Appendix 8-4

University Curriculum Committee Program Proposal Template
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
UNIVERSITY CURRICULUM COMMITTEE
COURSE PROPOSAL
(New Course or Revision of Existing Course)

DEPARTMENT: COLLEGE:
SPONSOR: PHONE/E-MAIL:
COURSE TITLE: PROPOSED COURSE NUMBER
DATE:

VERIFICATION GRID OR DROPPED CLASS:
Indicate how this course will be accommodated into the schedule by either identifying which course will be dropped or by attaching a verification grid.

IMPLEMENTATION DATE:

UNDERGRADUATE GRADUATE
Existing Course or New Course
Diversity Course Distinction: Yes or No
Expedited Proposal (Change in Course #, Course Name, or Catalog Description only): Yes or No
Grade Type: Standard grading system or Pass/Fail

Credit Hours
Work Load Equivalency

(Directions: Include only the information that applies to your request. If this is a course revision, you need only complete Section I. If this is a new course proposal, then you must complete Sections II, Section III and Section IV.)
SECTION I  COURSE REVISION: Complete ONLY this section if you are revising a current course which involves a course name change, a course number change, or a revision of the catalog description. Include only the information that applies to your request.

A. CURRENT NUMBER AND TITLE OF COURSE:
   a. Proposed Change
   b. Justification

B. CURRENT CATALOG COURSE DESCRIPTION:
   a. Proposed Change
   b. Justification

C. PROGRAM CHANGE:
   a. Proposed Change
   b. Justification
   c. Impact on other programs or departments
   d. Impact on resources
   e. Impact on Student Learning Outcomes and Assessment

SECTION II. NEW COURSE PROPOSAL. Complete this section if this is a new course proposal.

PREREQUISITES:

CATALOG COURSE DESCRIPTION:  CREDITS:

JUSTIFICATION:

STUDENT LEARNING OUTCOMES AND ASSESSMENT:
A learning outcome is a statement of what a successful learner is expected to know, understand and/or be able to do at the end of a period of learning. A learning outcome specifies the level of achievement required at the point of assessment in order that a student may pass.

A: List the learning outcomes for the course. Outcomes are developed by completing the sentence, "Upon successful completion of this course, the student will be able to..."

B: List the assessment methods and link the methods to the learning outcomes.

CURRICULUM CONSIDERATIONS:
1. How will this course impact General Education?
2. For whom is this course intended, e.g., your department majors? Non-majors currently taking your department’s courses? Non-majors currently taking courses outside your department?
3. How may the credit be counted in a degree program? How does the course fit into your curriculum?
4. What is the estimated frequency of the course offering? How many sections of this course will be offered initially? How often will this course be offered, e.g., every semester, once per year, once every two years...? What are the projected offerings over the next five years?
5. Do similar courses exist in other departments? If so, which course(s)? Explain how this course does not duplicate the course in another department. Provide justification that this course is needed and does not conflict with offerings in other departments. What resource impact will this course...
have on other departments? Provide details regarding impact. (Consult with other departments prior to making the proposal.)

6. Does this course replace or overlap an existing course? If so, which course and how? If this is a new course, how will it be accommodated into the existing course structure? Please attach a three year verification grid (see UCC manual for specific guidelines and sample grid at the end of the proposal) that will demonstrate how the course will be accommodated.

7. What course(s) will not be taught as a result of shifting resources to this new course?

8. If you project growth in the offerings, what is the expected impact on other courses, sections, or students?

9. What methods of instruction and learning will be used?

10. Include a syllabus with a course content outline. Syllabi for all 400-level courses must clearly differentiate additional requirements and expectations for students planning to register for graduate credit.

Section III. SUPPORT SERVICES: Complete this section for ALL new course proposals.

1. Can this course be taught by several members of the faculty in the department, or is it restricted to a specialist in the field? Indicate likely instructors. (If a specialist is needed to teach this course, please provide the rationale.)

2. What additional costs are anticipated over the next calendar year by instituting this course? (Faculty, supplies, equipment, facilities, e.g.: classroom space, laboratory space, or support personnel.)

3. Will this course require any computing resources? (Use of a microcomputer laboratory, use of the mainframe computer, additional software or recommendation that students should buy computers and/or software)

4. What additional library resources will be required? Has the library been consulted to determine the adequacy of library holdings or to estimate the cost to improve these sufficiently?

SECTION IV: RESOURCE IMPACT: Complete this section for all new course proposals.

In order to offer a new course, departments must adjust current course offerings. State how often the new course will be taught and indicate the sections that will be dropped to accommodate this change.

<table>
<thead>
<tr>
<th>Sample Verification Grid for one semester</th>
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<td>Please include projections for at least three years</td>
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SELECTED REFERENCES:
Note: UCC will not act on proposals until the minutes of all appropriate councils documenting approval have been received. If suggestions or recommendations have been made at the council level, a revised proposal must be provided to UCC. If revisions are recommended by UCC, a final copy must be provided to the UCC Chair and Secretary before the proposal will be presented to the Forum.