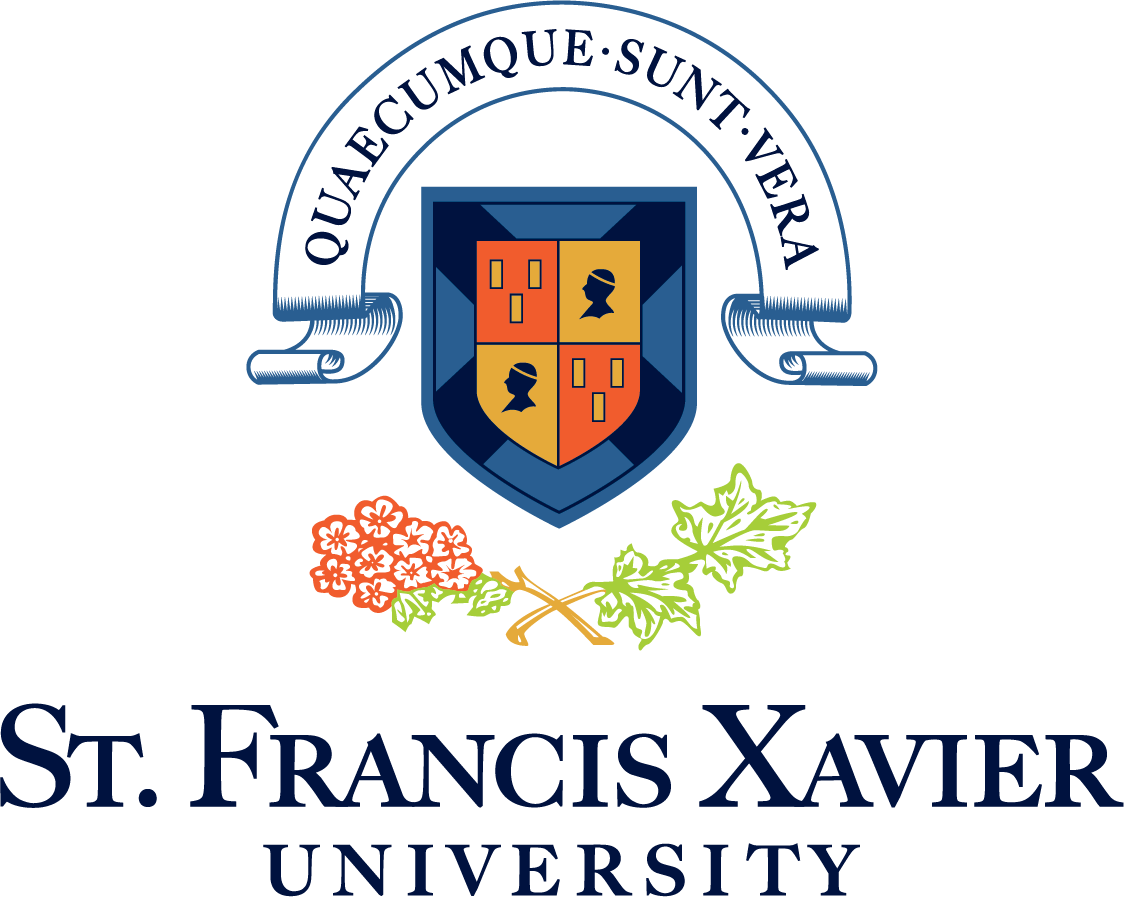
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**Course Proposal Form**

**V1.3**

|  |  |
| --- | --- |
| **Course Name:** |  |
| **Department/Program:** |  |
| **Faculty:** |  |

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| --- |
| *Note: text is red italics is intended to provide guidance regarding the completion of this document. Please delete from the document before submission to reviewing bodies.* |

Course Description and Summary (For Registrar’s Office)

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| --- | --- |
| **Course Name** |  |
| **Preferred Course Number** *(note: may be changed by Registrar if not available)* |  |
| **Calendar Title** |  |
| **Calendar Description (75 words or fewer** *– (please include lab hours, tutorials, field trips and extra costs, etc. if applicable)* |  |
| **Banner Title (30 character limit)** |  |
| **Course Equivalency** (*note: course equivalencies exist when two courses are deemed to be equivalent (i.e., have similar content) and therefore credit can only be earned for one of the courses but not both.)* |  |
| **Course Restrictions** (*note: course restrictions can exist at the degree, college or section level.  For example, only students in an HKIN degree program can access HKIN courses.)* |  |
| **Number of Credits** |  |
| **Prerequisites** |  |
| **Is this a new course or is it a replacement for an existing course?**  **If not a new course, course(s) to be replaced and removed from the Calendar** |  |
| **Previously offered term** *(e.g., as a special topics course)* |  |
| **May course be taught via distance or online? (Y/N)** |  |
| **Does the course contain Indigenous content (Y/N)** |  |

Course Development Review/Approval Summary

Please record and maintain a summary of approvals, and steps taken to obtain approvals in the table below and note:

* All new course proposals must be made by the Department or Program Chair on behalf of the Department/Program following formal approval of the proposal at a Department/Program meeting before being sent to the appropriate Committee on Studies (COS) and subsequently Senate.
* If a course is presented to a decision body more than once, a record should be maintained of each review, as well as revisions requested/incorporated into the next version of the proposal.
* A given course generally is reviewed by a single COS, but under certain circumstances may need to be reviewed by more than one.

|  |  |  |  |
| --- | --- | --- | --- |
| Review/Approval Step | Date of Review | Summary of Changes/Revisions Requested (if none – indicate APPROVED) | Name of Chair of Reviewing Body |
| Department/Program |  |  |  |
| Committee on Studies (specify) |  |  |  |
| Senate |  |  |  |

Course Rationale

1. Please describe the rationale for this course in the context of the department or program’s curriculum.
2. Please describe the rationale for this course in the context of the Faculty’s curriculum.
3. Please explain how this course is sufficiently different from courses already offered by this department/program or other departments/programs.
4. Will this course be cross-listed? (Yes or No)
5. If yes, please identify which departments it will be cross-listed with. Cross-listings must be at the same level.

Desired Learning Outcomes

*Note: Learning outcomes describe what the student is expected to know, understand and/or be able to demonstrate after completion of teaching/learning processes.*

*Please number each learning outcome for later reference (the suggested assessment/evaluation section).*

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| --- | --- |
| Student/ Learning Outcome | Method(s)/tool(s) through which the student/learning outcome is addressed\* |
| *Example: Students will be able to design and execute synthetic analytical experimental procedures found in scientific literature in physical and inorganic chemistry.* | *Example: In-class discussion, case studies, simulations, essays, debate, laboratory experiment, reading assignments* |
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\*How learning outcomes are addressed refers to the methods through which students will come to achieve the learning outcomes. The assessment of learning outcomes, which is a measure of the degree to which the student has met the learning outcome, is to be detailed on page 7 of this form.

1. If the course contains indigenous content, please explain how it supports the desired learning outcomes.
2. Is there a service learning component to this course? If so, how does service learning support the desired learning outcomes? (Note: if there is a service learning component, please attached a completed and approved **Service Learning Form**)
3. Is/are there laboratory, clinical practice, simulation or studio component(s) to this course? If so, please specify the number of hours/week for each component and explain how it supports the desired learning outcomes.
4. Is there a tutorial component to this course? If so, please specify the number of hours/week and explain how the tutorial component supports the desired learning outcomes.
5. Is there a field trip component to this course? If so, please specify the number of trips and explain how field trips support the desired learning outcomes.
6. Please list any fees charged to students for this course (e.g., for field trips, etc.). Note that any fees charged must approved by the Finance department.

Course Content

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| --- | --- |
| Topics (main themes) | Brief Description |
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Suggested Assessment and Evaluation Scheme[[1]](#footnote-1)

*Note that the assessment and evaluation scheme presented is preliminary and may be modified by the instructor(s) offering the course if aligned with academic regulations. Note also that this section will* ***not*** *be evaluated/approved by reviewing bodies.*

*Please associate each evaluation component to the number(s) of the learning outcome(s) addressed.*

*In developing the suggested assessment and evaluation scheme, please ensure that the following academic regulations, where applicable (i.e., for undergraduate courses), are adhered to:*

* *At least 75% of the final grade in a****ll*** *courses is to be based on written (not oral) work*
* *At least 40% of the final grade in six-credit 100- or 200-level courses is to be based on invigilated written December and April exams*
* *At least 40% of the final grade in a three-credit 100- or 200-level course is to be based on invigilated mid-term quizzes and December or April examinations*

|  |  |  |
| --- | --- | --- |
| Student Evaluation / Assessment | % of Course Grade | Number(s) of Student / Learning Outcome(s)  Addressed |
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Course Administration

1. Are any students required to take this course? If “yes,” which type(s) of student(s)?
2. Are there limits/restrictions on the students who may take this course?
3. Please list any courses that are similar enough to this course so that students should not receive credit for both.
4. What is the expected enrollment in this course?
5. What is the expected impact of the course on enrollment in other courses in the department/program?
6. Is there an enrollment limit and if so why?
7. May this course be offered via distance?
8. If previously offered as a “Selected Topics” course, what were the enrolment figures?
9. Are there members of your Department or Program who are qualified to teach this course? If so, how many?
10. Resources Required:
11. Please attach the report from University Librarian or designate, or the explanation of why it is not needed.
12. Lab: what resources—space, equipment, lab Instructors and Demonstrators—will be required in order to offer the course?
13. Please outline any additional resources required, such as, equipment, computer software, or personnel.

1. This section is not assessed by reviewing bodies. [↑](#footnote-ref-1)