

**New Course Form**  
**To go to University Curriculum Committee**

**Number** \_\_\_\_\_ **Hours** \_\_\_\_\_ **WI:** Yes ☐ No ☐

**Title** \_\_\_\_\_

**Catalog Description** (include any prerequisites)

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**Syllabus** (attach to form)

Required sections include:

Course Description	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Course Objectives	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Student Learning Outcomes	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Course Competencies	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Methods of Student Evaluation	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>

**Student Learning Outcomes reflect Bloom's Taxonomy** (check all that apply):

**Cognitive Processes**

- ☐ Remember / Identify
- ☐ Comprehend / Explain
- ☐ Apply / Demonstrate
- ☐ Analyze / Differentiate
- ☐ Synthesize / Create
- ☐ Evaluate / Defend position

**Types of Knowledge**

- ☐ Factual: terminology, details, elements
- ☐ Conceptual: classifications, principles, theories
- ☐ Procedural: skills, methods, criteria
- ☐ Metacognitive: reflection, strategic

**Course Competencies reflect the following LEAP goals** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Inquiry and analysis  | <input type="checkbox"/> Quantitative literacy                  |
| <input type="checkbox"/> Critical thinking     | <input type="checkbox"/> Information literacy                   |
| <input type="checkbox"/> Creative thinking     | <input type="checkbox"/> Teamwork and problem solving           |
| <input type="checkbox"/> Written communication | <input type="checkbox"/> Civic knowledge and engagement         |
| <input type="checkbox"/> Oral communication    | <input type="checkbox"/> Intercultural knowledge and competence |

**Pedagogical Strategies that support Student Learning Outcomes** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Active learning        | <input type="checkbox"/> Collaborative learning |
| <input type="checkbox"/> Problem-based learning | <input type="checkbox"/> Distance learning      |
| <input type="checkbox"/> Inquiry-based learning | <input type="checkbox"/> Service learning       |
| <input type="checkbox"/> Other _____            |   |

Briefly explain how each strategy will help students achieve the learning outcomes:

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### Means of Assessment

Rubrics (included with syllabus)	Yes 🍏	Revision needed 🍏	No 🍏
Each SLO has a means of assessment	Yes 🍏	Revision needed 🍏	No 🍏
Both formative and summative assessment strategies are included	Yes 🍏	Revision needed 🍏	No 🍏
Formative and summative assessment strategies provide evidence of <b>scaffolding</b> of assignments to reflect increasing intellectual complexity (see Bloom's Taxonomy)	Yes 🍏	Revision needed 🍏	No 🍏

### Course syllabus identifies resources and opportunities for student success:

(Identify at least two)

🍏 Tutoring	🍏 Supplemental Instruction
🍏 Mentoring	🍏 Internships
🍏 Service Learning	🍏 Richard Wright Center (required for WI course)
🍏 CREATE	🍏 Other _____

Information for each source included in the syllabus: Yes 🍏 No 🍏

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\*\*\*\*\*TO BE COMPLETED BY CLA CURRICULUM REVIEW COMMITTEE\*\*\*\*\*

Course approved 🍏      Approved with minor changes 🍏 (Please specify changes)

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Course not approved 🍏      Major revisions needed 🍏 (Please specify)

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Committee Chair Signature \_\_\_\_\_ Date \_\_\_\_\_