**College of Arts and Sciences Curriculum Committee (CASCC)**

**Prospectus Outline for Submission of a New Course**

**(To be used by CAS Departments starting Spring 2013) 2/8/13**

The role of the CASCC is to screen course proposals for any inadequacies that may jeopardize university-level approval next term. This prospectus outline was designed to guide faculty proposers through the UO curriculum protocols, ensuring that college- and university-level curriculum reviewers are provided with all information needed to judge the merits of the new course. It includes prompts for justifications required in support of requests for general education satisfying status, credits in excess of contact hours and potential content overlap with courses from other departments. It also serves as a source document to the curriculum coordinator designated to complete electronic course forms on behalf of your department.

A prospectus outline need NOT be submitted in support of a proposal to change an existing course.

A comprehensive SYLLABUS, demonstrating how the instructor will convey course expectations to the students, must also be submitted in support of any proposal for a NEW COURSE or CHANGE to an EXISTING COURSE.

1. **Course Information**
   1. Course Title
   2. Proposing Department
   3. Subject Code and Course Number

*Consult Registrar for availability of new course number and use 400/500 number if both graduate and undergraduate students will be taught in the same classroom.*

* 1. Should this course be listed as a topics course i.e., with [:topics] in the title?

*NOTE: repeatable topics courses cannot be group satisfying.*

* 1. Catalog Course Description (maximum 22 words) *For a [:topics] course, this should include a prospective range of subtitles to be offered in future terms.*
  2. **Expanded Course Description (ECD**): *This text will be made available to students online, where space is less constrained. Prerequisites should also be noted. It is common for the expanded course description to also address explicitly how the course meets group-satisfying (breadth) requirements or multicultural requirements, should these apply. A full justification for the course’s eligibility to satisfy these requirements will need to be provided in a later section of this prospectus.*

1. **Questions about the course** 
   1. Has this course been taught before? \_\_\_\_ If so, when and under what number? \_\_\_\_\_\_\_\_
   2. Expected frequency of offering

\_\_ once per term

\_\_ once or more per academic year

\_\_ every other year

\_\_ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Is this course repeatable? \_\_\_\_\_If so, how many times and under what circumstances? i.e., when topic changes for courses listed with [:topics] in the title. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. Is this course limited to majors only or is it open to all students?
  3. Must majors take it as graded?
  4. Anticipated enrollment
  5. Faculty available to teach course and their rank.
  6. How many credits will this course earn?
  7. Classroom will be scheduled for \_\_\_\_\_hrs/class x \_\_\_times/week. (i.e., contact hours). Additional co-requisite sections (labs, discussions, film viewing) \_\_\_\_hrs/class x \_\_\_\_times/wk.
  8. What are the prerequisites for this course? (Can prerequisites be taken concurrently?)
  9. For what subsequent courses is this course a prerequisite?
  10. Is this course part of a **sequence** (each course pre-requisite to the next)

or **series** (related courses that may be taken independently and in any order? Explain.

1. **Place in curriculum** 
   1. How does this course fit among other courses currently offered by the same department?

*(Discuss rationale for course-level and design for majors vs non-majors.)*

* 1. Does the proposed course meet one of UO’s three **Group-Satisfying (general education)** requirements? **Check ONLY ONE** and then provide an explicit rationale for how the course satisfies the criteria of that particular group.

***NOTE: These courses must be at least 4 credits and at the 300-level or below.***

\_\_\_ **Group 1: Arts and Letters**: *Must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives).**Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.*

\_\_\_ **Group 2: Social Sciences**: *Must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.*

\_\_\_ **Group 3: Science:** *Should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.*

* + 1. Justification for Group Status.
  1. Does the proposed course satisfy the requirements of one of UO’s **Multicultural categories**? **Check ONLY ONE** and then provide an explicit rationale for how the course satisfies the criteria of that particular category. ***NOTE:* *These courses should be at the 300-level or below.***

\_\_\_ **Category A: American Cultures**: *The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.*

\_\_\_ **Category B: Identity, Pluralism, and Tolerance**: *The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in Category A, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.*

\_\_\_ **Category C: International Cultures**: *The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a worldview—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th- and 21st-century United States.*

* + 1. Justification for Multicultural Status.
  1. Course Overlap: **(*Copy and paste email correspondence below the explanation.)***

*New courses should not duplicate existing courses to the extent that enrollments in existing courses are reduced to unsustainable levels (unless it is the intention of the department hosting the existing course to discontinue that offering). It is the responsibility of faculty who propose a new course to review carefully the catalog descriptions for course offerings of other departments to identify courses which, by their descriptions, might appear to an outside observer to have considerable overlap with the newly proposed course* (<http://uocatalog.uoregon.edu/> ).

*If course content overlap is possible, the proposing department should provide written confirmation that the other department/college has been consulted and does not object to the new or changed course. A syllabus for the new course, along with an explanation of how it provides a perspective significantly different from that of the existing course, should be sent by the head of the proposing department to the head of the established offering department as a courtesy. This communication is intended to foster cooperation and collegiality between departments and with other colleges.*

1. **Content**
   1. Description of topics to be covered during the term. This narrative is especially important for courses where specialized terminology will make the brief itemized list below difficult to interpret for a novice (i.e. a prospective student) or a non-specialist (i.e. faculty in other departments, review bodies, or the community at large).
   2. Weekly-level outline of topics: Use the table below to show how the topics covered in the course will be distributed over a typical 10-week term. Include the major readings or other assignments that are associated with each topic.

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| --- | --- | --- | --- |
|  | **LECTURE TOPIC** | **READINGS** | **ASSIGNMENTS** |
| Week 1: |  |  |  |
| Week 2: |  |  |  |
| Week 3: |  |  |  |
| Week 4: |  |  |  |
| Week 5: |  |  |  |
| Week 6: |  |  |  |
| Week 7: |  |  |  |
| Week 8: |  |  |  |
| Week 9: |  |  |  |
| Week 10: |  |  |  |

1. **Readings**
   1. Narrative description of readings: *Describe the nature of the readings to be required.*
   2. Listing of required and recommended readings: *Textbooks, a course reader, other books, peer-reviewed journal articles, popular articles, blog posts, etc.*
   3. Estimate how many pages of reading of each type will be required and how long it should take an average student to do the reading: *This information can reassure a critical reviewer that the reading requirements of the course are sufficiently rigorous and commensurate with the level of the course.*

* 1. How will these readings be accessed? *Here, it is important to assure reviewers that there will be no violations of fair use copyright laws in the provision of materials for student access.*

1. **Workload** 
   1. Narrative detail for **undergraduate** workload expectations:
      1. **Student engagement inventory (SEI) for undergraduates** **(UG),** if applicable:

*Enter total hours per quarter in each activity. Total hours across all activities must total* ***at least 30 per unit (i.e. 120 hours for a 4-unit course)****.*

*Sample categories are suggested. Modify or replace categories and hours as needed.*

***EXAMPLE*** *for a 4-credit undergraduate course that meets 3 hours per week.*

|  |  |  |
| --- | --- | --- |
| ***Educational activity*** | ***Hours*** | ***Comments (if any)*** |
| *Course attendance* | *30* | *20 lectures (@ 1.5 hrs)* |
| *Lab/discussion/workshop* | *10* | *1 hr/week in discussion section* |
| *Assigned readings* | *50* | *~100 pages per week* |
| *Written assignments* | *30* | *3 hrs/ week on homeworks* |
| *TOTAL HOURS* | ***120*** |  |

YOUR COURSE

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| --- | --- | --- |
| **UG Educational activity** | **UG Hours** | **UG Comments (if any)** |
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| TOTAL HOURS |  |  |

* 1. Narrative detail for **graduate** workload expectations OR explicit additional workload required of graduate students sharing a classroom with undergraduate students. *NOTE: In 4xx/5xx courses, there must be an explicit distinction between workload expectations for undergraduate and graduate students*.
     1. **Student engagement inventory (SEI) for graduates (G),** if applicable:

*Enter total hours per quarter in each activity. For graduate students, total hours across all activities must total at least* ***40 per unit (i.e. 160 hours for a 4-unit course)****.*

***NOTE: It is not appropriate for graduate students enrolled in a 400/500-level course to supplant the services of a GTF.*** *Although graduate students enrolled in such a class may be asked to prepare a few graded presentations to be delivered to the entire class, they may NOT supervise or evaluate any of their undergraduate classmates. Moreover, they may not be asked to take sole responsibility for teaching a whole session of the class.*

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| --- | --- | --- |
| **G Educational activity** | **G Hours** | **G Comments (if any)** |
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| TOTAL HOURS |  |  |

1. **Assessment.** 
   1. Narrative detail of assessment for **undergraduate students**.
      1. Assessment inventory for **undergraduate students (UG**), if applicable:

*Identify the ways in which students will be assessed in the course, and indicate the relative contribution of each assessment to the student’s overall grade.*

*Use the following as an* ***EXAMPLE*.** *Modify or replace categories and hours as needed.*

|  |  |  |
| --- | --- | --- |
| *Assessment type* | *% of grade* | *Description (if any)* |
|  |  |  |
| *Participation* | *5* | *Instructor’s perception of engagement in discussions* |
| *Problem Sets* | *35* | *A subset of questions on each week’s problem set will be selected for grading (full solution key will be provided)* |
| *Midterm exam* | *25* | *In-class exam, closed book* |
| *Final exam* | *35* | *In-class exam, closed book* |
| *TOTAL* | *100* |  |

YOUR COURSE

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| --- | --- | --- |
| UG Assessment type | % of grade | UG Description (if any) |
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|  |  |  |
|  |  |  |
| TOTAL |  |  |

* 1. Narrative detail of assessment for **graduate students**. *NOTE:* *In 4xx/5xx level courses, it is expressly not appropriate merely to “hold graduate students to a higher standard” for the same requirements.*
     1. Assessment inventory for **graduate students (G),** if applicable:

*Identify the ways in which students will be assessed in the course, and indicate the relative contribution of each assessment to the student’s overall grade.*

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| --- | --- | --- |
| G Assessment type | % of grade | G Description (if any) |
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|  |  |  |
| TOTAL |  |  |

* 1. Assessment rubric: *Roughly what level of performance/accomplishment is expected for a grade of A, B, C, D, or F? What is the expected distribution of grades (e.g. proportions of A, B, C, D, & F grades)? Will the class be graded on a “curve” or will the instructor define absolute thresholds for each letter grade in terms of total points?*
     1. Undergraduate grading rubric
     2. Graduate grading rubric

1. **Film and AV:** *Class time devoted to viewing films should be framed within active pedagogical strategies including pre-viewing exercises and follow-up evaluation and critique. Ideally, screenings during class should be limited to excerpts of films that the students have already seen outside of class. If viewings are required almost every week, supplemental meeting times for film screenings outside of regular class times should be arranged and clearly indicated in the course description.*
   1. Number of hours devoted to film or video screening:
      1. IN-CLASS (included in scheduled contact hours)\_\_\_\_ hrs/week, or \_\_\_\_hrs/term.
      2. OUTSIDE of class (scheduled for group viewing)\_\_\_\_hrs/week or \_\_\_\_hrs/term.
      3. OUTSIDE of class (independent - rental or library reserves) \_\_\_\_hrs/week or \_\_\_\_hrs/term.
   2. Use of film/video: *Briefly explain how you plan to incorporate film or video into this course, including a justification for the contact hours and credit hours*.