

ILLINOIS

School of Information Sciences

Guidelines for Creating and Reviewing New BS/IS Courses

Please contact Emily Knox (knox@illinois.edu) if you have any questions

New Course Outlines and Complete Syllabi (see Syllabi Requirements)

are due on

Monday, September 16, 2019

This packet includes the following:

I. New Course Outline (in Word and PDF)

- 5. Will be provided by the program director
- 6. Will be Provided by the program director
- 7.A. should be filled out for 100-, 200- and 300- level courses. Most undergraduate courses are 3 credits
- 7.B. should be filled out for 400-level courses.
- 8. Should be completed for 400-level courses. 2 or 4 hours
- 11. D. Leave blank
- 13. Please indicate appropriate prerequisites
- 17. No cross-listing (this information will be determined in the fall)
- 18. Leave blank
- 21. Estimate based on course level
- 26. No. (This will be determined in the fall).

II. Syllabi Requirements

All of the elements listed are required for new syllabi

III. Syllabus Template

IV. Course Credit Guidelines

IV. BS/IS Overview, Objectives, & Pathways

V. University of Illinois Student Learning Outcomes

VI. Bloom's Taxonomy Action Verbs



School of Information Sciences

NEW COURSE OUTLINE

Use this form to obtain the necessary information from faculty on new courses. The iSchool will then enter this information into the CIM (Course Inventory Management) module and submit for review via this system.

All gray boxes on this form, except gray check boxes, are expandable text fields. Place your cursor in the box and start typing.

Instructions and guidance to complete certain numbered items in this form are contained via the following sites:

<https://provost.illinois.edu/policies/policies/courses/proposing-new-courses/>

Proposed Effective Year: Fall 20__

Department/Unit Name: _____

1. Course **Subject** and **Number**: ____ _
2. **Course Title- Use this field if you need a title over 30 characters**; If you don't have over 30 characters leave the Course Title field blank; to be used in the online catalogs (Academic Catalog and Course Explorer) if filled in. If not filled in, the Abbreviated Title field will be used. _____

Abbreviated Title- A required field; limited to 30 characters; to be used on the transcript

Example when to use the Course Title field:
Abbreviated Title- Topics Lit and Culture Studies
Course Title- Topics in Literature and Culture Studies

3. Course **Description** (It should read like a publication abstract and ideally be limited to about 75 words. Include subject matter, and any special course requirements such as field trips, special equipment, etc. Exclude other course information of any numbered items below- the

Office of the Registrar will include it in the Courses of Instruction section of the Academic Catalog and Class Schedule.):

JUSTIFICATION

4. **Please attach the course syllabus.** The syllabus should include basic and recommended texts (author, title, year of publication) as well as a list of the principal topics covered in this course, number of examinations, contact hours, work required of students, and basis for determining grade.
5. Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit: _____
6. Explain the nature and degree of duplication or overlap with existing courses on campus: _____

Note: If the proposed course has significant overlap with an existing course outside your unit, please obtain a letter of comment from that unit's executive officer.

COURSE INFORMATION

7. **Course credit** (The number of class contact hours in organized instruction is one factor affecting the amount of credit earned. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. See [Student Code Article 3, Part 7, § 3-704 \(b\)](#) for an explanation of the relationship between course credit and contact hours.):

A. Undergraduate credit only

100- to 300-level: _____ * undergraduate hours

400-level: _____ * undergraduate hours (no graduate credit available)

B. Both Undergraduate and Graduate credit

400-level: _____ * undergraduate hours **and** 400-level: _____ * graduate hours

Note: Courses offered for both undergraduate and graduate credit require completion of Item 14.

C. Graduate credit only

500-level: _____ * graduate hours

Note: Courses offered for graduate credit require completion of Item 14.

Note: Courses offered for both graduate and professional credit require completion of Item 14.

* For A-E, if a course is offered for varying amounts of credit please select one of the two options:

☐ Variable credit: this course is available for a range of credit hours (e.g., 1 to 3 hours)

☐ Differential credit: this course is only available for two distinct credit-hour options (e.g., 1 or 3 hours)

In addition, complete Item 15.

8. For any course awarding graduate credit, please justify why it should, in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See [*Graduate College Policy for Proposed New and Revised Courses that Carry Graduate Credit*](#) for criteria to judge graduate courses.): _____

9. For any course requesting variable or differential credit, please justify why the amount of credit varies and specify the work required for the additional credit: _____

10. Grading Type:

☐ Letter grade

☐ S/U (Any course offered for zero hours of graded credit must include S/U grade mode.)

☐ Both If Both is selected, which should be the default mode? ☐ Letter grade ☐ S/U

☐ DFR If DFR is selected, please justify the use of the grade: _____

11. **Repeatability:** May this course be repeated? (See [*Procedures for Presenting New or Revised Graduate Courses*](#) or [*Provost's Proposing New Courses*](#) for guidance in completing Parts A - C.)

☒ Yes ☐ No

If yes, please fill out A - C: **A. Course Type**

Indicate the **one** type of course the proposed course matches:

☐ Honors ☐ Subject mastery/skill proficiency ☐ Individualized instruction

☐ Research or ongoing study ☐ Special topics, seminars ☐ Applied experiences

B. Repeatable – same term

May students register in this course more than once (duplicate registration) in the same term?

☒ Yes ☐ No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?

_____ undergraduate; _____ graduate; _____ professional

☐ check if “if topics vary” is an added qualifier

C. Repeatable – separate terms

May this course be repeated in separate terms?

☒ Yes ☐ No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?

_____ undergraduate; _____ graduate; _____ professional

☐ check if “if topics vary” is an added qualifier

D. Repeatable Statement: Example statements are:

May be repeated if topics vary.

May be repeated in separate terms to a maximum of 6 undergraduate hours or 4 graduate hours.

If a unit is unsure how to phrase the repeatability statement, leave blank and iSchool will complete.

12. Any **credit restrictions**? No

If yes, please specify the restrictions (e.g., for MATH 221: “Credit is not given for both MATH 221 and MATH 220.”): _____

13. Any Course **Prerequisites** (prerequisite statements are not enforced through the Banner system):

If yes, please specify: _____

14. Is there a **concurrent enrollment** statement? No

If yes, please specify the course (e.g., “concurrent enrollment in CMN 110 required”):

15. Is there a **restricted audience** for this course? No (Audience restrictions may only be placed in the Class Schedule. Do not include in prerequisite statement.)

If yes, please specify the restrictions (e.g., “for majors only” or “junior standing required”):

16. Is a **fee** requested for this course? No The use of course fees is governed by the University Course Fee Policy <http://provost.illinois.edu/programs/cps/coursefees.html>. All requests for fees must be approved prior to the first day of registration of the term in which they are to be

assessed. At the conclusion of each academic term, departments are responsible for detailing the expenditures associated with the fee.

If yes, provide a departmental contact, Fee justification and Budget Details, and a 30 character description for the fee:

CROSS-LISTING

17. Is this course to be cross-listed?

☐ Yes ☒ No If yes, please complete A and B and take notice of C:

A. Indicate the subject and course number of the cross-listing(s) (please note, all cross-listed courses must be offered at the same numerical level): _____

B. Please give the justification for establishing the cross-listing: _____

C. **Note: Additional approvals are required to establish a cross-listing.** An authorized official of each non-controlling department must endorse the cross-listing and provide the number their unit will use for the cross-listing. In addition, if the cross-listing involves a different college, a dean of that college must also approve. (Letter or e-mail are all acceptable methods of endorsement or approval.)

COURSE DETAIL

18. Frequency with which this course will be offered (mark all that apply):

☐ Every fall ☐ Every spring ☐ Every summer ☐ Other (describe, e.g. "Spring terms, odd years"): _____

19. Duration of course: ☒ Full term ☐ Less than full term (describe) : _____

20. Anticipated enrollment: 25

21. Expected distribution of student registration:

Freshman: ____%	Sophomore: ____%
Junior: ____%	Senior: ____%
Graduate: ____%	Professional: ____%

22. Does this course replace an existing course?

☐ Yes ☒ No If yes, please list the course to be discontinued and note that submission of a Course Revision Form is necessary to remove it from the Course Catalog: _____

23. Does the addition of this course impact other courses (i.e., prerequisite or credit restriction statements)?
☐ Yes ☒ No If yes, please list the course(s) affected, and note that submission of Course Revision Form(s) are necessary to update the impacted course(s): _____
24. Does the addition of this course have any impact on your department's current curriculum (i.e., Programs of Study catalog, concentrations, minors, etc.)?
☐ Yes ☒ No If yes, please specify the curriculum and explain: _____
25. Has this course been offered as a special topics or other type of experimental course?
☐ Yes ☒ No If yes, please indicate the Banner subject, course number, section ID, term, and enrollment for each offering: _____
26. Will this course be submitted for General Education credit? If yes, please submit the [General Education form](#) with the course proposal.
☐ Yes ☒ No
27. Will this course be offered on-line?
☐ Yes, online only- all content (lectures, discussion, etc) delivered online
☐ Yes, online and Face-to-Face (hybrid- for example a MWF class that meets Mondays face to face and WF online)
☒ Face-to-Face only (content is delivered in a classroom, may have online components such as readings in Moodle, but the students and teachers are meeting face-to-face)
28. Faculty member(s) who will teach this course: _____
29. Course proposed by: _____ Date: _____

**School of Information Sciences
University of Illinois at Urbana-Champaign
Requirements for Course Syllabi**

The School of Information Sciences Curriculum Committee requires the following elements for faculty submitting new courses for approval, and that are written with a student audience in mind:

- ☐ Course rubric, number, title, and number of credits (if differential credit, also indicate)
- ☐ Instructor's name, office location, and contact information
- ☐ Catalog description
- ☐ Description of the course that expands on the catalog description
- ☐ Notation of any pre-requisites, as well as requirements course meets (Gen Ed, major/minor requirement, other)
- ☐ Notation of frequency and duration of class meetings (e.g., MWF 10:00-10:50 AM, TR 8:00-9:15 AM)
 - See <http://provost.illinois.edu/policies/policies/courses/proposing-new-courses> for more information on the relationship between Credit Hours and Contact Hours
- ☐ List of required and, if applicable, recommended course texts with complete information such as author(s), publisher, date of publication, plus where to obtain texts (including any found online)
- ☐ List of 3 or more Student Learning Outcomes (SLOs) for the course.
 - For Gen Ed courses, consider keying to the specific Gen Ed requirement; for courses in the major, to major program goals. For more information about SLOs, see <https://provost.illinois.edu/assessment/learning-outcomes-assessment/what-is-learning-outcomes-assessment/#categories>.
- ☐ List of the degree program objectives
- ☐ iSchool Goal
- ☐ List of applicable University of Illinois Campus-Wide Learning Goals
- ☐ Course Calendar that includes course topics, daily readings and assignments, and due dates
- ☐ Course grading policies and breakdown of final grade (e.g., Papers 40%, Exams 40%, Group Presentation 20%); a brief description of major assignments is also helpful to include.
- ☐ Course attendance policy, including instructor's policies on late work, makeup exams, etc.
 - See http://admin.illinois.edu/policy/code/article1_part5_1-501.html
- ☐ Statement on Academic Integrity
- ☐ Statement for students who need disability accommodations

For Graduate Courses (400 and 500-level) please review the Graduate College Requirements and Recommendations for Syllabi, <http://www.grad.illinois.edu/courses-syllabi> for required elements.

For Online Courses please review the LAS Online guidelines & policies and inform students as necessary <http://www.lasonline.illinois.edu/faculty/policy/>

Additional Resources from the Center for Innovation in Teaching & Learning (CITL):

Purposes of a Syllabi, <https://citl.illinois.edu/teaching-resources/course-preparation/creating-a-syllabus> and

Guidelines to the Organization and Contents of a Syllabus, <https://citl.illinois.edu/docs/default-source/default-document-library/organization-of-syllabus.pdf>

Adopted DATE

ILLINOIS

School of Information Sciences

Syllabus Template

This template provides a general outline for creating a syllabus for iSchool courses. Unless otherwise indicated elements are mandatory, [OPT] indicates optional elements. Explanations, suggestions, and exemplars are italicized.

Full Course Title

Course Number (ISXXX) [OPT-include CRN typically 5-digit unique ID]

Semester Year (*fall 2023*)

Classroom and Class Time [OPT indicate online/on campus]

[OPT-date last updated]

This syllabus may be obtained in alternative formats upon request. Please contact the instructor.

Name of instructor

Instructor's office address and office hours

Instructor's telephone number and email address

Indicate preferred contact method

Name of any instructional assistants

Assistants' office addresses and office hours

Assistants' telephone numbers and email addresses

Indicate preferred contact method

Course Description

[ideally one that expands on the catalog description]

[OPT] Note any course for which this is a pre-requisite. Note degree requirements met by taking course.

Pre- and Co-requisites

Note any pre- and/or co-requisites by course name and title or state "none."

Credit hours

If variable credit is offered, note requirements/expectations for each level and how they will be accounted for in the final grade for all students, including graduate and undergraduate if applicable.

Student Learning Objectives or Outcomes

Describe learning objectives or outcomes that students will achieve if they complete the course.

Upon successful completion of the course, students will:

- *Understand the role of libraries and other information centers in society*
- *Learn theoretical approaches to understanding the role that information/knowledge plays in 21st century knowledge society*
- *Discuss and recommend various sources for research in library and information science*
- *Improve critical reading, discussion, and presentation skills*

Course Context

This course meets a number of learning outcomes connected to program objectives for the ___ *relevant degree* ___ program, which in turn connect to larger iSchool and University of Illinois learning goals. (*Visual example at end*)

Program Learning Outcomes

List relevant program learning outcomes, selected from here:

<https://uofi.box.com/s/i6q74v86fisgx7qguh1ldevxixvddlmm>

iSchool Goal

This course meets the following goal:

- Maintain global leadership in education for the information professions

University of Illinois Campus-Wide Learning Goals (*Choose all that apply*)

This course meets the following goals:

1. *Intellectual Reasoning and Knowledge*
2. *Creative Inquiry and Discovery*
3. *Effective Leadership and Community Engagement*
4. *Social Awareness and Cultural Understanding*
5. *Global Consciousness*

Course materials

For both required and recommended texts list: author(s), publisher, date of publication, plus where to obtain texts (including any found online)

[OPT] Bio of Instructor

Assignments and Methods of Assessment

This section should detail the grading policy (what constitutes an A, B, C, etc.) and also delineate the differences among variable credit assignments.

Exemplar language:

1. *All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade.*
2. *All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).*
3. *Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).*
4. *Criteria for grading homework assignments include (but are not limited to) creativity and the amount of original work demonstrated in the assignment. However, students are permitted to use and adapt the work of others, provided that the following guidelines are followed:*
 - a. *Use of other people's material must not infringe the copyright of the original author, nor violate the terms of any licensing agreement. Know and respect the principles of fair use with respect to copyrighted material.*
 - b. *Students must scrupulously attribute the original source and author of whatever material has been adapted for the assignment. Summarize the changes or adaptations that have been made. Make plain how much of the assignment represents original work.*

Incomplete grades

An exceptional request for an incomplete grade is most often granted to students encountering a medical emergency or other extraordinary circumstances beyond their control. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework. The student must submit an Incomplete Form signed by the student, the instructor, and the student's academic advisor to the front office:

<https://uofi.app.box.com/v/ISIncompleteForm>

Please see the Student Code for full details: <http://studentcode.illinois.edu/article3/part1/3-104/>

[OPT] *Exemplar language:*

1. *Incomplete (temporarily excused) grades: Students must initiate an incomplete request by contacting the instructor. The instructor and student must agree on a due date for completion of coursework. The student must fill out the Incomplete Form and get it signed by the student, the instructor, and the student's academic advisor.*

Grading Scale

Include the grading scale used in the course. If you permit A+ grades, or have other measures for grading please include them here. Suggested grading scale:

94-100 = A
 90-93 = A-
 87-89 = B+
 83-86 = B
 80-82 = B-

77-79 = C+
 73-76 = C
 70-72 = C-
 67-69 = D+
 63-66 = D
 60-62 = D-
 59 and below = F

[OPT] Course Policies

If the instructor has any strong concerns, policies or expectations, include them here, i.e. readings must be done before the class meets, tardiness is frowned upon, etc.

Attendance/ Participation Policy

The iSchool expects students to attend all classes except in cases of emergency.

Student Code on Attendance: <http://studentcode.illinois.edu/article1/part5/1-501/>

Describe any other requirements for attendance, participation, class conduct, etc. Note any requirements regarding excused absences, late work, make-up exams, use of electronics, etc. Class discussion/participation grades must be based on the quality of what was said and how it added to the discussion, rather than the quantity of the participation by a student. Class discussion/participation should evaluate actual participation and not mere attendance. For a graduate level course, attendance is expected, and should not be counted toward the final grade.

Example attendance policies:

- 1. If you have an emergency, communicate with the instructor as early as possible to prevent negatively impacting your grade. Students missing more than one class—or who regularly arrive late or leave early—will not pass the class unless alternate arrangements are made.*
- 2. Enrollment in this course includes expectation of regular attendance. If you find you must miss (or have missed) class, contact the instructor as soon as possible. Students may miss one class session with no penalty; thereafter, each unexcused absence will result in your grade being lowered by one step (for example, an A- will become a B+). Repeated tardiness or leaving sessions early may be considered an unexcused absence unless alternate arrangements have been made with the instructor.*

[OPT] Example class conduct language:

- 1. Students share some of the responsibility for fostering an inclusive classroom. Students are expected to be respectful of others' perspectives and lived experiences during class discussion.*
- 2. Students are expected to demonstrate respect for the ideas and opinions of all other members of the class at all times. Failure to observe this course requirement can result in a failing course participation grade, and may result in a failing grade for the course.*

Academic Integrity

The iSchool has the responsibility for maintaining academic integrity so as to protect the quality of education and research in our school and to protect those who depend on our integrity.

Consequences of academic integrity infractions may be serious, ranging from a written warning to a failing grade for the course or dismissal from the University.

See the student code for academic integrity requirements:

<http://studentcode.illinois.edu/article1/part4/1-401/>

[OPT] *Example academic integrity statements:*

1. *Please review and reflect on the academic integrity policy of the University of Illinois, http://studentcode.illinois.edu/article1_part4_1-401.html, to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments.*
2. *If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given (using _____ style). Not to do so is to commit plagiarism, a form of academic dishonesty or plagiarism. Please be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.*

Statement of Inclusion

<http://www.inclusiveillinois.illinois.edu/mission.html>

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Week-by-Week Topic and Assignment Schedule

This section should EITHER

- *include chronological list of the topics that will be covered, readings, and assignments, including due dates OR*
- *link to an online learning management system (LMS) with that information.*

Consider including a statement regarding possible changes, e.g., "Schedule and readings subject to change."

Accessibility Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

[OPT] Exemplar language:

To insure disability-related concerns are properly addressed from the beginning of the semester, I request that students with disabilities who require assistance to participate in this class contact me as soon as possible to discuss your needs and any concerns you may have. The University of Illinois may be able to provide additional resources to assist you in your studies through the office of Disability Resources and Educational Services(DRES). This office can assist you with disability-related academic adjustments and/or auxiliary aids. Please contact them as soon as possible by visiting the office in person: 1207 S. Oak St., Champaign; visiting the website: <http://disability.illinois.edu>; calling (217) 333-4603 (V/TTY); or via e-mail disability@illinois.edu. NOTE: I do not require a letter from DRES in order to discuss your requested accommodations.

[OPT] Land acknowledgement Statement

Adopted by the University of Illinois in 2018

More information: https://chancellor.illinois.edu/land_acknowledgement.html

As a land-grant institution, the University of Illinois at Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Peankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.

Land Acknowledgement Statement Suggested by Native American House:

I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity. As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

[OPT] Resources to help you succeed:

Instructors may wish to include a section with advice and resources for student success.

[OPT] Library Resources

<https://www.library.illinois.edu/infosci/>

[OPT] Writing and Bibliographic Style Resources

The campus-wide Writers Workshop provides free consultations. For more information see <http://www.cws.illinois.edu/workshop/>

The iSchool sponsors a Writing Resources Moodle site

<https://courses.ischool.illinois.edu/course/view.php?id=3389>

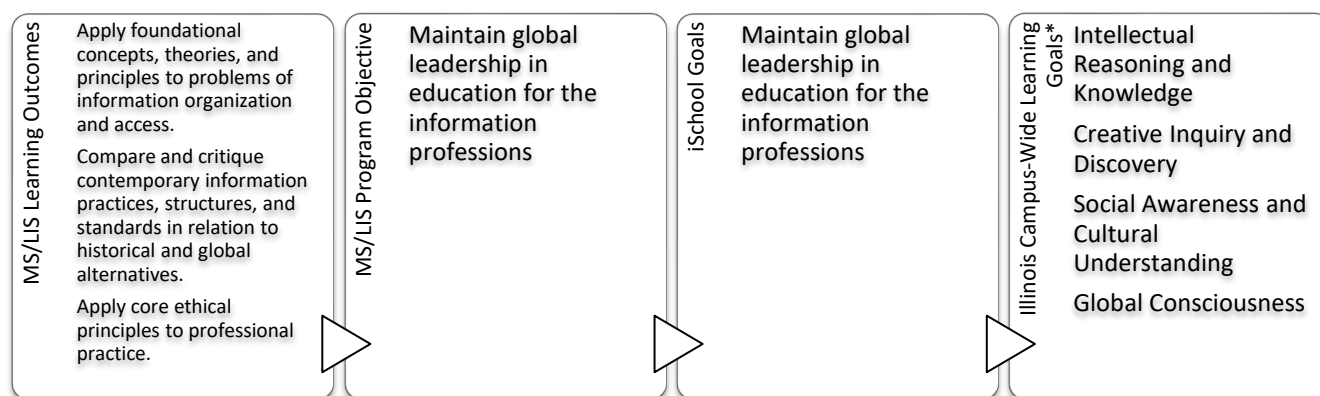
And provides access to writing coaches who offer free consultations here:

<https://publish.illinois.edu/ischoolwritingresources/>

Additional Resources:

- Center for Innovation in Teaching & Learning
 - Purposes of a Syllabi, <https://citl.illinois.edu/teaching-resources/course-preparation/creating-a-syllabus>
 - Guidelines to the Organization and Contents of a Syllabus, <https://citl.illinois.edu/docs/defaultsource/default-document-library/organization-of-syllabus.pdf>
 - CITL resources on grading: <https://citl.illinois.edu/citl-101/measurement-evaluation/exam-scoring/assigning-course-grades>
 - Course and syllabus design: http://cte.illinois.edu/resources/topics/course_plan.html
- Student Learning Outcomes (SLOs): <https://provost.illinois.edu/assessment/learning-outcomes-assessment/what-is-learning-outcomes-assessment/#categories>).
- University of Illinois Student Learning Outcomes <https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/campus-student-learning-outcomes/>
- Graduate College, requirements and recommendations for syllabi: <http://www.grad.illinois.edu/courses-syllabi>
- Guidelines to the Organization and Contents of a Syllabus, <https://citl.illinois.edu/docs/defaultsource/default-document-library/organization-of-syllabus.pdf>
- Inclusion by Design:
 - About: <https://www.facultyfocus.com/articles/course-design-ideas/inclusion-by-design-tool-helps-faculty-examine-teaching-practices/>
 - Tool: <https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ab1RRcHM/view>
- Diversity checklist: <https://racebridgesstudio.com/creating-a-classroom-diversity-checklist/>
- Graduate college guidelines for participation/discussion grades: <https://grad.illinois.edu/content/participation-grade-guidelines>

Course context visual example:



*<https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/campus-student-learning-outcomes/>

Course Credit Guidelines

The Provost Office and Graduate College offer helpful guidelines on determining the appropriate course credit to offer based on contact hours. This document provides both sets of guidelines.

Provost Office Guidelines

There are no rigid ratios between course credit hours and class meeting time for all instruction types. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. (Example: a traditional 3 credit-hour course usually meets 3 times a week for 50 minutes each session resulting in 43 total contact hours for the semester.) This ratio should be observed for organized instruction, which excludes laboratory, independent study, special problems, and thesis research courses.

Useful guidance is provided in [Article 3, Part 7, § 3-704 \(b\)](#) of the *Student Code* and Graduate College Course Credit and Contact Hour Expectations (below). They call attention to an important distinction between ‘contact’ and ‘clock’ hours (not numerically the same). The former represents true meeting time which is to be accounted for in course syllabi and is often used for program accreditation purposes.

Graduate College Guidelines – applies only to courses awarding graduate credit

B. Graduate Course Credit and Contact Hour Expectations*

1. Credit

- a. Course proposals should justify why the course warrants graduate credit in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See [Criteria](#), above.)
- b. If credit for graduate students is different than credit for undergraduate students, the extra work required should be of a concrete nature, included in calculation of the final grade, and listed explicitly. For example in a class with 3 hours of undergraduate credit and 4 hours of graduate credit, it is necessary to state, ‘graduate students must lead one class discussion, write weekly summaries that will be graded, and turn in a 25 page paper instead of a 15 page paper,’ than to simply say, ‘graduate students will be held to demonstrating graduate level depth in class discussions and assignments.’ Demonstration of graduate level depth in class discussions and assignments however should be expected of graduate students if credit for graduate and undergraduate students is equal.
- c. If variable credit is to be offered to graduate students, e.g., 3 or 4 hours, the higher credit should be justified by describing the extra work required and how it will be factored into the final grade.

2. Contact hours*

The Graduate College has not established rigid ratios between course credit hours and

class contact hours*. However, in recognition of desired variability associated with subject matter and modes of teaching, the following issues are relevant for consideration:

- a. The number of class contact hours* in organized instruction between instructor and student is one factor affecting the quality of instruction. It is customary for graduate courses that carry either 3 or 4 hours of credit to meet in organized instruction for 43 to 58 contact hours* per term (3 to 4 contact hours* per week in fall or spring) including examinations. These ratios should be observed for organized instruction, which excludes laboratory, independent study, special problems, and thesis research courses. An additional laboratory that meets for two to three hours per week can justify one additional hour of credit.
- b. Substantial deviation from these ratios should be justified by the department proposing the course. Each case will be judged on its merits as detailed in the course proposal.

* The distinction between a contact hour and a clock hour is as follows:

- A class contact hour is defined as one 50-minute session, that is, the traditional meeting time within a clock hour, allowing for the mandatory 10-minute passing period beginning at X:50 of the hour.
- If a class session extends past one clock hour, or meets “off-clock,” the total session minutes divided by 50 determines the contact hours for the session. Thus, three 50-minute or two 75-minute sessions per week constitute three contact hours per week.

Guidelines References

Provost Website, Course Detail, Item 13. Course Credit:

<http://www.provost.illinois.edu/programs/cps/proposingcourses.html>

Graduate College Website, Policy for Proposed New and Revised Courses that Carry Graduate Credit, Section B:

<http://www.grad.illinois.edu/gradhandbook/2/chaptervi>

The BS/IS: Overview, Objectives & Pathways
<https://courses.ischool.illinois.edu/course/view.php?id=2683>

Goals of the BS/IS

- Equip students to be leaders in a knowledge society and innovators in a knowledge economy
- Educate students for known, emerging, and currently unforeseeable careers in information sciences
- Provide an interdisciplinary education where studies in fundamentals of information sciences and in application areas are fully integrated
- Ensure that various upper-division elective pathways of the major share a common core of information sciences knowledge
- Provide a program with enough flexibility to facilitate transfers into the major at the sophomore level, transfer across colleges at the sophomore and junior level, and transfers from two-year colleges
- Since information sciences is a rapidly developing field, offer a flexible program that responds quickly to new needs and opportunities, and to new findings and approaches in the information sciences
- Prepare interested students for graduate study in information sciences and related fields

Objectives of the BS/IS (based on objectives of the required courses)

- Understand relationships among people, information, and technology
- Understand the history, theory, philosophy and methodologies of the field of information sciences
- Apply various approaches to research in the information sciences, including social science methods, data and text mining, digital humanities, historical approaches, and others
- Apply critical analytical skills to information issues
- Understand fundamental mathematical and programming tools for solving problems of information modeling, expression, and transformation

The BS/IS

Core Courses

- IS 101 Introduction to Information Sciences (3 hours)
- IS 202 Social Aspects of Information Technology (3 hours)
- IS 203 Research Design for Information Sciences (3 hours)
- IS 204 Analytical Foundations for Information Problems (3 hours)

Information Technology Implementation

- IS 205 Programming for Information Problems (3 hours)
- IS 206 Database Concepts & Applications (3 hours)

Information Sciences and Culture

- IS 308 Race, Gender and Information Technology (3 hours)

OR

- IS 309 Computers and Culture (3 hours)

OR

- IS 311 Historical Foundations of the Information Society (3 hours)

University of Illinois Student Learning Outcomes

As a preeminent public land grant university, the University of Illinois at Urbana-Champaign serves society and transforms lives, producing leaders who value excellence, innovation, inclusivity, stewardship, and accountability. Through a uniquely Illinois experience that takes place both inside and outside the classroom, our graduates are broadly educated yet have expertise in specific fields of study. They are intellectually curious, having the ability to think critically and imaginatively. They exhibit a consciousness of global connectedness and interdependencies, possess a critical appreciation of social and cultural communities, and participate knowledgeably and responsibly in civic life. Ultimately, our graduates understand how to employ knowledge in order to generate new ideas, discoveries, and solutions, and are adept in building and sustaining productive relationships in order to create positive change.

SLO 1: Intellectual Reasoning and Knowledge

Definition: *Illinois students will acquire broad and deep knowledge across academic disciplines and fields.*

SLO 2: Creative Inquiry and Discovery

Definition: *Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.*

SLO 3: Effective Leadership and Community Engagement

Definition: *Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.*

SLO 4: Social Awareness and Cultural Understanding

Definition: *Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, religion, language, and disability.*

SLO 5: Global Consciousness

Definition: *Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.*

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value