New Course Proposal

Department __________________________  Professor __________________________
Course Number __________________________  Semester and Year ___________
Course Title __________________________  Course Value________________

An essential part of UAB’s role is encouraging faculty members to develop and offer new courses that will enrich the undergraduate curriculum and the intellectual experience of undergraduate students. Clark is a small research university that values liberal education. We aspire to help our students build a love of learning, a respect for inquiry and imagination, and a spirit of engagement with the world in all its diversity and complexity. At Clark, a student’s pursuit of liberal education is understood as a developmental and socially situated process that engages students actively in the discovery and creation of knowledge.

UAB must also be concerned that the university provides accurate information to students as they plan their academic careers. Therefore, UAB asks how each new course contributes to Clark’s conception of liberal education, how it contributes to a major, which courses taught by a faculty member will no longer be offered as a result of the new course, and what the impact of the proposed changes in the curriculum will have on the department’s programs. Consequently, all new course proposals should include answers to the following questions:

1. How does this course contribute to one or more of Clark’s five LEEP outcomes? [See outcomes here: http://www.clarku.edu/aboutclark/leep/implementation.cfm]

2. What are the prerequisites for this course, if any?

3. How often will this course be offered (each semester, annually, bi-annually)?

4. What is its target enrollment? __________________________


5. Is this course designed to meet the needs of: (check as many as apply)
   First year students __    Majors __    Non-majors __

6. Will this course carry a Program in Liberal Studies (PLS) designation? ________ *1

7. Will this course be an FYI? (If so, please answer question 11 on the next page.)

8. Does this course require additional or special resources? (please list)

9. Which, if any, course that you are currently teaching will this course replace?

10. Does this course include research involving human subjects? ________ *2

*1 If so, please review the attached PLS guidelines for the various perspectives and attach a one page summary explaining how your course meets the goals of the perspective you have identified.

*2 If the proposed course involves research involving human subjects, the researcher is obliged to report the research and fill out a form on the rights of human subjects in order to comply with federal regulations. This form will be reviewed by the Committee on the Rights of Human Participants in Research and Training. Please contact the Research Office for the appropriate forms.
11. **For FYI Courses Only:** First Year Intensive Courses should be (1) be small in size, (2) support the student’s transition to college, (3) provide frequent feedback, (4) have rich intellectual content, and (5) develop foundational skills. Further, they should involve *high impact* learning experiences such as collaborative learning/research, community-based learning or field experiences, or dialogical teaching methods. Each FYI course needs to satisfy one of the PLS requirements. Finally, FYI instructors will normally serve as the academic advisor for students enrolled in their FYI course.

Write a brief paragraph indicating how your proposed FYI course will embody these characteristics. (As well as being submitted with this proposal, the paragraph—or a revised version of it—should be included on your course syllabus.)

Signatures: Instructor ____________________________________________

Department Chairperson* _______________________________________

*(Department Chairs must submit a brief description of the relationships of the course to departmental goals, curriculum, and major program with this form.)*

**Please attach proposed syllabus and catalog description.**