



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

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Name	User ID	College	Department
XX	XX	(XX)	Not Available

Academic Home: **PROPOSER'S COLLEGE**

Type of Proposal:  Add  Change  Drop

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

**Course Designation**

(ABC 400W) Long Title

**Course Information**

**Cross-Listed Courses:**

WXYZ 400W

**Prerequisites:**

ABC 100 OR XYZ 105

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

Abbreviated Title: Short title

Discipline: None

Course Listing:

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

Writing/Speaking (GWS)

Quantification (GQ)

**Knowledge Domains**

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

**Additional Designations**

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

### Bulletin Listing

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Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with  
Curricular Responsibility:

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

### Course Outline

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A brief outline or overview of the course content:

PROPOSAL FOR PREREQUISITE ENFORCEMENT CLEAN UP ONLY

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

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Course Description:

ABC/XYZ 400W description blah blah blah

MAY MAKE MINOR CHANGES TO DESCRIPTION

The name(s) of the faculty member(s) responsible for the development of the course:

Name:

Title:

Phone:

Address:

Campus: UP

City:

Fax:

### Course Justification

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Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

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Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

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**Relationship/Linkage of Course to Other Courses:**

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

**Relationship of Course to Major, Option, Minor, or General Education:**

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

**A description of any special facilities:**

**Frequency of Offering and Enrollment:**

**Justification for Changing The Proposal:**

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

PROPOSAL FOR PREREQUISITE ENFORCEMENT CLEAN UP ONLY

**Writing Across the Curriculum (W,M,X,Y course suffixes)**

**A copy of the course syllabus:**

List of files uploaded follow. These files can be viewed by viewing the print preview as a PDF (button at the top of the print preview page) or navigating to the request consultation page for this proposal.

! IF SYSTEM REQUIRES A SYLLABI PLEASE UPLOAD ONE

**A concise explanation of how the proposed course will fulfill each of the following criteria:**

Both informal and formal writing assignments should relate clearly to the course objectives and should serve as effective instruments for learning the subject matter of the course. Instructors should communicate to students the requirements of formal, graded writing assignments in writing, not just orally. In writing-intensive courses, writing assignments are characteristically designed to help students investigate the course subject matter, gain experience in interpreting data or the results of research, shape writing to a particular audience, or practice the type of writing associated with a given profession or discipline. Much of the writing may be informal and ungraded, yet meaningful, so students are encouraged to think and discover through a process in which mistakes are a natural part of learning. Examples of such writing include one-minute papers at the beginning, middle, or end of class; reactions to lectures, labs, and readings; journals, logs, and notebooks of observations, readings, and other experimental activities; letters to classmates; weekly digests; e-mail dialogues; records of peer group discussions; and stories of one's thinking on a problem.

Students will be afforded opportunities to practice writing throughout the semester, with emphasis given to writing as a process that develops through several iterations. Typically, writing-intensive courses require multiple writing assignments, a sequence of preparatory writings (outline, formulation of thesis, first draft) leading to a final product, or informational writing assignments (e.g., regular journal entries, field notes, short in-class papers, revision of first draft) that aid students in developing other written documents. Experimentation with assignments is encouraged.

Opportunities for students to receive written feedback from the instructor and to apply the instructor's feedback to their future writing will be built into the course. The instructor will clearly identify and explain the type of writing required in the course and will provide guidance as needed. A writing-intensive course may also include peer review of written work, tutorial assistance, instructor conferences, group writing projects, the use of writing or learning centers, teaching assistant feedback, and classroom discussions of assigned readings about writing. The use of diverse feedback mechanisms is encouraged, but none of these mechanisms should substitute for the instructor as the principal source of written feedback to the student.

Writing will be evaluated by the instructor, and writing quality will be a factor in determining each student's final grade. Before students begin writing, instructors will communicate to students the criteria by which their writing will be evaluated. Sound criteria for assessing writing quality include, but are not limited to, the writer's ability to direct the material to an intended audience, the employment of organizational strategies, the development of both content and reasoning, adherence to conventions of a particular discipline, accuracy of the information presented, citation and integration of sources, grammar, diction and syntax, and spelling. Writing assignments should be worth at least 25 percent of each student's final grade.

One or two examples of the actual writing assignment sheets the instructor plans to use in the course.

**General Education Designation Requirements**

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**Bachelor Of Arts Requirements:**

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

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**Intercultural Requirements:**

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**Campuses That Have Offered (THEA 407W) Over The Past 4 Years**

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
Fall 2018	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Potential Impact**

**Pre-Requisites**

ABC 400W is listed as a pre-requisite or concurrent course for the following courses:



Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

**Review History**

This section represents all consultation history that has occurred on this proposal

*Legend*

 Approve	 Rejected	 Waiting Review	 User Action Required
 Pending Action(s)	 Moved to Rejected Status	 Approved	(#) - Review Order Sequence Number

**ALL APPROPRIATE CONSULTATION MUST BE MADE**