NEW COURSE PROPOSAL FORM

Designator (drop down menu)
Requested Number
Slash and Cross Listed Course – 400/500 level course (if check box add a box to enter Designator and Number – warnings if course has been taught in the last 6 years)
Title (Maximum of 60 character)
Catalog Short Title (Max of 30 characters)
CIP Code (open field)
Originators information automatically populated
Have option to add additional originators
Interested parties (who gets informed once preprogram is approved) (optional field)
Requested effective term (drop down that only allows future terms based upon the registration date this is in /banner)
Actual effective term (will be entered by Academic Programs)
Number of Credits (open)

Catalog Course Description (Max 50 words)

Syllabus
- (required for at least one field, able to upload multiple syllabi or just allow one syllabus to make sure the most recent/revised version is what is attached)
- Is this course going to be a multi-section/multi-instructor course? (yes/no)

Justification for the course (open field)
Baccalaureate Core (yes, no – category options show if yes)
- Category options (select all that apply)
  - Learning Outcomes for the Course
Bacc Core learning outcomes (show when select a category)

- WIC-specific questions will show up if WIC is selected
  - Describe how this course’s content, activities, and assignments pertain to and help demonstrate student attainment to develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal writing.
  - Describe how this course’s content, activities, and assignments pertain to and help demonstrate student attainment to develop and articulate content knowledge and critical thinking in the discipline through frequent practice of formal writing.
  - Describe how informal ungraded or minimally graded writing will be used to help students develop and articulate content knowledge and critical thinking in the discipline. Please do not just list “blog” or “discussion board” but describe the assignment/activity, how it develops the student, and how it relates to the discipline.
  - Describe how formal graded writing will be used to develop and articulate content knowledge and critical thinking in the discipline. Please do not just list “paper” or “report” but describe the assignment/activity, how it develops the student, and how it relates to the discipline.
  - Describe how this course will have students demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
  - Have them upload the word count document.

- Bacc Core-specific questions will show up (similar to questions asked in Bacc Core review)
  - Describe how this course’s content and activities connect with/relate to the Bacc Core Category Learning Outcomes.
  - Describe the assignments and grading method/measures used to assess the Bacc Core category learning outcome. Please do not just list “exam” or “paper” but describe the assignment/activity as well as how it is assessed/graded specifically for achievement of this outcome. (Question after each outcome)
  - Describe the process by which you and/or the unit will track the attainment of the student learning outcomes for reporting in the Bacc Core Category Review
If this will be a multi-section course taught by different instructors (faculty or TAs), describe the process by which you will communicate about the course and share information about student learning.
<table>
<thead>
<tr>
<th>P</th>
<th>PROGRAMMED INSTRUCTION - A course requiring a student's interaction with a predetermined set of instructions which are presented in a sequence of steps or segments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>THESIS - A course designed to cover the thesis research and writing. Students may register for thesis credit each term.</td>
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<tr>
<td>R</td>
<td>STUDIO - A course incorporating practical experience where students receive individualized instruction and lectures in a studio setting.</td>
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<tr>
<td>S</td>
<td>PROJECT - A course with individualized instruction designed for students to complete an independent project of the students design.</td>
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<tr>
<td>U</td>
<td>EXTERNSHIP - An experiential course designed to provide on-the-job experience in an academic setting off campus, where students can earn academic credit.</td>
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<tr>
<td>V</td>
<td>EXAMINATION FOR CREDIT</td>
</tr>
<tr>
<td>W</td>
<td>WORKSHOP - A brief intensive course for a small group which emphasizes problem solving.</td>
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<tr>
<td>X</td>
<td>ONE-TIME EVENT</td>
</tr>
<tr>
<td>Y</td>
<td>WORLD WIDE WEB - A fully-developed course where the dominant medium tool is on the World Wide Web. Students spend a significant amount of time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements. Although courses are not restricted to the OSU campus, some classes may require attending some classes on campus. If some sections of a course are taught as a Web course and other sections are not, then the course description will indicate that section 7xx is a Web course and the section title would begin with WWW/. Courses with all sections on Web will include the WWW/ in the main course title.24.</td>
</tr>
<tr>
<td>Z</td>
<td>MODULAR - See guidelines and policies on Modular Courses.</td>
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</tbody>
</table>

**Is the course repeatable for credit:** Yes or No

- If yes, maximum number of credits that can count towards graduation (open field)

**Frequency of Offerings:**

- What terms will the course be taught (select all relevant terms summer, fall winter, spring)
- Frequency (only one choice – every year, every even year, every odd year)

**Grading Type:** (choose only one)

- P/N

**Campus location** (choose all that apply)

- Corvallis
- Bend/Cascades
- Ecampus
- Hatfield Marine Science Center

Comment [S8]: Need a field for special topics courses that will take it on a different workflow
To be reviewed by the BCC, CC, Grad Council, Registrar’s Office
BCC – Review 1 - 10-22-14 Changes made and need re-review
CC – Review 1: Began on 10-15-14, did not finish, edits made based upon initial conversation
GC – Review 1: Stefani to meet with Jim Coakley and present to GC on 12-02-14
Registrar: Delivered to Larry Bulling 10-28-2014

- Eastern Oregon University
- Other (open)

Delivery
- Face-to-face
- Online
- Hybrid

Pre- and Co-Requisites
- Requisite course designator and number (multiple open ended fields with minimum grade field, enforced/unenforced button/corequisite /concurrent enrollment allowed buttons)
- Prerequisite test (drop down option) and minimum score

Prerequisite relationships
- Multiple Required Courses (AND Courses):
- Student can Select From Prerequisite Options (OR Courses):
- Complex AND/OR Prerequisites [ e.g. (ST 351 or ST 411) AND (ST 352 or ST 412)]

Indicate which academic unit will receive the student credit hour FTE credit

Comments (open box)

Documents
- Additional documents

WORKFLOW AND LIAISON NOTE: Triggered by cross list and requisites fields

Required Liaisons
- Auto-populate
- Need to be able to add liaisons
DRAFT V.11.04.2014
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