ALBRIGHT COLLEGE SCHOOL OF PROFESSIONAL STUDIES
COURSE CHANGE / NEW COURSE PROPOSAL [03-28-18]

Please submit this form to the SPS Academic Council to propose new or revised courses or simply to update the College on information about courses in your department. Provide all information requested; minor changes (see column 1) typically require less information and may simply be informational for the council. Please address any questions during the process to the committee chair. The SPS Director will ensure the Registrar is informed of approved proposals in order to make official changes to the Catalog.

Note that new courses, unless they are general education courses, may be offered 1-2 times as special topics before being proposed to the Committee as permanent courses. Note also that new courses to be offered only as part of a new track, program, certificate, major or minor should be submitted at one time for SPSAC to review courses & program for approval. New undergraduate or graduate degree programs will then be forwarded to FEC for approval.

Deadlines for submission: Ongoing since SPS is on rolling calendars.
Note: initial General Education approval deadlines will vary and will be announced – direct questions to the Council chair.

Is this course affiliated with a traditional UG or G department? Yes   No

If yes, which department?_____

Date Submitted to SPS AC: _____

___**SPS Undergraduate**   ___**SPS Graduate**   **Proposed start date** _____

Please mark all that apply:

Minor change		Major change		Gen Ed course? (Yes/No)
	Revise title		Delete course from catalog	
	Revise number		Substantially revise course	
	Update description for catalog		Create new course	
	Revise contact/lab hours		Other – define below	
	Revise pre-requisite/co-requisites			
	Other – define below			

Brief description of proposed change, including any changes in course number, title, and co-/pre-requisites. If Catalog description changes, please include separate paragraph for use by SPS Administration/Registrar.

For all proposals – does the suggested change respond to any informal or formal assessment? If so, please explain.
Course number/name: _____

For Synthesis courses, the SPS General Studies Coordinator and SPS Academic Program Chair both should sign.

*Signature of SPS Academic Program Chair:*_____   *Date*_____

FOR MAJOR CHANGES – COURSE DELETIONS, SUBSTANTIAL REVISIONS, OR NEW COURSES:

Type of credit for the course (check all that apply):
_____open elective;_____requirement for major,minor, track, certificate;_____general studies

If your proposal concerns a general studies course, please refer to section D and E in addition to either A, B, or C.

A. If this is a proposal to DELETE a course, please address the following:
1. What is the rationale for the change? Include 5-year enrollment data for the course (from the Registrar).
2. What is the anticipated impact, if any, on your department's existing curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising if existing programs are affected.

B. If this is a proposal to substantially REVISE a course, please address the following:
1. Describe the change in content and its rationale along with any new or revised assessment methods; discuss any new library, technology, or facilities needs entailed.
2. What is the anticipated impact, if any, on your department's curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising sheet if existing programs are affected.

C. If this is a proposal to CREATE a course, please address the following:
1. Previous history and enrollments of this course as a special topics course, if offered before (from the Registrar).
2. What content will the course cover? - include a syllabus with, at minimum, student learning goals and outcomes, a tentative schedule of topics and readings, modes of instruction (discussion, lecture, seminar, etc.), expectations for students, evaluation/assessment measures, and how the "fourth hour of quality" is addressed. If writing is a significant component, address the kinds and amounts of writing required and your approach to the writing process.
3. What is the anticipated impact, if any, on your department's curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising sheet for all affected programs and a 5-year rotation and staffing plan for the course.
4. What new library, instructional technology, classroom or special equipment needs are entailed by the course?
5. If this is a proposal for a new IDS course (not a general education Synthesis course), what disciplinary perspectives does the course include? How do the objectives, assignments, and class projects reflect its interdisciplinarity? How will the students be asked to integrate the material and demonstrate an awareness of the differences in disciplinary assumptions?
6. If this is a proposal for a new IDS course (not a general education Synthesis course), will the course be team-taught? If not, what is your background in dealing with all disciplinary perspectives? Do you plan to invite guest lecturers or to find other ways of enriching the interdisciplinary nature of the course?

D. If this proposal seeks approval for General Education status for a course, please respond, in addition to the relevant section above, to the questions/criteria in the relevant section below.

FOUNDATIONS

How does this course introduce students to the discipline's larger area of study (i.e. Fine Arts, Humanities, Natural Sciences, Quantitative Reasoning, Social Sciences) and its ways of approaching knowledge? *(Note: departments and instructors will characterize the "ways of knowing" that they think typify their area of study.)*

CONNECTIONS

How will students learn about other groups either in a local, regional or global context? "Groups" can be defined in many ways, e.g., in the context of race, gender, nationality, ideology, socioeconomic class, sexual orientation, spirituality ecological communities, etc.

How does the proposed course foster a broader perspective of different traditions and values?

How will students be challenged to understand the historical context for difference as defined in the course?

If your proposed Connections course seeks designation for global content, how will students be required to demonstrate an understanding of global interdependence? How will students critically analyze how regions and groups influence each other in a global setting?

SYNTHESIS

How will students demonstrate appropriate written communication skills that include different types of writing?

How will students demonstrate appropriate oral communication skills?

How does this course enable students to demonstrate an understanding of the relationships among the disciplines encountered in this course and between these disciplines and their own concentration?

How does this course challenge students to reflect on their Albright educational experience to date? This reflection could include general education courses as well as experiential learning opportunities through courses, the Experience, internships, or study abroad opportunities. In keeping with an ultimate outcome of the general education experience, how will students in this course demonstrate creative and critical thinking?

E. If this proposal seeks approval for General Education status for a course, please respond, in addition to section D above, to the following question.

The college is required to regularly assess student learning in General Education. Provide examples of products from your course that may contribute to the assessment of the General Education goals.   Examples of products include writing samples and entrance/exit exam results or assignment results. For example, a Connections course should be able to provide examples of student papers illustrating whether or not a student understands cultural diversity as it is defined for that course. Note that these assessment products would assist with assessment of the larger General Education goals for the college and are separate from assessment procedures used to evaluate course performance or adherence to departmental goals.

Comments of library liaison regarding resources (optional):

Signature of library liaison (*required for new courses only*): _____ *Date* _____

SPS Academic Council approval_____**(Chair)   Date** _____