**\*\*Read before you begin\*\***

1. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.

2. LAUNCH proposal by clicking Launch Button in the top left corner.

3. FINISH filling in the rest of the fields on the form and save changes.

**Department\***

* **Course Number:**All course numbers are three numeric digits and may include up to an additional three alphanumeric characters. Lower Division course numbers are between 100-299, Upper Division course numbers are between 300-499. Graduate course numbers are between 500-599.

**Prefix\***

**Course Number\***

* **Catalog Title**: The catalog title should reflect the content of the course and clearly communicate the course learning outcomes. When developing titles, please keep in mind audience (e.g. graduate programs and potential employers).

**Catalog Title\***

* **Launch the proposal now**

**Proposed Semester of Implementation**

**Is this Course proposed for General Education (GE). [] Yes [] No**

**Is this course a graduate level course (500 level)** **[] Yes [] No**

**Is this course part of a curriculum revision? [] Yes [] No**

**GE Category (If Any)**: Approval to meet a specific GE category requires that a General Education Proposal be submitted.

**GE Category (If Any)**

**Breadth Area**

**Request Articulation:** Lower division courses may be eligible for articulation with junior college campuses. Check the box if you are interested in reviewing possible articulation options.

**Request Articulation? [] Yes [] No**

**Transcript Title:** 30 characters or less including spaces. Please include a preferred abbreviated title to print on the official transcript.

**Transcript Title**

**Course Description:** Course descriptions should accurately reflect the content of the course and be no more than 50 words excluding administrative notes such as teaching mode, GE category, and requisites. When developing course descriptions, please keep in mind audience (e.g. graduate programs and potential employers).

**Description**

**Unit Value:**CSU [Coded Memo AA-2011-14](http://www.calstate.edu/acadaff/codedmemos/AA-2011-14.pdf) defines a credit hour. SSU courses have unit values between one and ten. SSU does not offer courses with partial unit values.

**Unit(s)**

**CS Number:** Courses must have one and may have more than one CS number [CS Number Definition](http://web.sonoma.edu/aa/curriculumguide/forms/Addendum3_WTU_calculator.pdf).

**Units per CS#:** Please specify the units applied to each CS Number listed.

**CS Number**



**Unit(s) per CS number**

**CS Number**



**Unit(s) per CS number**

* **CS Number**



**Unit(s) per CS number**

**Typically Offered:** The term "Typically Offered" should communicate to students when to expect to take a course during their academic career. Ideally, courses are offered at least once every two years so students have at least one opportunity to take the course.

**Typically Offered**

**May Be Repeated:**Programs may give students the option to repeat a course for additional units. If repeatable, programs should specify how many times a student can repeat the course and any limitations. If not specified as repeatable for credit, students may only take a course once for credit. Repeatability for credit is different from repeatability for grade replacement or grade averaging [Undergraduate Repeat Policy.](http://web.sonoma.edu/registration/records/course_repeat.html)

**May Be Repeated [] Yes [] No**

**How many times?**

**Maximum units for credits?**

**Grading:** Two grade modes are available; Traditional Grades A,B,C,D,F and Non-traditional Grades Cr/NC. Programs can specify a set grade mode for a course or give students the option to choose their preferred grade mode.

**Grading** 

**Teaching Mode:** Face-to-Face, Hybrid, and/or Online Teaching modes are available at SSU. [Online and/or Hybrid Instruction Definition.](http://www.sonoma.edu/policies/online-andor-hybrid-instruction)

**Teaching Mode**

**Enrollment Requisites:** Requisites including pre-requisites & co-requisites may include, but are not limited to, major/minor declaration, completion of prior courses, student standing (e.g. juniors & seniors only), and instructor/department consent.

* **Prerequisite(s)**
* **Corequisite(s)**
* **Crosslisted**
* **Justification:**The justification should focus on how the course addition, change, or deletion benefits the program, school, and university.
* **Justification**
* **Impact:** Describe how the course fits into the curriculum and the impact of adding, changing, or deleting the course. Include how the course fits into the Academic Requirements Report (ARR) and where in the ARR the course appears. If multiple programs use the course, please detail how each program is impacted.
* **Impact of New Course**

**Required Supporting Material for New Course**

**Syllabus** Attached syllabus follows the approved SSU Syllabus Policy. []

* **General Education Proposal (if GE)**

 General Education Proposal (if GE)Required GE Proposal is attached.

**Confirmation of Course Catalog Check (office use only)**

* **Ready for Export?**

 Ready for Export?Ready

**Registrar Use Only (office use only)**

* **Course Type**



* **Status**

 StatusActive-Visible

 StatusInactive-Hidden  
By submitting this course for review, you agree to participate in regular assessment of student learning for the GE program. Such assessment could range from requests to submit examples of student learning (with appropriate permissions) to the development of shared rubrics for assessment of student work. Remember that all GE courses are subject to regular review (most likely every five years).The GE subcommittee will review the proposal for fit to the GE program – faculty instructors can and should add additional disciplinary and interdisciplinary learning objectives and content.

**A2. Written Communication**

**COURSE INFORMATION**

**Proposer’s Name:**

**Email:**

**Prefix & Course Number:**

**Catalog Title:**

**Attach a syllabus and a copy of the signature assignment.**

*Include a “model syllabus”, and one of the following: (1) syllabi from all instructors currently teaching the course, or (2) a course guideline document that applies to all course sections. If the signature assignment will be different for different sections, please include these different assignments and how they will be graded by the course instructors.*

*If it is not clear from the syllabus and assignment, what GE learning outcomes will be addressed and how they will be addressed, please include additional information.*

Master syllabi for multiple courses?Yes No

Syllabi for single course? Yes No

**Unique Circumstances**

*Attach additional information specific to this course (e.g., unusual grading criteria, pre-requisites, units that do not confirm to 3-unit requirement, met in major request, request to set aside seats of special populations). This may include information about lab fees, field trips, zero cost course materials, etc.*

**GENERAL EDUCATION LEARNING OUTCOMES**

*Any course intended to be included in GE content category must meet the following content criteria as listed below. Please address how your course content, readings, and assignments, will address the criteria.*

|  |  |
| --- | --- |
| **GE Program Learning Outcomes**  Every GE course should map to at least 3 GE learning outcomes (GELO). Some GELOs have already been determined by course content criteria, while others can be selected by the course proposer. | |
| **Learning outcome** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| **Communication:** Communicate clearly in written, oral, and/or performative forms in a variety of disciplines.  *Required by content criteria* |  |
| **Critical Reading:** Actively analyze texts in a variety of forms, genres, and disciplines.  *Required by content criteria* |  |
| **Information Literacy:** Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically towards a creative, informed synthesis of ideas.  *Required by content criteria* |  |
| **Any additional GELO(s):** |  |

**AREA REQUIREMENTS**

|  |  |
| --- | --- |
| **Lower Division GE**  According to E.O. 1100, courses proposed in GE Area A.2: *Written Communication* must be completed in the students’ first year. Lower division GE courses must meet the following requirement(s): | |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Be introductory in nature, promote exploration, and be suitable for majors and non-majors |  |
| Explicitly describe to students the ways in which the course is disciplinary/reflects its discipline |  |
| Require no special prerequisites, unless the course is part of a specific sequence approved by the GE Subcommittee. ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |
| Be 3 units. Exceptions must be approved by Academic Programs, the GE Subcommittee, and EPC. Exceptions must be based on standard CSU, California Community College, and/or nationwide practices on teaching.  ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |

|  |  |
| --- | --- |
| **Area A2**  Courses proposed in GE Area A.2: *Written Commuhication* must include the following content requirement(s): | |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Instructors will provide substantive feedback that is unique to the student’s ideas and writing |  |
| Assignments include multiple drafts with clear opportunities for students to revise |  |
| At least 60% of course assignments will be revision-based assignments |  |
| *Preferred:* class sizes with fewer than 20 students. Research shows that small class sizes benefit student learning and retention |  |

**SIGNATURE ASSIGNMENT**

|  |  |
| --- | --- |
| **Signature Assignment**  As a participant in the GE Program, every department and faculty launching a GE course must be willing to provide signature assignments (instructions and student artifacts) for assessment.  Provide a draft of the signature assignment designed to be used as part of the GE program assessment and address how it meets the following criteria: | |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Results in a piece of student work that demonstrates the relevant course GE learning outcomes.  *Signature assignment prompt should include the GELOs, how it will be graded, and how learning experiences will be engaged.* |  |
| Is engaging in that it sparks student intellectual curiosity, is relevant to their lives, results in a product they can showcase, and is enjoyable. |  |
| Involves student performance on something other than a test. Examples include essays, art galleries, projects, presentations, lab reports, service learning journals, websites, posters, creative writing, creative combinations, etc. |  |
| Includes a student reflection component |  |