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**2023-2024 UNDERGRADUATE - New Course Template (rev 9/2022)**

This form is for new undergraduate course proposals for the academic catalog. This form collects all the necessary data for your program to be entered into Curriculog.

**Program Director and/or Program Committee’s Responsibilities:** It is the Program Director and/or Program Committee’s responsibility to create and edit the content associated with this form and the attachments.

**Graduate Services Coordinator Responsibilities:** The Graduate Services Coordinator will provide administrative support, including answering questions, providing templates, providing clarifying information and entering the resulting content into the University tracking and approval system (Curriculog).

**Catalog Data Section:** Only the information entered onto this form in the "Catalog Data" section below will be applied to the catalog listing and considered "approved" for the purposes of the Academic Catalog and degree audits, if applicable. Supporting documentation, e.g., Four-Year plans, letters of support, syllabi, etc., although relevant and indicative of intent, does not constitute the "approved" language that will be imported into the Catalog.

**If proposing NEW course:** Before proposing a new course, it is suggested that the course be first taught as an **experimental (course number x67) course**. Developing and teaching an experimental course only requires the approval of a department’s curriculum committee. As an experimental course, the faculty member teaching the course can “work the bugs out”. Perhaps, after teaching it once or twice, the faculty member may revise the content, which could affect the course title or course description found in the catalog and in UDSIS. *Teaching as an experimental course is not a university requirement*, however it is strongly suggested as this can save catalog revisions later and improve the final course.  It is understood that there will be times that new course must be taught before it is offered in an experimental form.  *In this case, the explanation for why the course needs to be created as a permanent course****without having first been offered****in an experimental version should be included in the form.*  **After having offered a course in its experimental form twice, it is recommended that the course should be proposed and be sent through the official course creation process.**

Please visit Curriculog Templates and Examples for helpful documents as you plan for your course: <https://drive.google.com/drive/folders/1vjGHT9d2uNhrTaz5bnK_l8DxiE_M-cp2?usp=sharing>

Please read all sections below.

# ATTACHMENT LIST

* Provide an attachment with a new syllabus/precise description of content
* Support letters from any cross-listing departments
  + If the course is or will be crosslisted attach a support letter from the department(s) that are or will be crosslisted. Proposals that do not have a support letter from corresponding departments will not be crosslisted.

**GENERAL COURSE INFO**

# Course Type

## Choose Appropriate Type

Disaster Science and Management

 Energy and Environmental Policy

 Urban Affairs and Public Policy

 Other: List here

# Prefix:

DISA

ENEP

SPPA

UAPP

 Other: List here

# Code: If you have a desired course number, enter it here:

# Course Title

Click or tap here to enter text.

# Justification of course:

*Justify the need for the course.*

Click or tap here to enter text.

# Identify the main emphasis of the course along with major topics covered:

# Click or tap here to enter text.

# Identify and justify any effect on other courses in your department or in another department:

*Specifically list other departments chairpersons and/ or faculty consulted and summarize results of discussion.*

Click or tap here to enter text.

# If this course is required by majors/ minors/ concentrations, outline how this course relates to the overall program goals:

Click or tap here to enter text.

# Instructor reference:

## Enter the faculty name to whom questions may be directed.

Click or tap here to enter text.

# Additional comments about this course:

*These comments are for approver reference only and will not be stored in UDSIS.*

Click or tap here to enter text.

**UNIVERSITY-LEVEL REQUIREMENTS**

Check all University-level Requirements for which the course is being nominated. If NOT nominating or if the course has ALREADY been approved for one of these requirements, select the "Not Nominating" tag.\*

Capstone Experience Nomination

Discovery Learning Experience (DLE) Nomination

First Year Seminar (FYS) Nomination

Multicultural Requirement Nomination

University-level Breadth Requirement Nomination

Not Nominating for University-level Breadth Requirement

Deactivating University-level Breadth Requirement (specify in Justification)

**CATALOG DATA**

Only the information entered into this form in the "Catalog Data" section below will be applied to the catalog listing and considered "approved" for the purposes of the Academic Catalog and degree audits, if applicable. Supporting documentation, e.g., Four-Year plans, letters of support, syllabi, etc., although relevant and indicative of intent, does not constitute the "approved" language that will be imported into the Catalog.

# Short Title:

## Please limit to 30 UPPERCASE characters.

Click or tap here to enter text.

# Credits for Catalog Display:

# If Credit Type is Fixed:

## Indicate Number of Credits (e.g. 1, 3)

Click or tap here to enter text.

# If Credit Type is Variable:

## Indicate Maximum and Minimum Credits Possible (e.g. 1-3)

Click or tap here to enter text.

# Can this be taken more than once per term?

 Yes



 No



# Can this be repeated for credit?

 Yes



 No



# Total Allowed Credits (see help text):\* Click or tap here to enter text.

# *Total Allowed Credits is the number of credits a student can take and count towards graduation. Must be a multiple of the credit (or the Min of a variable credit course). Example: Three credit course can be repeated once for credit; Total Allowed Credits = 6. Example: Three credit course cannot be repeated for credit Max Repeatable Credits = 3.*

# Grading Basis:

 Pass/Not Pass

 Remedial

 Remedial Pass/Fail

 Student Option

# *Student Option defaults to Standard Grading. Student Option is the mechanism that allows for P/F, auditing and listening.*

# 

# Instructional Format:

## Choose Appropriate Type

 Lecture



 Lab



 Discussion



 Independent Study



 Studio



 Clinical



 Internship



 Field Studies



 Research



 Practicum



# Contact Hours

## If more than one instructional format, please enter contact hours for each instructional format.

Click or tap here to enter text.

# Course Typically Offered:(Fall, Spring, Summer, Winter, Fall/Spring)

Click or tap here to enter text.

# Description:

## Please limit to 50-75 words..

Click or tap here to enter text.

# Prerequisites:

## Are there prerequisites for this course?

 Yes



 No



# Prerequisites Listed:

## If there are prerequisites for this course, please list them below.

Click or tap here to enter text.

# Co-requisites:

## Are there co-requisites for this course? A corequisite operates as a prerequisite if a student has already earned credit in the course.

 Yes



 No



# Co-requisites Listed:

## If there are co-requisites for this course, please list them below.

Click or tap here to enter text.

# Antirequisite(s)

An antirequisite is an option to state that if credit has been earned in a course with similar content a student cannot enroll into this course without departmental approval.

Ex: ECON 100: Students who received credit in ECON101 or ECON103 are not eligible to take this course without permission.

## Are there antirequisites for this course?

 Yes



 No



# Antirequisites Listed:

I*f there are antirequisites for this course, please list them.*

Click or tap here to enter text.

# Restrictions:

Any restrictions that are curricular (i.e. credit towards a program, minimum grades, courses of similar content, etc.) must be indicated at the program-level, not at the course-level. If it's not currently, a program revision should be submitted to include curricular restrictions on courses in the program.

Restricting courses by majors, rank, etc. should be handled by reserve caps or other enrollment controls. Restricting based on majors, rank, etc. causes major issues in registration. Please work with the [Registrar's Office](mailto:grading-registration@udel.edu?subject=Enrollment%20Control%20Inquiry%20from%20Curriculog) to set up flexible enrollment controls to manage prioritization of seats in offerings.

## Are there restrictions for this course?

 Yes



 No



# Restrictions Listed:

I*f there are restrictions for this course, please list them.*

Click or tap here to enter text.

# Cross-listed Courses: (only complete if applicable):

## Add cross-listed courses by entering each course ID below (e.g., ENGL110).

Click or tap here to enter text.

**GENERAL EDUCATION OBJECTIVES**

# Outline how this course addresses one or more of the 10 goals of undergraduate education.

***For more information about General Education Objectives visit:***[***https://sites.udel.edu/gened/gened-objectives-in-the-course-catalog/***](https://sites.udel.edu/gened/gened-objectives-in-the-course-catalog/)

## Choose Appropriate Objective

 Read Critically



 Analyze Arguments and Info



 Engage in Constructive Ideation



 Communicate Effectively in Writing



 Communicate Effectively Orally



 Communicate Effectively through Creative Expression



 Work Collaboratively across Cultural Contexts and Differences



 Work Independently across Cultural Contexts and Differences



 Critically Evaluate Ethical Implications of What They Say and Do



 Reason Quantitatively



 Reason Computationally



 Reason Scientifically



# Check all University-level Requirements that the course is being nominated for (if the course already meets one of these requirements select the Not Nominating tag):\*

 Capstone Experience



 Discovery Learning Experience



First Year Experience



 Nominate for University-level breadth requirement



Multicultural Requirement



 Not Nominating for University-level Requirement



 Deactivating University-level Requirement (specify in Justification)



## **UNIVERSITY-LEVEL REQUIREMENT JUSTIFICATIONS**

## THE UNIVERSITY-LEVEL REQUIREMENT JUSTIFICATIONS ARE ONLY REQUIRED IF YOU ARE NOMINATING THE COURSE FOR ONE OF THE FOLLOWING. IF THIS APPLIES, PLEASE COMPLETE THE ASSOCIATED FIELDS BELOW AND ATTACH ALL PERTINENT DOCUMENTS.

# Capstone Course Justification

# The Capstone Experience will require students to engage in explorations in which the outcomes are unknown, and/ or

# engage in self-assessment, reflection, and analysis that prepares them for future success. These experiences should

# occur during the senior year or near the end of the program of study and must have a set of learning goals that are

# well communicated to students.

In all possible regards, the Capstone Experience should be an expression of the totality of a student's growth, development, and learning as an undergraduate. If the Capstone experience is primarily course based (vs. internship, research, etc.) it is recommended that whenever possible, the course include high impact practices such as service learning and problem based learning. Each capstone requirement will be a minimum of a (1) credit, credit-bearing course. A Capstone Experience may be solely based within the discipline or be interdisciplinary in nature.

## Choose Type of Capstone Experience

 Appropriately defined classroom course\*



 Course-based Research\*



 Design Project



 Field Experience\*



 Honors Thesis



 Professional Practicum and Internship



 Programmatic ePortfolio



 Senior Research



 Senior-level Seminar\*



**\*DISCLAIMER:** Other types of courses may be considered as Capstone, but these courses are less well defined and need supporting justification

**Explain how this course will require students to engage in explorations in which the outcomes are unknown.**

Click or tap here to enter text.

**Explain how this course will engage in self-assessment, reflection, and analysis that prepares them for future success.**

Click or tap here to enter text.

**Discovery Learning Experience Justification**

* **Context in which discovery and experiential learning will occur:**

 Field work



 Independent



 Internship



 Mentoring



 Other



 Practicum



 Research Experiences



 Senior Thesis



 Service Learning



 Student Teaching



 Tutoring



* **Explain how this course is an experiential learning experience and how it involves out-of-class and beyond typical curriculum instructional experiences:**

Click or tap here to enter text.

* **Students will apply critical thinking skills and academic knowledge/ concepts to develop effective responses to, and make informed decisions about, problems or situations encountered in the course of the learning experience.**

Click or tap here to enter text.

* **Students will engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of their participation in the DLE. At a minimum, students will be expected to examine and demonstrate what they have learned as a result of the DLE, how they have learned it, the impact of their learning on their personal and professional growth, and how to apply that learning in other situations or contexts.**

Click or tap here to enter text.

* **Explain the cycle of when and how this course will be offered. Include terms course is to be offered, (i.e., fall and spring); whether all sections or only selected sections of the course are to carry the DLE designation; and additional information about the particulars of this course offering.**

Click or tap here to enter text.

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**First Year Experience Justification**

The faculty senate has recognized the FYE as an important experience for students with clearly articulated content aligned with best practices in helping students through the transition from high school to college. Since it serves as the first introduction to the University of Delaware, a committed portion of the FYE course time should be allotted to common content that furthers the aims of General Education at the University of Delaware and/ or provides a foundation for student success. As such, in May 2015, the faculty senate approved the topics listed below for mandatory inclusion in all FYE courses.

It is important to note that as an introductory course, the FYE will introduce many of these topics to students, but it is understood that subsequent additional learning opportunities will occur through other general education requirements, courses student must take as a requirement of their college and/ or major, and out of the classroom learning experiences.

Please complete the questions below explaining how the specific outcomes will be met.

**Important:**Modules related to outcomes, will be available on the Sakai site dedicated to First Year Seminar instructors. For access to the Sakai site contact Meghan Biery by email [mbiery@udel.edu](mailto:mbiery@udel.edu)

**Ethics/ Academic Honesty**

UD graduates should be able to explain the reasons behind the positions they hold on key ethical questions and to articulate the values that underlie their decisions.

Students who complete the FYE course will be able to:

1. Distinguish between values, morals, and ethics and laws.
2. Define elements of academic dishonesty including plagiarism, fabrication, cheating, and academic misconduct as defined by UD's Code of Conduct.
3. Articulate the possible consequences for academic dishonesty at UD.

**How will you achieve the outcome?**

Use a module



Use a custom strategy



**If using a custom strategy how will you achieve the outcome?**

Click or tap here to enter text.

**Responsible Use of Internet/ Social Media**

Understanding how to responsibly use social media, other technologies, and develop a positive digital identity is crucial for today's successful student.

Students who complete the FYE course will be able to:

1. Describe principles and specific examples of ways the internet and social media can be used to both help and harm others.
2. Demonstrate effective ways to responsibly use social media to positively engage with others and portray oneself with authenticity.

**How will you achieve the outcome?**

Use a module



Use a custom strategy



**If using a custom strategy how will you achieve the outcome?**

Click or tap here to enter text.

**Academic Policies and Procedures**

Early in their academic careers at UD, students should be aware of the important policies and practices that will guide their progress and be familiar with those resources that will support their academic success.

Students who complete the FYE should be able to:

1. Find the name of their academic advisor on UDSIS and know how to contact this individual.
2. Identify important dates on the University of Delaware Academic Calendar, including those for registration and course drop and add.
3. Understand the difference between a semester GPA and a cumulative GPA. and how to calculate both.
4. Identify where to access UD academic policies.
5. Be able to explain what academic probation means including the criteria for being placed on probation and at least three campus resources to support students facing academic challenges.
6. Know how to access the academic support resources available to them at UD.

**How will you achieve the outcome?**

Use a module



Use a custom strategy



**If using a custom strategy how will you achieve the outcome?**

Click or tap here to enter text.

**Other strategies to meet the outcome:**

Click or tap here to enter text.

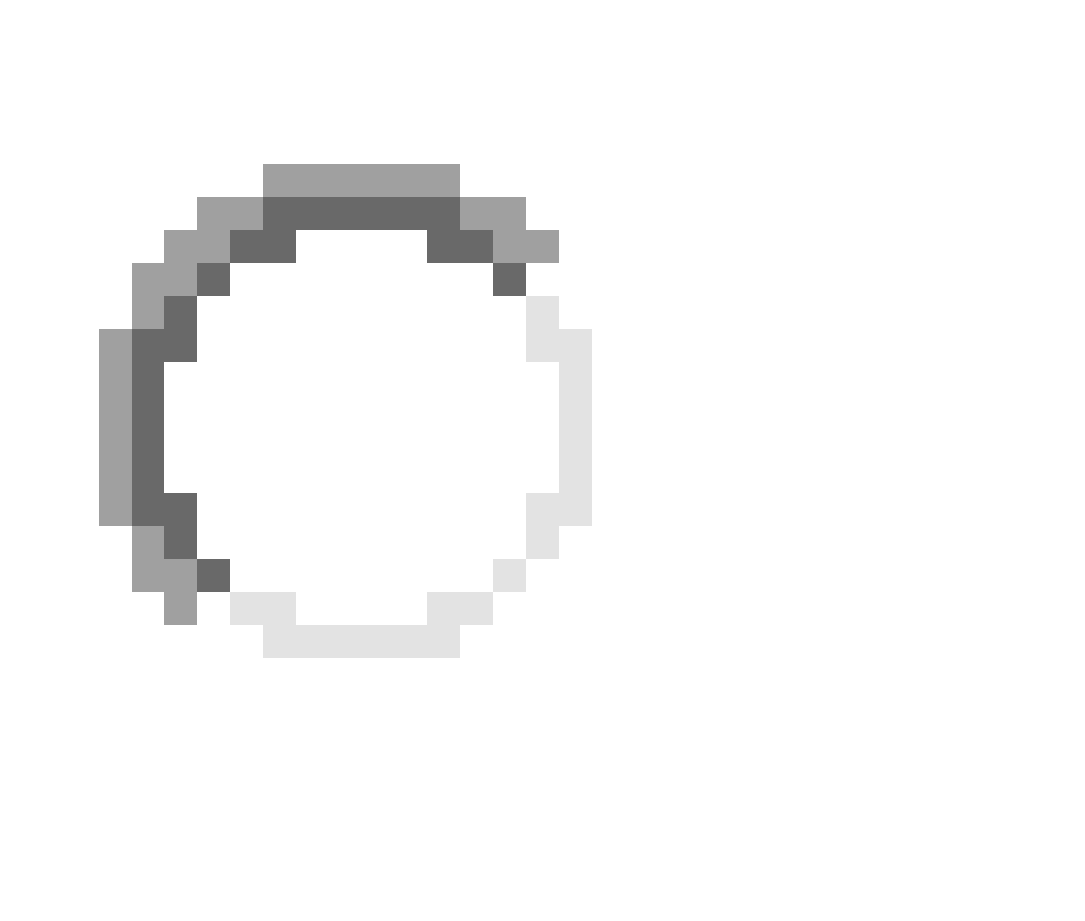
**Diversity**

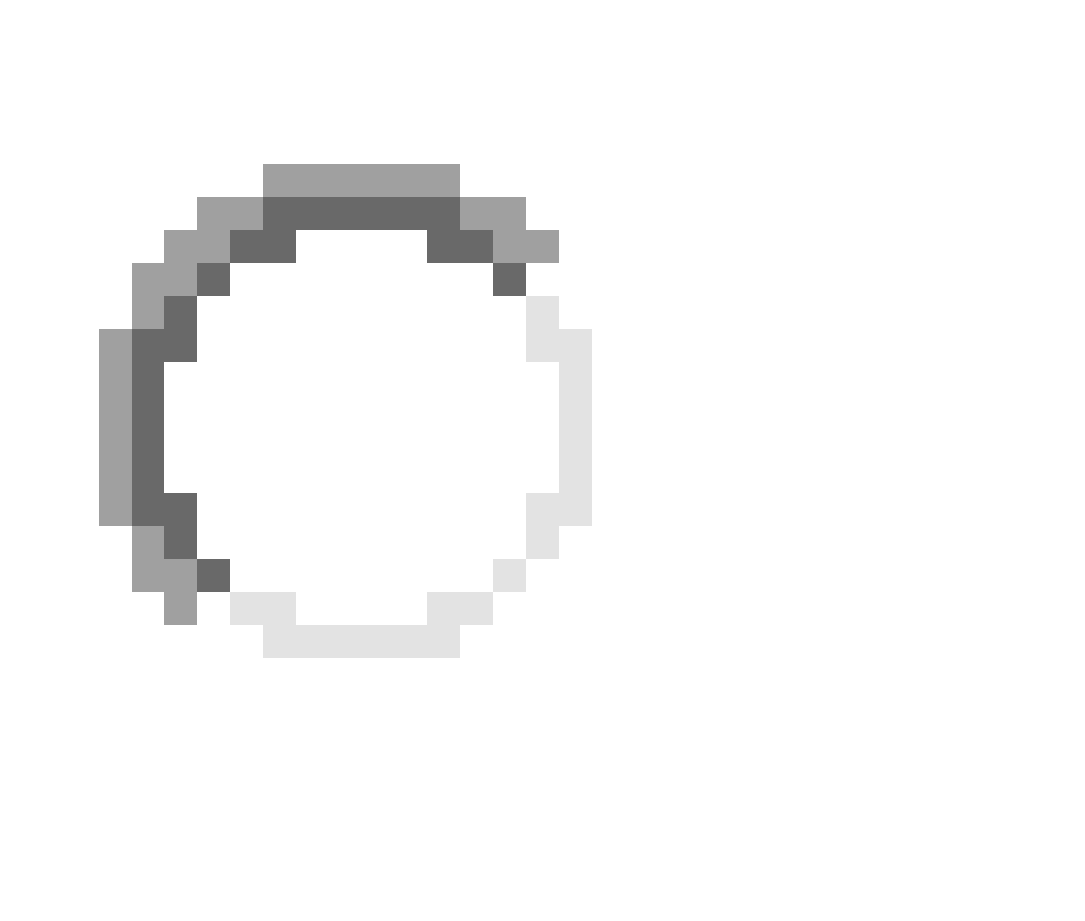
The development of skills to work independently and collaboratively across a variety of cultural contexts and a spectrum of differences ensures that students will understand the limitations of a single perspective and the value of diverse perspectives and cultures in creative problem solving of major challenges and discussion in debates, and establishment of an engaged society.

Students who complete the FYS course will be able to:

* Define diversity as it is described in UD's "Diversity Statement."
* Provide three examples of how individual students at UD can contribute to making UD a respectful, equitable, and inclusive academic community.
* Identify three sites on campus where students can become better informed about diversity (academic departments, SROs, or offices).
* Describe the process for reporting an incident of discrimination/ misconduct based on race, gender, sexuality, religion, or other diversity category.

**How will you achieve the outcome?**

Use a module

Use a custom strategy

**If using a custom strategy how will you achieve the outcome?**

Click or tap here to enter text.

**Other strategies to meet the outcome:**

Click or tap here to enter text.

**Safety and Wellness**

Three sessions of the FYE course must be designated to student wellness and safety with a defined significant emphasis on alcohol and other substance education as well as sexual misconduct/ violence prevention education, accomplished through the teaching of bystander intervention theory and practice\* which must be taught by qualified, trained personnel or prevention staff. For more information about how to schedule the "Safety and wellness" sessions contact Meghan Biery by email [mbiery@udel.edu](mailto:mbiery@udel.edu)

**What is your strategy to achieve the outcome?**

Click or tap here to enter text.

**Multicultural Course Justification**

**Important: Explain how this course achieves at least 3 of the 4 goals of a multicultural course.**Attach the assignment this course uses to satisfy each of the three criteria (this could be a reading, project, essay, etc.) in the appropriate space below that criteria. You may also offer a brief explanation of the assignment in the text box, but this is not required.

**Attached:**

Attached: I have attached a syllabus as part of the Multicultural Justification



**Diversity Self-Awareness and Perspective Taking**

Students can articulate their own individual identity in relation to key concepts such as race, ethnicity, gender, sexuality, language, social class, disability, national origin, and religious affiliation and can also reflect on how their social position differs from and impacts their relationships in diverse environments. In other words, students will learn to locate themselves within larger structures of difference and understand how their own position shapes their identity and/ or worldview, as well as how that identity and/ or worldview may differ from others.

**In the box below, please also provide a brief explanation of how you process this particular assignment/reading with students to help them engage with the guideline.**

**Brief explanation:** Click or tap here to enter text.

**Cultural Difference**

Students gain in-depth knowledge of the history, lived experience, artistic production, identity and/ or worldview of one or more underrepresented groups in the West (i.e., the US, Great Britain, Europe, Canada, Australia, New Zealand) and/or of a non-Western culture (or cultures). Students can articulate particular aspects and experiences of these cultures as well as how they may be similar to or different than the student's own.

**Please attach assignment document**

**In the box below, please also provide a brief explanation of how you process this particular assignment/reading with students to help them engage with the guideline.**

**Brief explanation:** Click or tap here to enter text.

**Personal and Social Responsibility**

Students analyze the ethical, social, and/ or environmental consequences of policies, ideologies, or actions on marginalized communities/ groups within the US or intentionally. Based on this analysis, students identify a range of potential personal and civic responses to these issues. A service learning version of this course may allow students to directly take informed and responsible action to address these challenges.

**Please attach assignment document**

**In the box below, please also provide a brief explanation of how you process this particular assignment/reading with students to help them engage with the guideline.**

**Brief explanation:** Click or tap here to enter text.

**Understanding Global Systems**

Students gain and apply the tools to think systematically about how institutions, ideologies, rhetoric, and/ or cultural representations shape a people's culture and identity, which may include their role in perpetuating inequality, whether historically or in the present day.

**Please attach assignment document**

**In the box below, please also provide a brief explanation of how you process this particular assignment/reading with students to help them engage with the guideline.**

**Brief explanation:** Click or tap here to enter text.

For additional help with the application process and the requirements for multicultural courses, please see the handbook written by members of the Diversity and Inclusion committee, which reviews these courses: <https://sites.udel.edu/ctal/files/2017/09/MC-Handbook-r4vntc.pdf>

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**Nominate for University-level Breadth Requirement**

If nominated for a University Breadth Requirement, please choose one from the list below:

 Creative Arts and Humanities



 History and Cultural Change



 Social and Behavioral Sciences



 Mathematics, Natural Sciences and Technology



* **Proposed by:** Click or tap here to enter text.
* **Chair/ Director:** Click or tap here to enter text.
* **Proposed Enrollment:** Click or tap here to enter text.
* **Does this course satisfy a requirement for the major?**

Yes



No



* **Is this course restricted to students in the major?**

Yes



No



* **Does this course have prerequisites?**

Yes



No



* **Are the prerequisite course(s) open to all students in all majors?**

Yes



No



* **How often do you expect to offer this course?**

Click or tap here to enter text.

* **Do you expect this to be a multiple section course?**

Yes



No



* ​**Please attach sample syllabus**