**Application for a New Course v10.7**

**Instructions**:

* Consult with the Registrar’s Office to confirm a course number and ask any questions about effects on related degree plans.
* Complete the New Course Application.
* Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
* Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
* Submit the application and syllabus for library review to Associate Dean Mark McCallon.
* Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
* Conduct departmental vote to approve addition of the course.
* Submit to College Academic Council.
* Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council**.**

**Syllabus Checklist** v10.7

*NOTE: It is not necessary to submit this checklist with the New Course Application. 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 (if face-to-face)
* Prerequisite/corequisite

**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 Christian faith are integrated in the course

**Course Content**

* Catalog description
* Intended audience
* Outline of topics
* Format of course/types of activities

student 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.

**Student Learning Outcomes/Measurements**

* Specific outcomes stated in measurable terms
* Assignments or instruments that will be used to assess the outcomes

**Assessment/Grading Criteria**

* Complete and accurate details of factors and elements that will compose the final grade
* Weight or point value of all graded elements
* Grading scale with expectations for letter grades
* Extra credit opportunities (optional)

**University Policies**

* Special needs policy — ADA
* Academic integrity policy and link
* Title IX policy

**Course Policies**

Expectations and consequences regarding:

* Attendance (if face-to-face)
* Tardiness (if face-to-face)
* Participation
* Course-specific academic integrity information
* Late assignment/exam policy

**Course Calendar**

*Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.*

* Exam dates
* Assignments
* Due dates and other deadlines
* Schedule of readings and topics
* Statement to reserve right to modify the calendar as necessary

**Schedule Type definitions for Section I-13.**

|  |  |
| --- | --- |
| 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. |

**Guidance for writing student learning outcomes in Section III-B.**

|  |  |  |
| --- | --- | --- |
|  | **Student Learning Outcome** | **Measurement** |
|  | *Instructions:* Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence **“Students will be able to...”** If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer 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. |
| 1 | Defend dietary goals in light of current research. | Weekly Reading Journal, Research Paper |
| 2 | Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. | Field Instructor Evaluation |
| 3 | Integrate terminology from literary history into writing. | Research Paper |

**Application for a New Course v10.7**

Discard instructional pages A-C before submitting application

|  |  |
| --- | --- |
| **Course ID (*Subject and Number)*** |  |

**I. Systems and Catalog Information** Complete each item.

|  |  |  |
| --- | --- | --- |
| 1 | Course Developer |  |
| 2 | Course Instructor |  |
| 3 | Course Title |  |
| 4 | Course Abbreviation for Banner if title is more than 30 characters |  |
| 5 | College |  |
| 6 | Department or School |  |
| 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 option. Please see Schedule Type definitions on Page C.) | Traditional lecture  Traditional lab  Traditional lecture/lab  Experiential Learning  Seminar  Studio  Thesis  Dissertation |
| 14 | Number of faculty workload hours |  |
| 15 | Grade Mode | 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 corequisites (these *must* be taken at the same time; note that a single requirement cannot be both a prerequisite *and* a corequisite) |  |
| 20 | If the course is cross-listed, specify the Course ID(s) |  |
| 21 | Does this course require any additional student course fees? | No  Yes  If yes, attach a completed “Request to Add or Change Course Fees” form. Describe in section IV-8. |
| 22a | Will the course be offered in **fall** terms? | No  Yes  If yes: all, even, or odd years? |
| 22b | Will the course be offered in **spring** terms? | No  Yes  If yes: all, even, or odd years? |
| 22c | Will the course be offered in **summer** terms? | No  Yes  If yes: all, even, or odd years? |
| 23 | First semester this course will be offered under new Course ID. *May not be earlier than the coming fall semester.* |  |
| 24 | Is this course required for a degree/s? | No  Yes  If yes, attach a revised degree plan(s) reflecting the placement of the new course. |
| 25 | Should the addition of this course be retroactively applied to the degree plan it supports?  *This is rare, and rationale should explain compelling extenuating circumstances.* | No  Yes  If yes, provide rationale: |
| 26 | Has this course been offered as a Special Topics course?  *New courses are not required to be taught as Special Topics courses prior to approval.* | No  Yes  If yes, provide course ID, term, and enrollment: |
| 27 | 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. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
2. Justify the addition of this course to the current curriculum, explaining the gap it meets.

**III. Course Design**

1. Audience and Course Goal
2. Describe the intended audience, including prerequisite skills.
3. State the overarching course goal(s) in performance terms.
4. Student Learning Outcomes and Measurements

|  |  |  |
| --- | --- | --- |
|  | **Student Learning Outcome** | **Measurement** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

**3**. **Text and Resources**

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

1. full publication information; label **Undergraduate**.
2. full publication information; label **Graduate**.

**IV. Supporting Documentation**

|  |  |
| --- | --- |
| **Required of all applications** | |
| 1 | **Approval Chart for Curriculum Changes** |
| 2 | **Syllabus** — **Attach** the syllabus for the course based upon the anticipated first-semester offering. |
| 3 | **Instructional Design** — The syllabus must be reviewed by the Adams Center. **Attach** a copy of the Adams Center letter. |
| 4 | **Library** — Submit new course application and syllabus to the Library dean’s office. **Attach** the Library’s memo. |
| **Attach if applicable** | |
| 5 | **Content Overlap** — Include one document for each course you listed in Section I-27. **Attach** statement from instructor/dept chair of existing course justifying the new offering. |
| 6 | **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. |
| 7 | **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. |
| 8 | **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. |
| 9 | **Justification** — **Attach** any documents to which you refer in Section II-B. |