**WVU at Parkersburg**

**COURSE – Add or Modify Course**

**Change ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_**The portal system will automatically provide an ID number when you initiate a new proposal. Please write that number in the blank so you can edit the proposal later.

**Step #1: Create Course-Related Curricular Change Proposal**

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| **Originator Information** | **Please type your response here:**All fields are required. |
| Name: |   |
| Email: |   |
| Division: |   |
| Phone: |   |
| **General Information:** |
| Course-Related:Select one: | New Course | Modify Course | Terminate Course | Suspend Course |
| Semester for the requested change to become effective? | Spring SemesterYear \_\_\_\_ | Summer TermYear \_\_\_\_ | Fall SemesterYear \_\_\_\_\_ |
| Grade Mode: Select one: | Standard (A,B,C, D,F) | Pass/Fail | Credit/No Credit |
| Course Delivery Mode:Select one: | Traditional | Hybrid (Requires F2F meetings)  | Completely Online (e-Course) | Seminar | Lab | Other – Specify |
| Total Credit Hours: |  \_\_\_\_ Credit Hours |
| Prerequisites: | Yes: List. | None. |
| Co-requisites: | Yes: List. | None. |
| Course-level Outcomes: | Attach Uniform Course Syllabus with course-level outcomes included and explain how the outcomes will be assessed.  |
| Major Restrictions: |  Yes. List the majors for which this course will be open. | None. |
| Class Level Restriction: | Freshman | Sophomore | Junior | Senior | None |

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| **Rationale for Change:** Briefly describe why this proposal is being requested and the benefit to WVU at Parkersburg. (1000 characters maximum) |
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| **Catalog Information:** |
| Course Prefix:  |   |
| Course Number: |   |
| Course Title:(not to exceed 30 characters) |   |
| **Course Description: (Please use 35 words or fewer.)** |   |
| Estimate of Potential Student Enrollment: |   |
| Will this course be required for any WVUP program? Explain.  |   |
| Is this course needed for students to transfer? If yes, explain.  |  |
| Is there a target population for this course? If yes, explain.  |   |
| **Potential Costs and Fees**: |  |
| Will there be a fee assessed for this course? | Yes: Explain how the fee will be administered and upload documentation demonstrating approval by Division Chair, Senior Academic VP.  | No. |
| Will additional faculty be required? | Yes. Explain how the fee will be administered and upload documentation demonstrating approval by Division Chair, Senior Academic VP.  | No. |
| Will this course require new equipment or multimedia resources? | Yes. Describe the equipment and how it will be paid for.  | No. |
| Does this course require special classroom set-up including a smart classroom?  | Yes. Include documentation that demonstrates how the classroom needs will be met by the new course and approval by the Division Chair, Senior Academic VP, etc. | No. |

***Upload a Copy of Your Syllabus***

**Choose Your File To Upload:**

The Uniform Course Syllabus *must* include the following components:

* Updated Uniform Course Syllabus (2017 template)
* Course-level outcomes.
* Explanation of how the outcomes will be assessed.
* General Education Strands – Copy and paste the box below into the UCS and check the boxes that are addressed in the course relating to one or more of the general education strands. (See bellow.)
* Linkage to Program-level Outcomes. If this course will be a requirement for one or more programs (certificate, associate, or bachelor’s), add the program outcomes that related to the course.

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| **Relationship of Course to General Education Learning Outcomes:** |
| **Composition and Rhetoric**Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements. |  |
| **Science & Technology** Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.  |  |
| **Mathematics & Quantitative Skills** Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts. |  |
| **Society, Diversity, & Connections** Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication. |  |
| **Human Inquiry & the Past** Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills. |  |
| **The Arts & Creativity** Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art. |  |