New Course Proposal Form

Section 1: Course Information

Course Prefix

Course Number

Course Title

Credit Hours

Lecture Hours – Laboratory Hours* – Credit Hours

___ – ___

*In determining credit hours, 2 to 3 laboratory hours are usually equivalent to one credit hour. So a course with a 2 hour lab would be 3-2-4; a course with a 3 hour lab would be 3-3-4.

CIP Code

For a complete list of CIP Codes: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56

Course Description

Pre-Requisite(s)

Co-Requisite(s)

Cross-Listed Course(s)

School

The information provided below should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor. Please do NOT attach a complete syllabus.

1. State the course learning outcomes (CLOS).

2. Provide a topical outline demonstrating the breadth and depth of the proposed course. Be as comprehensive as possible within the limits of an outline.

3. Provide examples of instructional strategies and engagement activities that will be implemented to achieve course learning outcomes.

4. Provide examples of possible course materials (e.g., textbooks, OERs) for the course.

5. Is there a current Georgia Highlands College faculty qualified to teach the course?

☐ Yes ☐ No

6. Does the newly proposed course replace an existing course?

☐ Yes ☐ No

If the answer to question 6 is yes, which course:

Section 2: Guiding Questions

1. Is this course part of the core curriculum? (See rules for inclusion in the core: Academic and Student Affairs Handbook, Section 2.4)

☐ Yes ☐ No

If the answer to question 1 is yes, please fill out Section 3.

2. Is this course a commonly numbered course from the University System of Georgia? (Academic and Student Affairs Handbook, Section 2.4.10)

☐ Yes ☐ No

If the answer to question 2 is yes, please fill out Section 4.

3. Always complete Section 5.

Section 3: Core Curriculum

1. What are the Core IMPACTS area(s) as well as the associated Learning Outcome(s), or SLOs, and Career-Ready Competencies, or CRCs, for the proposed course? Please select all applicable areas.

☐ **Institutional Priority (Institution)**
SLO: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

CRCs: Critical Thinking / Teamwork / Time Management

☐ **Mathematics & Quantitative Skills (Mathematics)**
SLO: Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

CRCs: Information Literacy / Inquiry and Analysis / Problem-Solving

☐ **Political Science & U.S. History (Citizenship)**
SLO: Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. [All parts of this Learning Outcome must be met to complete the Citizenship area. At some institutions this will require successful completion of two courses; at other institutions the Learning Outcome may be met by successful completion of a single course.]

CRCs: Critical Thinking / Intercultural Competence / Persuasion

☐ **Arts, Humanities & Ethics (Humanities)**
SLO: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

CRCs: Ethical Reasoning / Information Literacy / Intercultural Competency

☐ **Communicating in Writing (Writing)**
SLOs:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

CRCs: Critical Thinking / Information Literacy / Persuasion

☐ **Technology, Mathematics & Sciences (STEM)**
SLO: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

CRCs: Inquiry and Analysis / Problem-Solving / Teamwork

☐ **Social Sciences (Social Sciences)**
SLO: Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

CRCs: Intercultural Competence / Perspective-Taking / Persuasion

2. How will this course satisfy the Learning Outcome(s) for this area? (If the course is proposed for more than one area, provide a separate explanation of how the course will meet the Learning Outcome(s) for each area.)

3. How might instructors in sections of this course help students develop the three Career-Ready Competencies? (If the course is proposed for more than one area, provide a separate explanation of how the instructors might help students develop the three Career-Ready Competencies for each area.)

4. How will you assess whether students taking this proposed course meet the approved Core IMPACTS Learning Outcome(s)? (If the course is proposed for more than one area, provide a separate explanation of how you will assess the Learning Outcome(s) for each area.)

5. How will the course level assessment described above contribute to your institutional process for assessing general education student learning outcomes?

Section 4: Common Course Prefixes, Numbers, Titles, and Descriptions

1. Is the common number, name, and description being used?
   ☐ Yes ☐ No
   If the answer to the above question is no, explain why the common number, name, and description are not being used.

Section 5: Course Placement within Program

1. In Degree: (AACC, ASCC, ASN, ASDH, BA, BS, BSDH, BBA, Nexus, etc.)

2. In Major/Pathway (List all that apply.):

3. In Curriculum:

   ☐ Field of Study Requirement ☐ Field of Study Elective

   ☐ Upper-Level Requirement ☐ Upper-Level Elective

   ☐ Core Curriculum ☐ Career Preparation Requirement

Section 6: Submission and Approvals

Effective Date

This will be the Fall semester of the following year. Exceptions require approval from the Office of the Provost.

Date Approved by Department

Chair Signature

Dean Signature

Date Approved by Curriculum Committee

Date Approved by Faculty Senate

Provost Signature