**General Guidelines for
Proposals to Create a New Course**

* **This form is used to create a new course to be added to the university course inventory and the university catalog.**
* **Proposals to create new courses are action items.**

**Section 1—Identification of Proposed Course**

* The course prefix in **item 1.1** must be the official Banner subject area abbreviation. The proposed course number must be available for use; it cannot have been used for another course. The SCACRSE screen should be viewed to insure that the proposed course number is valid.
* Abbreviated course title in **item 1.3** may be up to 30 characters long, including spaces and punctuation. Because the abbreviated title appears on student transcripts and in the schedule of classes, the abbreviated title should reflect the course title as accurately and completely as possible.
* In **item 1.4** indicate the total number of credit hours. Indicate if the course is to be offered for variable credit.
* In **item 1.5** indicate the grade type. Grade type options are (1) standard letter grade (i.e. A, B, C, D, F, FN, X, NG) or (2) pass/fail. In addition, courses that are designed to span more than one term qualify for IP (in progress) grading and should be identified in the proposal.
* Prerequisites, corequisites and/or special requirements listed in **item 1.6** will appear in the university catalog.
* Distinguish clearly between prerequisites and corequisites. For course prerequisites or corequisites, indicate each subject area prefix and course number (not the course title). If a prerequisite/corequisite course presumes completion of other courses, the preceding courses should **not** be listed. In other words, list only the immediate prerequisites and not all the courses that precede the immediate prerequisites. For example, students in XXXX 323 are required to have completed XXXX 321, 202 and 201, but only XXXX 321 is listed as the prerequisite because XXXX 202 and 201 are prerequisites to XXXX 321.
* For other enrollment requirements (e.g., instructor permission required, class standing, acceptance to the xxx program required, restricted to majors in the xxx program), clearly state the text as it is to be printed in the catalog. Course requirements need not state the obvious; for example, a 500-level course need not stipulate "graduate standing." If the proposed course involves prerequisites or corequisites from another department/unit, the head of that department/unit should be informed so that appropriate scheduling decisions can be made.
* In **item 1.7**, the **catalog course listing** includes both the course description and special information about the course.
* The course description should not be written in complete sentences. For example, the description might read "Survey of ..." instead of "This course is a survey
of ...." The course description should be as concise as possible; aim for 25 words or less.
* Special information about the course includes, but is not limited to, the following:
* required purchase of lab or field equipment
* equivalent to another course
* course restrictions (e.g., not applicable to xxx majors)
* required off-campus travel
* instruction in a location other than an assigned location

NOTE: lab fees or course fees [(must submit Course Fee Request Form to Academic Affairs)](https://www.wku.edu/academicaffairs/budgets/documents/course_fee_form.pdf)

**Section 2—Rationale**

* **Item 2.1** should indicate the specific reasons for developing the proposed course. This section should not address course content, but instead should address why the course is necessary. In what specific ways does the proposed course support the [university mission](http://www.wku.edu/about.html) and the current university strategic plan? Is the proposed course a response to new accrediting standards? Did a student/alumni survey reveal a need for the proposed course? Has there been a significant development in the discipline that requires development of a new course to keep departmental offerings current with scholarship in the discipline?
* **Item 2.2** should state the basis for the projected enrollment in the proposed course as well as the projection itself. Are students from outside the department/unit expected to enroll?
* **Item 2.3** should indicate how the proposed course supports and/or complements existing courses in the department and how the proposed course fits in sequence with existing courses.
* **Item 2.4** should indicate how the proposed course relates to courses offered in other departments/units. If another department offers a course on a similar topic, how will the proposed course differ from the existing course and what will students get out of the proposed course that they would not get from enrolling in the other department's course? How might the proposed course provide service to students in other programs, if known?
* **Item 2.5** should provide evidence regarding the existence at other institutions of courses similar to the one being proposed. Do benchmark schools or other universities in the Commonwealth offer such a course? If the proposed course appears to be unique, why does WKU need the course when other schools are doing without it? For example, is it a "cutting edge" course that is expected eventually to be included in the curricula of most universities?

**Section 3—Description of proposed course**

* The type of course listed in **item 3.1** is one of the following:
* A—Applied Learning: Focus on process and/or technique.
* B—Lab: Experimental study in a setting equipped for testing and analysis.
* C—Lecture/Lab: Combination of formal presentation and experimental study.
* D—Applied Music: Private or small-group instruction.
* E— Ensemble Performance: Group musical performance.
* H—Clinical: Development of professional skills, typically in a medical setting.
* I—Independent Study: Individualized instruction between the student and faculty member.
* K—Workshop: Seminar emphasizing practical applications of a subject.
* L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.
* M—Maintaining Matriculation: Course enrollment requirement during completion of thesis or dissertation.
* N—Internship: Capstone supervised professional experience.
* O—Cooperative Education: Practical experience with a cooperating organization.
* P—Practicum: Supervised practical experience.
* R—Research: Directed investigation or experimentation.
* S—Seminar: Group discussion and exchange of information.
* T—Student Teaching: Capstone supervised teaching experience.
* **Item 3.2** should provide a bulleted list or a short paragraph explaining the learning outcomes of the proposed course rather than an outline of the content to be covered in the course. What will the proposed course accomplish, what knowledge or skills will students acquire, and what will students gain by taking the proposed course?
* The content outline in **item 3.3** should provide a summary of the topics that will be covered in the proposed course. This should be a list of the major units and topics to be covered rather than a syllabus or a listing of weekly topics.
* **Item 3.4** should describe how student learning will be evaluated, including the types of assignments and other course requirements. The exact numbers of each type of assignment should not be specified; instead, the types of assignments (e.g., papers, exams, critiques, performances, readings, etc.) or other expectations (e.g., attendance, field trips, group projects) that will be required should be listed.
* When listing tentative texts and course materials (e.g., CD-ROMS, lab workbooks, etc.) in **item 3**.**5**, complete bibliographic information (including date of publication) written in the documentation style (e.g., APA, MLA, etc.) appropriate for the discipline should be included.

**Section 4—Resources**

* If the proposed course will make use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc., the adequacy of current library holdings to support the proposed course based on the recommendations of the library staff as summarized on the Library Resources Form should be discussed.
* If the proposed course will make use of instructional technology, the adequacy of technological support required for the proposed course should be discussed.
* If appropriate, one copy of the completed and endorsed Library Resources Form must be submitted to the Office of the Vice President for Academic Affairs under separate cover with each new course proposal; proposals will not be considered by the UCC without the required forms.

**Section 5—Budget Implications**

* In discussing budget implications, the types of resources needed (staff, equipment, materials, supplies) for the proposed course and the sources for each resource should be indicated. If existing faculty will teach the course, any reduction in present load that will take place to accommodate the new course should be indicated.

**Section 6—Implementation**

* In recommending a term for implementation, the length of time it takes to get course approval by all the necessary university committees and of variations in committee meeting schedules over the calendar year should be considered. If the proposed course must be offered before final approval will be obtained, the department/unit must also submit a proposal to create a temporary course.

**Attachments**

* General Advice
* The UCC will not consider new course proposals that lack a Course Inventory Form.
* New course proposals that require a Library Resources Form are those that will make use of library resources such as books, journals, reference materials, audio-visual materials, electronic databases, etc.
* Library Resources Form
* At the initial stage of new course development, if library resources will be required, the proposer must submit a Library Resources Form to the appropriate collection development librarian for the department/unit. In order to allow sufficient time for library review, the Library Resources Form must be submitted to the librarian at least three working days prior to the departmental curriculum committee meeting when the proposal will be considered. The appropriate collection development librarian(s) will evaluate the adequacy of library resources for the proposed course. The Library Resources Form must be completed and signed by the librarian(s) and returned with the course bibliography to the course proposer.
* It is important to note that the Library Resources Form should address resources other than books, such as journals, on-line databases, videotapes, and audiotapes. The resources addressed are for both the faculty member who will teach the proposed course and the students who would enroll in the proposed course.
* Three types of materials should be included in the Library Resources Form:
	+ Essential library materials: These are the minimal resources required for delivering the course, including reference materials, serials, indexes, readings, texts, research studies, etc. The library staff must review this section of the bibliography.
	+ Supplemental materials: These are additional resources for the course and may include materials not currently in the library holdings, such as monographs, texts, and articles. For example, the instructor might plan to place personal copies of texts and articles on reserve at the library. This section will be reviewed by library staff if it includes current library holdings.
	+ Media resources: These include on-line databases and audio-visual materials. This section will be reviewed by library staff if it includes current library holdings.
* The Library Resources Form must include complete bibliographic information (including date of publication) written in the documentation style (e.g., APA, MLA, etc.) appropriate for the discipline.
* Course Inventory Form
* A Course Inventory Form for each course must be submitted to the college dean’s office. From there it will be forwarded to the Office of the Registrar as part of the college’s package of Course Inventory Forms for that month’s UCC/Graduate Council agenda.

Proposal Date:

**College Name**

**Department Name**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Name, email, phone

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number:
	2. Course title:
	3. Abbreviated course title:
	(maximum of 30 characters or spaces)
	4. Credit hours: Variable credit (yes or no)
	5. Grade type:
	6. Prerequisites/corequisites:
	7. Course description:

**2. Rationale:**

* 1. Reason for developing the proposed course:
	2. Projected enrollment in the proposed course:
	3. Relationship of the proposed course to courses now offered by the department:
	4. Relationship of the proposed course to courses offered in other departments:
	5. Relationship of the proposed course to courses offered in other institutions:

**3. Discussion of proposed course:**

* 1. Schedule type:
	2. Course objectives:
	3. Content outline:
	4. Student expectations and requirements:
	5. Tentative texts and course materials:

**4. Resources:**

* 1. Library resources:
	2. Computer resources:

**5. Budget implications:**

* 1. Proposed method of staffing:
	2. Special equipment needed:
	3. Expendable materials needed:
	4. Laboratory materials needed:

**6. Proposed term for implementation:**

**7. Dates of prior committee approvals:**

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| Department/Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_College Curriculum Committee  |  |
| Professional Education Council (if applicable) |  |
| General Education Committee (if applicable) |  |
| Undergraduate Curriculum Committee (if applicable) |  |
| Graduate Council (if applicable) |  |
| University Senate |  |