For all new undergraduate/graduate course proposals or proposed course modifications within Dedman College, please complete and submit the following documents to Karen Jung (kkjung@smu.edu):

1. Course Proposal Form
2. Syllabus
3. Associated forms for inclusion in the Common Curriculum (if applicable for undergraduate courses at the 1000, 2000, 3000-level), found on the [CC website](https://www.smu.edu/Provost/SAES/academic-support/general-education/university-curricula/common-curriculum/resources/faculty/course-proposals). Include an assessment assignment for each proposed tag.
4. ***Description of the Course***
5. Date:
6. First semester the course will be offered:
7. Department:
8. Catalog Course Number:
9. Full Course Title:
10. Abbreviated Course Title (30 characters or less including spaces and punctuation):
11. Catalog Description (30 words or less):
	* Prerequisites, if any:
	* Corequisites, if any:
	* Other enrollment restrictions:
12. Will the course satisfy undergraduate Common Curriculum (CC) requirements? If so, please indicate below. Complete the associated proposal form found on the [CC website](https://www.smu.edu/Provost/SAES/academic-support/general-education/university-curricula/common-curriculum/resources/faculty/course-proposals).
Note that each type of CC requirement has its own proposal form.

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| --- | --- | --- |
| [ ]  Foundation | [ ]  Breadth | [ ]  Proficiency |
| * Critical Reasoning
* Second Language
* Quantitative Reasoning
 | * Creativity and Aesthetics
* Exploring Science
* Historical Contexts
* Literary Analysis and Interpretation
* Philosophical, Religious, and Ethical Inquiry
* Social and Behavioral Sciences
* Technological Advances and Society
 | * Civics and Individual Ethics
* Community Engagement
* Global Perspectives
* Human Diversity
* Oral Communication
* Quantitative Applications
* Writing
* Writing in the Major
 |

1. Expected Enrollment:
2. The university specifies that courses meet a certain standard regarding credit hours:

*Based upon the federal definition of a credit hour, each credit hour requires one hour of direct faculty instruction and a minimum of two hours per week of preparation on the part of students, for approximately 15 weeks a semester. For three-credit-hour courses deployed via different course types, modes of delivery or calendars, total number of direct contact hours should be equal to or greater than 45 hours, with the total out-of-class work equal to or greater than 90 hours. Courses that deviate from this standard must provide documentation illustrating how the number of contact hours and/or work outside the course equate to this standard within the term in which the course is offered.*

Please describe how the course aligns with this standard.

1. Standard course grid schedules are Monday/Wednesday/Friday for 50 minutes each or Tuesday/Thursday for 80 minutes each. Will this course follow the standard grid schedules? If not, please describe.
2. Is this course being proposed as a requirement or as an elective? For which major/minor?
3. Is there an undergraduate and graduate version of this course? If so, what are the two course numbers? Please describe how the amount and complexity of work (e.g. analysis, synthesis, and application) are different and appropriate for the two student populations.
4. Instructor Information: SACSCOC requires documentation of faculty credentials as relevant to courses taught. For each instructor, please provide the following information: Name, full-time or part-time position, degree information (degree, institution, year and subject matter of the degree). If the degree area does not encompass the course subject matter, please describe the instructor’s expertise in the subject, e.g. related research, employment, graduate course work, or other pertinent experience.
5. ***Overview of the Course***
6. List the Student Learning Outcomes (SLOs). Explain specifically and concretely how the course provides students opportunities to develop and demonstrate each SLO.
7. Topical outline of the course (or attach a syllabus that shows this):
8. Titles and descriptions of principal readings or other materials (or attach a syllabus that shows these):
9. Methods of evaluations (tests, papers, etc.): Please be specific regarding the length of papers, projects, exams, labs, etc. (or attach a syllabus that indicates these methods).
10. What technology tools will be used by this course (e.g. Canvas, computational software, hardware besides typical personal computers, etc.)? (See also question 4 in Section III.)
11. Will there be a lab or off campus experience with this course? If so, please describe.
12. A federally-mandated SACSCOC requirement is for universities to equitably promote student learning across populations. Specifically:

*In order to maximize institutional effectiveness in the area of student achievement, member institutions should also disaggregate graduation rate data by appropriate gender, ethnic, socioeconomic, and/or other student population characteristics. Institutions should, as a result of the analysis of such disaggregated data, discuss any ongoing institutional strategies to seek improvement in the achievement of at-risk student populations when addressing compliance with this standard.*

Please describe any steps, policies, curricular choices or other measures implemented in this course that will contribute to SMU’s commitment to promote equitable student learning across populations. See the links below, which may provide guidance for this response:

* [*Adopting Inclusive Pedagogical Practices*](https://www.smu.edu/-/media/Site/Dedman/Diversity/Resources/Adopting-Inclusive-Pedagogical-Practices.pdf)
* [*Teaching for Inclusion*](https://www.smu.edu/Provost/CTE/Resources/TeachCourse/TeachingSituations/Inclusion)
1. ***Statement by Department Chair***
2. How frequently will the course be offered?
3. Do you anticipate offering this course in May-, August, or J-Term?
4. Do you anticipate offering this course in SMU Abroad?
5. Do you anticipate offering this course fully online with the majority of instruction through online delivery? (See also question 5 in Section II.) If not fully online but there is still a significant portion of instruction delivery online, approximately what is the percentage of online instruction?
6. Does this course overlap with those in other departments and schools, and how was this determined? If there is overlap, describe the unique role of each course.
7. Describe why this course is needed. How does this course support the strategic plan, goals and/or program outcomes for the department/program?
8. Will this course replace another course currently in the curriculum? If existing faculty will teach this course, what courses will be taught less often? How will this course fit into the overall scheduling of courses?
9. Describe the resources (financial, faculty-related, media services, equipment, additional library holdings, facilities, etc.) that will need to be reallocated or added to support this course.

I recommend this course and certify that it has been approved by our department or division.

APPROVED: DATE:

 Department or Division Chair

**Note:** *If the course content changes, this course must be resubmitted to the appropriate council.*