Course Addition/Course Change Form

This form should be used to add a new course or update an existing course. This information will be used to update the course catalog. If an existing course is being updated, complete the initial region and only those fields that are changing.

1. COURSE PROPOSED
   Department/Unit
   Title and Suggested Number

2. RECOMMENDATIONS (Includes recommendations of budget implications)
   A. Department Curriculum Committee
      [ ] Recommended  [ ] Not Recommended
      Committee Chairperson's Signature: __________________________ Date: _______
      Comment: ____________________________________________________________
   B. Department Chairperson
      [ ] Recommended  [ ] Not Recommended
      Signature: __________________________ Date: _______
      Comment: ____________________________________________________________
   C. College Curriculum Committee*
      [ ] Recommended  [ ] Not Recommended
      Committee Chairperson's Signature: __________________________ Date: _______
      Comment: ____________________________________________________________
   D. College Dean
      [ ] Recommended  [ ] Not Recommended
      Signature: __________________________ Date: _______
      Comment: ____________________________________________________________
   E. University Curriculum Committee*
      [ ] Recommended  [ ] Not Recommended
      Committee Chairperson's Signature: __________________________ Date: _______
      Comment: ____________________________________________________________
   F. Provost/Academic Vice Chancellor
      [ ] Approved  [ ] Not Approved
      Signature: __________________________ Date: _______
      Comment: ____________________________________________________________

*If this level of review is not required, leave blank and skip to next level.

Required Notifications
Copies of the recommendations of the Department, College, and University Curriculum Committees shall be sent to (1) the Chancellor, (2) the Provost and all Deans, (3) all Department Chairpersons to be forwarded to the Department Curriculum Committees and (4) the President of the Faculty Federation for information.
Type of action:
____ Course Addition or
____ Course Change. If change, supply information only on what is changing.

Course Offering Details
Course College (Academic Group) ____________________________
Course Department (Academic Group) ____________________________
Course Prefix (Subject) ____________________________
Course Number (propose a number if new course*)
*Registrar will verify availability; if unsure of number, show the level intended, e.g., 2xx, 5xx, etc.
Academic Career: UGRD / GRAD
Term goes into effect ____________________________

Course Credits: _____
Variable Credit Course: No / Yes If yes, give min / max credits:
  Minimum Credits _______
  Maximum Credits _______

Full Course Title ____________________________________________
Not abbreviated

Course Description ____________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
See Course Description Template [link]

Requisites:
Requisites will be enforced at registration; please list only necessary requisites, accordingly.
  Subject / Number
  Pre / Co _______
  Pre / Co _______
  Pre / Co _______
Other (Please Specify):

Is Course to be Cross Listed? No / Yes If Yes, give cross-listed course information*:
Course College (Academic Group) ____________________________
Course Department (Academic Group) ____________________________
Course Prefix (Subject) ____________________________
Academic Career: UGRD / GRAD
*Note: The department or program receiving the cross-listing should send a memo of support.
When a program or department requests using another unit’s course as a cross-listed course, the chairperson or coordinator of that unit must agree, in a memo of support.

Course Attributes

1. Credit type (choose one)
   ____ degree credit
   ____ administrative credit not counting toward degree (pre-course, like MTH 100)
   ____ non credit

2. Scheduling type (choose one)
   ____ course will be scheduled with days, time, and room
   ____ course will be “to be arranged” (TBA)
3. Student group (choose one)
   ____ course will be scheduled for a group of students (organized class section)
   ____ students will register independently (e.g., Independent Study)

4. Grading scheme requested (Registrar will monitor for appropriateness)
   ____ normal, A-F
   ____ pass / fail
   ____ satisfactory / unsatisfactory
   ____ credit / no-credit
   and indicate
   Is “IP” available to continue progress over to a subsequent term (rare)?  If yes, explain:

5. Course repeats
   Is this course of the selected topic type, repeatable with change of content?  No / Yes
   If yes, answer the following:
   Is a student allowed to enroll multiple times in a single term?  Yes / No
   Is there a limit to total enrollments in this course across terms?  No / Yes  If yes, fill in below:
   Total Units Allowed from this course if taken multiple times ______
   Total Completions Allowed ______

**Course Components** (all that apply; most courses have only one):

<table>
<thead>
<tr>
<th>Component</th>
<th>Which is Primary?*</th>
<th>Units (Credits)</th>
<th>Contact Hours*</th>
<th>Load Hours*</th>
</tr>
</thead>
</table>

**Scheduled for students in groups**

- Lecture
- Seminar
- Laboratory
- Studio
- Workshop
- Recitation
- Discussion

**Scheduled independently or for students in groups**

- Clinical
- Practicum
- Private Lesson (music only)

**Scheduled independently**

- Indpndt Study
- Indpndt Rsch
- Thesis Rsch
- Dissertation

*In multi-component courses, the one labeled primary is graded.
One contact hour = 50 instructional minutes. Load hours are used in determining faculty teaching assignment. Give data by component if there are more components than one.

See **Course Components information sheet for detailed explanation.** [link]
Resource Implications

The Dean will review the course type (lecture, seminar, studio, etc.) and any components and the information that is presented here for resource implications, and as a condition of approval may modify, qualify, or limit what is stated.

1. Teaching Patterns
   Section enrollment limit proposed: _______.
   For a “LEC” class to have a limit, specific and inherent pedagogical reasons must be stated:

   Generally, the number of sections to be scheduled when the course is offered: _______

   Generally, when will it be offered?
   _____ Every semester
   _____ Every Fall
   _____ Every Spring
   _____ Odd or Even Fall
   _____ Odd or Even Spring
   _____ DCE only
   _____ Other (explain):

   Describe any special instructional modality or method inherent in the course design, like team teaching:

2. Faculty Resources
   Is this course being proposed by a specific professor or a group of professors to be taught by him/her/them? If so, please identify:

   Other faculty qualified to teach the course (or, write “majority”):

   How does the department plan to have the instructional resources available to offer this course?

   Course(s) being cancelled or suspended along with this request (will be taken out of catalogue):
3. **Other Resources (subject to LSIRT review)**

   Additional library resources needed:

   How will this need be met?

   **Equipment** not now available:

   How will this need be met?

   Special instructional facilities needed (e.g., laboratory or computer room not now available):

   How will this need be met?

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**Role of Course in Curriculum**

Connect the proposed course to the curriculum. The role of the course in the curriculum has implications for frequency of offering and other aspects that involve resources. This information also helps the catalogue editor know what changes to make in the catalogue.

1. Approval of this course change request will also constitute approval of the following role or roles that it plays in the curriculum of the department (enter and explain if necessary):

   Examples include elective in major, elective for students in other major, distribution requirement in college. *An intention for the course to satisfy a General Education requirement may be stated here, but will become true only after ratification by the Gen Ed Committee.*

2. If this course is a major/minor requirement or will otherwise appear in a list or table in the catalogue, describe here:

   Please send a photocopy of the relevant page(s) from the current undergraduate or graduate catalogue with the appropriate changes written thereon to the Office of the Provost and also to Associate Registrar Ann Welch.
COURSE DESCRIPTION TEMPLATE

In length, the description should not exceed 100 words.

The first element is grammatically a noun-phrase, not a complete sentence.

• Not “This course explores fundamentals of amphribrachology. . .” but “Fundamentals of amphribrachology. . .”

• Not “This course includes the topics of simple models, complex models, and simulative models in amphribrachology. . .” but “Simple models, complex models, and simulative models in amphribrachology. . .” or “Topics in amphribrachology, including simple models . . . .”

• The main thrust of this first element is to indicate the topic and content of the course. Special features, methodologies, or intended audiences are covered in subsequent sentences. Avoid hype like “Amphribrachology’s vital issues for modern humankind explored in simple models, complex models, and simulative models” or teasers like “Study of amphribrachology is fundamental to understanding our world.”

• Abbreviations in the first element are discouraged unless commonly recognized by general readers; subsequent sentences may use abbreviations recognized in the academic field.

Subsequent elements (if any) are to be grammatically complete sentences.

Prerequisites, lecture/lab proportions, and permission statements occur in a standard format after the title and are not stated in the description itself. A pedagogical format like seminar, workshop, or clinical should be clear from the title of the course (“Seminar in World History”) or from the description.

The description should be able to stand independently of the title; hence, repetition or paraphrase of the title may occur.

• Thus, the first element of “Amphribrachological Field Theory” could read, “Field theory in amphribrachology applying simple models, complex models, and simulative models,” but not just “Application of simple models, complex models, and simulative models.”

Information about the course’s uses in the structure of program requirements should be given only if not otherwise knowable. If given, it would occur in a final sentence of the description.

• Example: Perhaps “This course is for students intending eventually to seek a PhD”; but not “This course is required for the English major” because that information would be available from the catalogue’s description of major requirements.

Similarly, information about intended audiences should be given only when important for defining the unique nature of the course and/or for drawing attention to the matter in order to prevent misunderstandings.

• Not “This course is for advanced major students” (the course number itself conveys this), but, for example, “This course is intended for practicing professionals whose seminar project will be conducted at the work site.”

Enrollment limits are not stated in course descriptions. Neither is the offering cycle unless inherent to the course design (e.g., involving summer travel).
Course Components

A course’s component or components are important in that they reflect pedagogy and are responsive to resource realities.

Each course has a “primary component,” and most courses only have that one “component.” The following categories and abbreviations are in use at UMass Dartmouth for “components”:

Courses scheduled for students in groups

- **LEC** Lecture — the main instructional type, used if a course is not one of the others*  
- **SEM** Seminar  
- **LAB** Laboratory — hands-on mode, usually in science or engineering  
- **STU** Studio — hands-on mode, in the arts and music  
- **WSP** Workshop — hands-on mode (used rarely)  
- **REC** Recitation — adjuncted discussion or review session, usually in sci. or enginrg.  
- **DIS** Discussion — adjuncted discussion or review session, usually in hum. or social sci.

Courses scheduled independently or for students in groups**

- **CLN** Clinical — site-based application course, certain fields  
- **PRA** Practicum — site-based application course, certain fields  
- **PRL** Private lesson — used only for courses in music that carry a special fee

Courses scheduled independently

- **IND** Independent Study  
- **RES** Independent Research  
- **THE** Thesis — may be scheduled for credit or in Continuation mode  
- **DSR** Dissertation — may be scheduled for credit or in Continuation mode

Discussion: when wishing to link related course entities together, curriculum designers may choose between offering either separate but linked courses or one course with separate components.

Separate but linked courses each of a different type

Use this structure if you wish the student to receive separate grades and if students needing to repeat can retake one element independently of the other. Separate course numbers are used, for example, 111 for a chemistry lecture and 121 for its related laboratory; and each shows separately on the transcript. In scheduling, these courses can be identified in a pre-requisite or co-requisite structure that will be enforced at registration time. Each section is scheduled independently in day and time and can have different instructors. Of course, we identify the contact hours and unit loads separately for each course.

One course with multiple components

Use this structure if you wish the student only to receive one overall grade and if students needing to repeat the course must repeat all components together. One course number is used, and only one entry appears on the transcript. A main component, the “graded component,” is identified. An example is a physics lecture that also has a lab and a recitation. Each component is scheduled independently in day and time and can have different instructors. We identify the contact hours and unit loads separately for each of the components.

* LEC does not necessarily mean that lecturing is the main teaching method as opposed to discussion or group work, etc.
** Courses described by these codes may either be scheduled individually, like Independent Study or Thesis, or be scheduled in group mode and count in the instructor’s load as do other regularly scheduled courses. Departments will distinguish which is the case for each such course.