Code # Enter text…

**New Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[x ] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Paula Bradberry 2/24/2017 **Department Curriculum Committee Chair** |  |
| Paula Bradberry 2/24/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Nikesha Nesbitt 2/24/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Dr. Jill Simons 2/24/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Paula Bradberry, [pbradber@astate.edu](mailto:pbradber@astate.edu), 870.972.2080

2. Proposed Starting Term and Bulletin Year

Fall 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

UC 0232

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Reading and Writing for College Success

Reading Writing for College

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Preparation for reading and writing across academic disciplines.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? Yes (Co-requisite)
   1. If yes, which ones?

ENG 1003, UC 1013

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? No
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Developmental

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Yes / No

Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduction to Academic Vocabulary

Week 2: Understanding Discipline-specific Writing Styles

Week 3: Literal Reading Comprehension Techniques

Week 4: Understanding Discipline-specific Writing Styles cont.

Week 5: Literal Reading Comprehension Techniques cont.

Week 6: Understanding Grammar, Usage, and Mechanics

Week 7: Critically Analyze and Evaluate College Level Text

Week 8: Understanding Grammar, Usage, and Mechanics cont.

Week 9: Critically Analyze and Evaluate College Level Text cont.

Week 10: Structuring the Collegiate Essay

Week 11: Strategies for Comprehending, Understanding, and Retaining

Week 12: Structuring the Collegiate Essay cont.

Week 13: Strategies for Comprehending, Understanding, and Retaining

Week 14: Reading/Writing Assessment

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Department staffing and classroom/lab resources

Current faculty

1. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? Yes / No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Colleges in Arkansas are being encouraged to reduce the number of developmental hours that students are required to pay for and take. To that end, the First Year Studies department has developed a plan to make the FYS Making Connections curriculum for those students with scores below 19 in reading and/or English more reading and writing intensive. By enrolling students in linked sections of UC 1013 Making Connections and UC 0232 Reading and Writing for College Success taught by the same reading or writing instructor, the instructor will not only provide reading and writing instruction, but will also have more insight into each student’s deficiencies and can work with Learning Assistance to help remediate specific issues. By linking these students to specific Composition I sections, the instructor will also be able to prepare students to successfully complete Composition I.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Part of the mission of First Year Studies is to offer academic instruction in reading, writing and math that prepares students for college level work. This course speaks directly to that mission.

1. Student population served.

First year students who scored below a 19 composite on the ACT or equivalent placement test who have deficiencies in reading and/or writing.

d. Rationale for the level of the course (lower, upper, or graduate).

Developmental—lower level

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. **[ ]** Global Awareness | * 1. **[x ]** Thinking Critically | * 1. **[x ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Since this is a developmental course, it is not part of a program. The course is designed to prepare students for college-level reading and writing assignments.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Students will read, comprehend, and interpret college-level texts. |
| Which learning activities are responsible for this outcome? | Readings, vocabulary quizzes, 2017 Common reader |
| Assessment Measure | Students will be given a pre-test and post-test to measure their ability to comprehend college level readings. |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Students will have a complete understanding of the structure of the collegiate essay. |
| Which learning activities are responsible for this outcome? | Reading and writing responses, grammar quizzes |
| Assessment Measure | Students will complete a three page term project to assess collegiate level writing skills at the conclusion of the semester. |

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

UC 022V. Developmental Mathematics II Prepares students for college level mathematics courses using individualized computer-based curriculum. Continuation of UC 0173. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring, Summer.

*UC 0232. Reading and Writing for College Success Preparation for reading and writing across academic disciplines. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Corequisites, ENG 1003 and UC 1013. Fall, Spring.*

UC 1001. Restart Seminar Designed to provide students in academic distress a means to examine their transcript, study habits, and long term academic goals through necessary academic advising and effective decision making. Case studies, class discussion, and journal assignments provide an opportunity to apply new skills for consistent and long term success. Enrollment limited to students on a first academic suspension or by referral from the Admissions and Credits Committee. Fall, Spring. UC 1011. College Choices Seminar This seminar is designed to offer supplemental