

NEW GRADUATE COURSE REVIEW FORM

The following areas will be evaluated by the Graduate Council. Please mark all items clearly evident in the proposed course syllabus. Please note, missing elements may delay the approval of the course. If this course is at the 500-700 level, please complete the extra section at the end also.

Date:

Department:

Course Number:

Course Title:

PLEASE PROVIDE THE FOLLOWING INFORMATION:

1. Does this course replace an existing course? Yes No

2. If so, which course? N/A

3. What audience will it serve?

4. Why is this course needed?

5. How will it enhance the degree program?

6. Is there potential for this course to appear to duplicate the subject matter of another course?

 Yes No

7. If so, please present evidence to the contrary. Memos or letters from relevant department chairs will be needed. Attach evidence to the course application.

8. Is this course needed for teacher certification or endorsement? Yes No

Please mark all that apply. Include information to clarify as needed, especially if the box cannot be checked. The proposed course syllabus:

Is in the format of the current syllabus template provided by the Provost's office, with only stylistic or departmental format changes.

Provides a clear, concise and accurate Course Description that includes specific content and concepts to provide clarity

Specifies Course Learning Outcomes (CLOs) that are clear and measurable outcomes of learning (what students will do with content after learning, rather than indicating what students will do to learn the content)

Has CLOs written with action verbs representing higher order and critical thinking skills (Bloom's Taxonomy Levels - Analyzing, Evaluating, Creating; Webb's DOK – Strategic Thinking, extended thinking)

Lists current textbook(s) that is/are less than 10 years old in appropriate citation style or indicates Z-course designation with a list (4-5) of the major readings/OERs provided. It is recommended the time involved in completing the reading/OERs is indicated.

Charts the activities/assignments completed during course, e.g., assignments, discussion boards, exams, etc., and indicates the associated CLOs

Provides a basic description of activities/assignments clearly indicating how students will use critical thinking skills, analysis, synthesis, evaluation and/or creative skills to integrate course content with practical knowledge and includes the evaluation method, e.g., scored by rubric available in Blackboard/course Learning Management System

Charts the basic schedule of the course and includes themes/modules covered, by week, individual class period or other appropriate method showing a logical progression of course content

Details the point or percentage breakdown of course assignments in the grade

Includes a grading scale enumerating each range to the 100th decimal percentage, e.g., B = 87.00 to 93.99

Includes all policies and procedures required by the Provost's office, the College and Department are included, i.e., Student Help Resources, Course Policies, and University Policies

Charts a separate and unique set of assignments for the graduate level aligned to the graduate level CLOs

For 500-700 level courses only:

Includes an appropriate set of CLOs for the graduate students, separate from the UG outcomes

Charts a unique set of assignments for the graduate students, separate from the UG, aligned to the graduate level CLOs

Provides a separate and appropriate grading scale for the graduate students

Summarizes separate graduate level activities/assignments that clearly reflect the rigor, demonstration of deeper knowledge and application of the course content

Please provide any additional information to assist the committee in reviewing the course.