

PDF FORM

Curriculum Committe - New Course Proposal Form

This online form must be completed in one sitting. For any questions, please contact oue.facultysupport@emory.edu.

If this is a proposal for a course that is taught only as study abroad, the proposal will be forwarded to the Education Abroad Committee for approval.

Submission Date

Date (MM/DD/YYYY)

Contact Information

Department

Submitter's Name

Submitter's Emory Email Address

Best Phone Number

Additional Contact Information

Are you the Chair or DUS?

Yes

No

Course Details

Effective Date - the first semester in which you plan to offer this course.

Subject Code

(Please enter the subject designation for this course, e.g., ANT, ENG, MATH, etc.)

Proposed Course Number

(Please list the number you wish to give this course but do not enter the Subject Code, e.g., 200, 385)

Proposed Course Title

(The title can be no longer than 30 characters including spaces and punctuation.)

Course Description (Maximum of 300 characters)

The course description can be no longer than 300 characters including spaces and punctuation.

Is this a topics course?

Students may repeat topics courses for credit when the topic of the course changes.

- Yes
- No

Is this course repeatable?

If this course is a topics course, then you should only select yes if students can repeat the same topic.

- Yes
- No

If repeatable, what is the maximum number of hours?

Is this a sequence course?

A sequence course is one in which credit is only awarded when the sequence is completed (e.g., A & B Honors Courses).

- Yes
- No

Briefly describe the reason for this new course.

This information helps the committee to understand the context of the proposal and to ensure that the department has requested appropriate features for the course.

Course Credit Information

Please list the proposed credit hours below. For variable credit courses, list the minimum and maximum hours. For fixed credit courses, the minimum and maximum should be the same. For administrative reasons, all Continued Communication courses are established in OPUS with a non-communication version (e.g. ENG 201 and ENG 201W). All Continued Communication courses carry an additional credit hour beyond the base course. For example, a 3-hour course with Continued Communication credit should be listed below as a minimum of 3 credit hours and a maximum of 4 credit hours.

Minimum Number of Credit Hours

For a fixed number of credits hours, please set minimum and maximum to the same number.

Maximum Number of Credit Hours

For a fixed number of credits hours, please set minimum and maximum to the same number.

Will the addition of this course affect major or minor requirements and/or the degree tracker for your program OR for another program?

- Yes
- No

If yes, please explain below:

Course Type

There are various options for the type of courses that are offered through Emory College--courses with scheduled time and courses with unscheduled time. Please choose one of the following options:

Proposals for courses taught only as study abroad will be sent to the Education Abroad Committee for approval.

- Scheduled - Lecture
- Scheduled - Lecture & Related Component
- Scheduled - Lab Only Class (separate class-- not a related component)
- Scheduled - Seminar
- Scheduled - Performance
- Scheduled - Honors Seminar
- Scheduled - Speaker Series
- Scheduled - Studio Art
- Unscheduled - Experiential (research, internship, etc.)
- Unscheduled - Direct Study
- Unscheduled - Undergraduate Research
- Unscheduled - Study Abroad Course
- Unscheduled - Independent Honors Research

Related Component

The committee will normally grant only one additional credit hour for any plus components (unscheduled related component) even when multiple plus components are required for the course.

- Scheduled - Lecture
- Scheduled - Lecture & Related Component
- Scheduled - Lab Only Class (separate class-- not a related component)
- Scheduled - Seminar
- Scheduled - Performance
- Scheduled - Honors Seminar
- Scheduled - Speaker Series
- Scheduled - Studio Art
- Unscheduled - Experiential (research, internship, etc.)

- Unscheduled - Direct Study
- Unscheduled - Undergraduate Research
- Unscheduled - Study Abroad Course
- Unscheduled - Independent Honors Research

Approximate contact time for related component

List the minutes each week required for the related component.

Approximate contact time per week in core class meetings (excluding all related components).

List the minutes each week in core class meetings. 50 minutes of classroom instruction equals one contact hour.

Additional Set-Up Information

When is this course typically offered?

- Fall
- Spring
- Fall and Spring
- Summer
- Fall, Spring, and Summer
- Irregularly

Is there any additional information you think we may need for course set-up?

General Educational Requirements

This page asks about GERs other than the Continued Communication Requirement and the Race and Ethnicity Requirement. If you are seeking the Continued Communication or Race and Ethnicity tags, the subsequent pages of the form will ask you for more

information.

The course syllabus must include the GER learning outcomes that apply to the course.

Select the General Education area this course is proposed to fulfill (if applicable)

Explain how the course satisfies the learning outcomes for the GER requested above.

Are you submitting this course to satisfy the Continued Communication Requirement

- Yes
 No

Are you submitting this course to satisfy the Race and Ethnicity GER?

- Yes
 No

Continued Communication

Continued Communication Requirement

The course syllabus for Continued Communication courses must include the one required learning outcome and at least one of the three optional learning outcomes for the Continued Communication GER. The syllabus must also include the Writing Center syllabus statement and list at least three communication assignments comprising 40% of the grade or more.

The course must include at least three communication assignments, reflecting at least two different modes or genres in which students think about audience, voice, tone, and purpose.

Summarize the assignments and demonstrate that they reflect two different modes or genres of communication.

Provide evidence of an approach(s) used to teach communications as a process, or indicate a similar process-based approach. This might include scaffolded assignments in stages, peer and/or instructor feedback on assignments, revision of one or more assignments, student reflection on communication processes and products, or other ways of presenting a process of communication (explain)

Race & Ethnicity

Race and Ethnicity Requirement

Race and Ethnicity need to be a primary (though not sole) focus of a course. An instructor

can demonstrate that race and ethnicity are a primary focus in the course in a number of ways.

Here are some examples:

1. Course hours: more than half of course meetings are focused on race and ethnicity as topics.
2. Grading: a substantial percentage of the final grade that relates to assignments about race and ethnicity, and/or identification of significant assignments and activities involving race and ethnicity.
3. Integration of race and ethnicity into topics throughout the course (the weekly topic may not be about race and ethnicity, but attention to race and ethnicity occurs regularly in all topics).
4. Reading lists include more than half of texts involving race and ethnicity as a topic, or texts written from the perspective of a marginalized group.
5. The course includes and highlights knowledge produced by a group marginalized because of race or ethnicity.

Considering the above examples, how does your course meet the requirement that race and ethnicity are a primary focus?

Race & Ethnicity: Authors & Readings

In the spirit of this requirement, the reading list should include a diverse set of authors and readings (from all perspectives).

How does your reading list reflect the goal of including diverse perspectives?

Race & Ethnicity Learning Outcomes

Courses approved for the Race & Ethnicity requirement must meet at least three of the four learning outcomes. Please indicate which learning outcomes your course meets. For each outcome in your course, provide a short narrative of how the course meets this outcome.

We recommend that you review the Committee Guidance document prior to explaining how the course meets each outcome.

Develop a critical awareness of how racial and ethnic antagonisms and inequality develop historically through individual, institutional, and cultural forces.

- Yes
- No

Explain how your course meets the above outcome.

Discern how racial and ethnic power dynamics shape and may be reflected in intellectual inquiry across disciplines.

- Yes
- No

Explain how your course meets the above outcome.

Recognize the ways in which race and ethnicity intersect with other group identifications or ascriptions, such as language, religion, class, ability, nationality, sexuality, age, and gender.

- Yes
- No

Explain how your course meets the above outcome.

Adopt tools to communicate more effectively and respectfully with others from various racial and ethnic perspectives.

- Yes
- No

Explain how your course meets the above outcome.

Files Submission

Supporting Documentation

Course Syllabus

Departmental Letter of Support from Chair or DUS (including discussion of staffing commitment)

Additional Letters of Support (including letters from departments where a permanent cross-list has been requested. Also include letters of support where the subject content overlaps with the purview of another department.)

Any additional supporting materials

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