklist v10.6

Course ID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Developer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*NOTE: It is not necessary to submit this checklist with the New Course Application. 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. All items below are required unless otherwise marked.*

|  |  |
| --- | --- |
| **About the Course**¨ Course number and title¨ Credit hours¨ Semester and year¨ Meeting time and place¨ Pre-requisite/co-requisite **About the Instructor(s)**¨ Name and title or rank¨ Office location¨ Phone number(s)¨ Email address¨ Office hours / contact expectations **Mission Statements**¨ ACU mission statement¨ College mission statement¨ Departmental mission statement¨ Personal mission statement (optional)**Unique Christian Perspective**¨ Description of how learning and Christianfaith are integrated in the course**Course Content**¨ Catalog description¨ Intended audience¨ Outline of topics¨ Format of course/types of activitiesstudent should expect in the course **Teaching/Learning Methods and Format of****Class Sessions**¨ Description of the types of activities students should expect in the course **Materials**¨ Required and optional materials,including textbooks, etc. | **Learning Objectives/Competencies**¨ Specific competencies stated inmeasurable terms¨ Assignments or instrumentsthat will be used to assess the competencies. **Assessment/Grading Criteria**¨ Complete and accurate details of factors andelements that will comprise the final grade.¨ Weight or point value of all graded elements¨ Grading scale with expectations for lettergrades¨ Extra credit opportunities (optional) **University Policies**¨ Special needs policy - ADA¨ Academic integrity policy (recommended)¨ Title IX policy (recommended) **Course Policies**¨ Expectations and consequences regarding:o Attendance and Tardinesso Participationo Course specific academic integritypolicy (optional) **Course Calendar**(Note: Calendar is not required for CourseApplication, but it must be included in all syllabidistributed to students.)¨ Exam dates¨ Assignments¨ Due dates and other deadlineso Late assignment/exam policy¨ Schedule of readings and topics¨ Statement to reserve right to modify the calendar as necessary  |

**Writing Course Competencies**

|  |  |  |
| --- | --- | --- |
|  | **Competency** | **Measurement Instrument** |
|   | *Instructions:* 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. | *Instructions:* 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*. Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.* |
| Ex.1 | Defend dietary goals in light of current research. | Weekly Reading Journal, Research Paper |
| Ex.2 | Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . . | Field Instructor Evaluation |
| Ex. 3 | Integrate terminology from literary history into writing | Research Paper |

 **Schedule Type definitions**

|  |  |
| --- | --- |
| Traditional Lecture | Traditionally formatted course that may include a variety of teaching methods.  |
| Traditional Lab | Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.  |
| Traditional Lecture/Lab | Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.  |
| Experiential Learning | Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.  |
| Seminar | Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops, |
| Studio | Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.  |
| Thesis | Required course for students working on graduate thesis.  |
| Dissertation | Required course for students working on doctoral dissertation.  |

Abilene Christian University

**Application for a New Course v10.6**

|  |  |
| --- | --- |
| **Course ID *Subject and Number*** |   |
| **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 |   |
| 8a. | Number of contact hours - lecture |  |
| 8b. | Number of contact hours – lab/activity |  |
| 9 | Is the course for a fixed or variable number of credit hours? |   |
| 10 | Explanation for variable credit |  |
| 11 | Is the course repeatable for additional credit? |   |
| 12 | Maximum total number of credit hours a student can earn for this course |   |
| 13 | What type of course is this?(Select one. Please see Schedule Type definitions above.) | \_\_\_Traditional lecture\_\_\_Traditional lab\_\_\_Traditional lecture/lab\_\_\_Experiential Learning\_\_\_Seminar\_\_\_Studio\_\_\_Thesis\_\_\_Dissertation |
| 14 | Instructor Workload |   |
| 15 | Grade Mode (check all appropriate): | \_\_\_Standard \_\_\_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 from all Department Chairs |   |
| 21 | Does this course have any special student costs? | \_\_\_No \_\_\_Yes (If yes, must a*ttach a completed “Request to Add or Change Course Fees” form. Describe in section IV-F*.) |
| 22a | How frequently will the course be offered in the **Fall**? All, even or odd years? |   |
| 22b | How frequently will the course be offered in the **Spring**? All, even or odd years? |   |
| 22c | How frequently will the course be offered in the **Summer**? All, even or odd years? |   |
| 23 | First semester this course will be offered as an approved course*New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.* |   |
| 24 | List course/s that should be deleted, (Also, include the last semester for course/s being deleted)*A course cannot be deleted when it is a requirement in a degree plan in any department.* |   |

|  |  |  |
| --- | --- | --- |
| 25 | Is this course required for a degree/s? *If “Yes,” attach a revised degree plan(s) reflecting the placement of the new course.* | \_\_\_No \_\_\_Yes  |
| 26 | Should the addition of this course be retroactively applied to the degree plan it supports? |  \_\_\_No \_\_\_Yes Explanation:  |
| 27 | Has this course been offered as a Special Topics course?  |  \_\_\_No \_\_\_Yes *If “Yes,” specify the Course ID and enrollment for each term it was taught.**(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)* |
| 28 | List any courses in which the content overlaps the proposed course. (Course ID and Name)*Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.* |   |

**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** |
| 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 Dean of the Library. Consult with the director and establish a deadline for completion of the library report. **Attach** the signed copy of the Library 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 | **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. |
|   | 4 | **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. |
|   | 5 | **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. |
|   | 6 | **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. |
|   | 7 | **Justification** — **Attach** all documents referred to in Section II-2 |
|   | 8 | Syllabus — **Attach** the syllabus for the course based upon the anticipated first-semester offering.  |
|   | 9 | 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.

Course Number and Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Primary Department**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair Dean of the College

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair Dean of the College

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair Dean of the College

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

**VI. Actions** *Place all actions on one page.*

**Course ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

1. **College Academic Council**: (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**: (for graduate level courses)

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Dean of Graduate School Date

3. **Teacher Education Council**: (when applicable)

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 TEC Chair Date

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

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Provost’s designee Date

5. **University Undergraduate Academic Council**: (*undergraduate level courses)*

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Vice Provost Date

6. **Academic Provost**: (for all courses)

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ Provost Date

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

Approved \_\_\_ Denied \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 President Date

 **Attach notes, comments, or conditions from appropriate councils:**