ASSUMPTION COLLEGE

NEW COURSE PROPOSAL FORM

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<th>Course Title:</th>
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<th>Discipline:</th>
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<th>Prerequisites (Course Name &amp; #):</th>
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I. By a vote of _____________, the ________________ Department /Program recommends that this course be approved.

Signature of Chair/Director: ___________________________ Date: _______________

By a vote of ______________, the Curriculum Committee recommends that this course be approved.

Signature of Committee Chair: ___________________________ Date: _______________

By a vote of ______________, the Representative Faculty Senate approves this course.

Signature of Senate President: ___________________________ Date: _______________

II. Course Description for catalog:

III. Required attachments for new course proposal submissions

A. Rationale for the new course:
   1. How does the new course reflect standards and changes within your discipline?
   2. How does it relate to the Major and/or Minor programs in your department?
   3. Is it consistent with the mission of the department and the college?

B. Course overview: provide a draft syllabus or course outline that includes brief descriptions of the course topics, texts, and assignments.

C. Learning outcomes:
   1. What level(s) of students are likely to take the course?
   2. What are the expected learning outcomes of this course for the students?
   3. What are the methods of assessment?

D. Relation to the broader curriculum:
   1. Does this course significantly overlap material in courses in your own or other departments?
   2. Where do you anticipate this course fitting into the college curriculum?
   3. Does the course address gender issues, diversity issues and/or global issues when appropriate?

E. Bibliography: provide a brief scholarly bibliography (no longer than one page).

F. Resources: Indicate the library resources and other facilities (such as IT, labs, media, etc.) at Assumption, the Colleges of Worcester Consortium, and in the community needed for this course.

G. Department vote: Specify the vote of the tenure and tenure-track faculty of the department in approving this course (Yes—No—Abstain).
CURRICULUM COMMITTEE
NEW COURSE PROPOSAL GUIDELINES
APRIL 2008

Wishing to provide a consistent on-going basis for new course proposals within the College, the 2007-8 Curriculum Committee has updated previous “New Course Proposal Forms and Guidelines” in order to clarify expectations and categories for the “New Course Proposal Form.” The following Guidelines refer to the most recent form, updated on April 14, 2008.

General Guidelines
- The level of formality of the proposal should approximate that of the catalog.
- A course proposal should be written as a departmental proposal. The Curriculum Committee and other bodies of the college approve a course proposal as a departmental offering, and do not guarantee or even assume that the sponsor “owns” the course.
- Proposals should be submitted as one continuous and complete document, with numbered pages, and not have large blank spaces, to facilitate review and to avoid waste.

Specific Guidelines (corresponding to the “New Course Proposal Form”)

Course Title: Should be a concise but accurate descriptive of the course.

Course Number: Should be consistent with the comparative level and content of the course and with prerequisites.

Prerequisites: Should list courses that are required before taking the proposed course. Other stipulations (such as class year or major) should be included in the course description, but not here. Prerequisites should appear at the end of the course description. (Ambiguous statements such as “students should” or “students are expected to” should be avoided in this section.)

I. Required Signatures and Departmental Approval: The Department Chair’s signature, date, and record of the vote should signify that all members of the department have scrutinized the course proposal and that their votes indicate their opinion of the proposal on its merits. The Curriculum Committee expects that every member of a department who has voted in favor of a proposal has critically reviewed that proposal and supports it as submitted.

II. Course Description: Should be written for the catalog and include all pertinent information (including prerequisites) without being verbose. Should be comparable to other courses in the catalog, avoiding jargon and passive voice, and using the present tense. It is college policy that course titles, descriptions, and outlines use inclusive language.

III. Required attachments
III. A. Rationale for the new course: how does the new course reflect standards and changes within your discipline? How does it relate to the mission of the department and the college? If this course will satisfy major or minor requirements, how will it relate to current offerings in the discipline?

III. B. Course overview: provide a draft syllabus or course outline that includes brief descriptions of the course topics, texts, assignments, and methods of evaluation. Should also address any special course requirements (e.g. the use of films inside or outside class time, the use of computer software and hardware, special lectures or trips, laboratory sessions, etc.).
III. C. Learning outcomes: Taking into account expectations regarding general background and prerequisites, what is the likely or anticipated student population in the proposed course? (e.g., primarily majors, upper-level, first-year, etc.). What goals and objectives does the course set for the students? How are they measured?

III. D. Relation to the broader curriculum: D1 and D.2. How does this course relate to the college as a whole? To what extent does it duplicate material of other courses? The proposal should examine courses already offered in the department and in all related disciplines, and explain how any potential overlap is addressed. If necessary, the sponsor should get course syllabi to see if reading assignments and texts are duplicated, and explain any such duplications. D.3. Do texts and bibliographical references include diverse authors and points of view? Does this course include work by women scholars in the field? Does it address pertinent issues of gender, diversity, and internationalization? Please explain your answers and give some examples. (College policy requires all course titles, outlines, and descriptions to use inclusive language.)

III. E. Bibliography: Should include a complete listing of required texts proposed at this time for the course, including title, author(s) or editor(s), date of publication, and publisher. (It is expected that texts will change at the discretion of the instructor.) Should include a listing of books closely related to the course material that students might reasonably reference in assigned papers, or that might be used as assigned readings. Information for each item should include title, author(s) or editor(s), date of publication, and publisher. Because listings of internet publications are beginning to pop up in bibliographies, it is especially important that publishers’ names be included so the committee have some idea of whether or not the reference has been edited or peer-reviewed. Except for extraordinary circumstances, this bibliography should be no more than one page long (assuming that each reference takes about two lines).

III. F. Resources: Are the library resources at Assumption and the Colleges of the Worcester Consortium adequate? Are the lab facilities, and other media available? If not, how will this problem be addressed? In the event of any shortcomings, a detailed reply should be provided.

III. G. Department vote: Has the course been approved by tenured and tenure track faculty members in the discipline? Necessary before submission to the curriculum committee: each submission must include the vote tally of the department (Yes—No—Abstain).