Curriculum Training Example Forms

Please contact the Curriculum Office if you have any questions.
(206) 543-5938
uwcr@u.washington.edu

New Course Instructions

- ✓ Do not use & symbol in the course title. Please spell out the word (& ok for abbreviated title).
- ✓ A syllabus is required for all new course applications that will be offered for more than one quarter.
  - ✓ Minimum requirements for submitted syllabus:
    - ✓ Course overview and curriculum content
    - ✓ Learning Goals/Objectives
    - ✓ Required Texts, readings, films, websites, etc
    - ✓ Evaluation and grading to include information on expectations for assignments, projects, exams, etc., should include relative % for each area.
    - ✓ Course Schedule

  - ✓ For information on creating a course syllabus see CIDR's "Planning the Course Syllabus": (http://depts.washington.edu/cidrweb/Bulletin/Syllabus.html)

- ✓ If you would like this course to be part of an approved elective list for your major, please state this in the justification.

- ✓ Additional instructions on how to fill out this form can be found online at http://depts.washington.edu/uwcr/instructions.html.

Preferred submission method:

a) 1 Original signed, single-sided application, with a syllabus and DL application if appropriate **paper-clipped** to the application. (Note: Departments in the College of Arts & Sciences submit just the original to the College).

b) 7 copies, double sided, individually **stapled** with application in front and the syllabus and DL application if appropriate behind the syllabus. 1 staple per copy only please, and remeber to copy both sides.

c) Either paper-clip or binder-clip the copies behind the original (no rubber bands please - ouch!)

d) You **DO NOT** need a Memo of Responsibility for new course applications.

** Please do not group applications together. Submit each application separately paper-clipped or binder-clipped. This helps make sure an application does not get lost.

NEW COURSE APPLICATION

N

Prefix (6 characters max.)   Number

| CURRIC | 101 |

Offered jointly with:

University of Washington
Curriculum Review Committee

College or School	Department	Date
Curriculum	Registrar	01/01/2009

Course Title	Credits
Introduction to the Curriculum and the 1503 Processes	3

Abbreviated title for transcripts (not to exceed 19 characters, including spaces, Type in CAPS):
CURRICULUM & 1503

1. PURPOSE OF REQUEST

☒ Permanent new course, to be effective ___AUT___ Quarter 2009_____ .

☐ Temporary new course , to be offered beginning_____Quarter 20_____through_____Quarter 20_____ .

☐ Extension of a temporary new course , to be offered beginning_____Quarter 20_____through_____Quarter 20_____ .

☐ Conversion of a temporary new course , to be offered beginning_____Quarter 20_____ .

☒ Approval to offer this course as a Distance Learning (DL) status course. (Please attach Distance Learning Supplement form.)
☒ Permanent CR/NC grading only.
☒ Enforce automatic cancellation of registration if prerequisites not met (undergraduate classes only)
☐ Application is accompanied by an application to drop or change an existing course that has the same course number as the course requested here.

Attach a course syllabus/outline and reading list if this course will be offered for more than one quarter.

2. JUSTIFICATION and CONTACT INFORMATION

Explain why this course is being proposed, including its relationship to your overall curriculum and what comes before and after this course. Please list contact information for individual(s) submitting this application. (Attach additional sheet if necessary.)

The Curriculum Office now handles both the curriculum and the undergraduate academic programs review processes. It is necessary to expand the scope of this course to provide departmental administrators, coordinators, and faculty with a comprehensive overview of both processes and affiliated paperwork.

| Contact Name: Jennifer Payne, M.Ed. | Phone: 3-5938 | Email: uwcr@u.washington.edu | Box #: 355850 |

3. CATALOG DATA/COURSE DESCRIPTION

If course is below the 500 level, the department can recommend that it be accepted toward the following undergraduate general education requirements. Check all applicable categories Areas of Knowledge ☐ **VLPA** ☐ **I&S** ☐ **NW** ☐ **QSR** ☐ **C**

Catalog description (*Must be double spaced.*)
(50-word limit)

Introduces the Curriculum and Undergraduate Academic Programs review processes. Examines the types of forms used,

processes involved, required materials, expectations, and common mistakes used in these processes. Provides examples and

encourages interactive discussion

Optional Catalog information (include only if you want this information listed in the *General Catalog* description):

Names and ranks of probable instructors (Include curriculum vitae for any instructor not now on the University faculty)

Payne

Quarter(s) offered (A, W, Sp, S) _____AWSpS_____

REV.5/07   **COMPLETE OTHER SIDE OF THIS FORM**

4. CREDITS AND HOURS (Complete only if changed)

a. Contact and outside hours: *1 credit represents a total time commitment of 3 hours per week of student effort.*

Contact hours per week			
Lecture _____	Laboratory _____		3
Quiz section _____	Studio _____		
Seminar ___3___	Other* _____		
Attach explanation and justification for "other" contact hours.		TOTAL WEEKLY CONTACT HOURS:	
How many additional hours will a student be expected to spend each week in preparation for this course?		TOTAL WEEKLY OUTSIDE HOURS:	6
		TOTAL WEEKLY CONTACT AND OUTSIDE HOURS:	9

b. If variable credit, how will the number of credits awarded be related to the amount of student effort required?

c. How will students be evaluated for credit or grades? Provide specific information on assignments, projects, exams, etc. and relative % for each area. CR/NC only.

Participation - 20%, Assignments - 30%, Final Project - 50%

5. STUDENTS (Complete only if changed)

a. Anticipated enrollment per quarter: ___10___ .

b. Types of students expected (undergraduate majors, undergraduate non-majors, graduate or professional students):

6. LEARNING OBJECTIVES (Complete only if changing credits or course description)

What are the primary learning objectives for the course?

a) To improve familiarity with the curriculum and 1503 processes

b) To improve abilities related to form completion and submission of supporting materials

c) To improve knowledge of curriculum and 1503 requirements and dispel misconceptions.

7. JOINT COURSE

List all departments, schools, or colleges participating. Joint course applications require a signature from each unit.
(If units from more than one school or college participate, a separate application must be filed by each.)

Name of unit (List the unit responsible for administering the course first)	Course prefix and number	Add joint status	Drop joint status	Signature of chair/director

8. OTHER COLLEGES, SCHOOLS, OR DEPARTMENTS AFFECTED

If this course includes subject matter currently dealt with by any other University units, the originating department must circulate this application for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this application.

Name of unit	Signature of dean/chair/director	Recommend approval	Recommend disapproval (attach explanation)	Date

9. APPROVAL

Date

Chair/Director of submitting department/unit _____

College Curriculum Committee _____

College Dean/Vice Chancellor _____

Course Change Instructions

- ✓ Please include new/revised course information in the application header, but **always** complete even if no change are being made to the title or credits.
- ✓ Do not use the & symbol in the course title. Please spell out the word (& ok for abbreviated title).
- ✓ A syllabus is required for all course change applications that are requesting one or more of the following:
  - ✓ Changing credits (e.g., 3 to 4)
  - ✓ Changing to or from CR/NC grading
  - ✓ Changing grade level (e.g., 300 to 400)
  - ✓ Adding Distance Learning
  - ✓ Making a substantial change in content

  - ✓ Minimum requirements for submitted syllabus:
    - ✓ 1. Course overview and curriculum content
    - ✓ 2. Learning Goals/Objectives
    - ✓ 3. Required Texts, readings, films, websites, etc
    - ✓ 4. Evaluation and grading to include information on expectations for assignments, projects, exams, etc., should include relative % for each area.
    - ✓ 5. Course Schedule
  - ✓ For information on creating a course syllabus see CIDR's "Planning the Course Syllabus": (http://depts.washington.edu/cidrweb/Bulletin/Syllabus.html)

- ✓ If you would like this course to be added to an approved elective list for your major, please state this in the justification.

- ✓ Additional instructions on how to fill out this form can be found online at http://depts.washington.edu/uwcr/instructions.html.

Preferred Submission Method:

a) 1 Original signed, single-sided application, with a syllabus and DL application if appropriate **paper-clipped** to the application. (Note: Departments in the College of Arts & Sciences submit just the original to the College).

b) *Course changes that need a syllabus:* 7 copies, double sided, individually **stapled** once with application (remember to copy both sides) in front and the syllabus (and DL application if appropriate) behind. 1 staple per copy only please.

c) *Course changes that do not need a syllabus:* 1 copy, double sided, individually **stapled** once with application (remember to copy both sides). 1 staple per copy only please.

d) Either paper-clip or binder-clip the copies behind the original (no rubber bands please - ouch!)

e) Original Memo of responsibility for any changes after the Time Schedule deadline paper-clipped to the FRONT of the Original application. I **DO NOT** need copies of the Memo.

** Please do not group applications together. Submit each application separately paper-clipped or binder-clipped. This helps make sure an application does not get lost.

COURSE CHANGE APPLICATION

University of Washington
Curriculum Review Committee

College or School	Department		Date
Registrar	Curriculum		01/01/2009

Course Title (list existing title or new title if changing)	Credits (list existing credits or new credits if changing)
Introduction to the Curriculum and the 1503 Processes	3

1. PURPOSE OF REQUEST (Check all that apply)

☒ Permanent change, to be effective __AUT__ Quarter 20__2009__ .

☐ Temporary change, to be effective _____ Quarter 20 _____ through _____ Quarter 20 _____ .

	OLD (CURRENT) DATA	NEW DATA
☒ Change prefix and/or number	TRAIN 150	CURRIC 101
☒ Change course title *	Introduction to Curriculum Applications	Introduction to the Curriculum and the 1503 Processes
☒ Change abbreviated title (19 spaces max.) *(Must be changed if changing course title, type in CAPS)	CURRICULUM APPS	CURRICULUM & 1503
☒ Change credits	1	3
☒ Change prerequisites ☒ Enforce prerequisite cancellation	TRAIN 140	CURRIC 100

☐ Add joint status
☒ Change course description
☐ Change to permanent CR/NC only
☒ Change contact hours
☐ Drop course

☐ Drop joint status
☐ Change Areas of Knowledge (only if changing course content)
☐ Drop permanent CR/NC only
☒ Allow course to be offered with DL status (DL addendum attached)

Attach a course syllabus/outline and reading list if requesting an increase in course level or credits or a substantial change in content.

2. JUSTIFICATION and CONTACT INFORMATION

Explain why this change is being proposed, including its relationship to your overall curriculum and what comes before and after the course. Please list contact information for individual(s) submitting this application. (Attach additional sheet if necessary.)

The Curriculum Office now handles both the curriculum and the undergraduate academic programs review processes. It is necessary to expand the scope of this course to provide departmental administrators, coordinators, and faculty with a comprehensive overview of both processes and affiliated paperwork.

Contact Name: Jennifer Payne, M.Ed.	Phone: 3-5935	Email: uwcr@u.washington.edu	Box #: 355850

3. CATALOG DATA/COURSE DESCRIPTION (Complete only if changed. **Must** be double spaced.)

Check all applicable Areas of Knowledge categories ☐ **VLPA** ☐ **I&S** ☐ **NW** ☐ **QSR** ☐ **C**

(50-word limit)

Introduces the Curriculum and Undergraduate Academic Programs review processes. Examines the types of forms used, processes

involved, required materials, expectations, and common mistakes used in these processes. Provides examples and encourages interactive

discussion

Optional Catalog information (include only if you want this information listed in the *General Catalog* description):

Names and ranks of probable instructors (Include curriculum vitae for any instructor not now on the University faculty)

Payne

Quarter(s) offered (A, W, Sp, S) AWSpS_____

REV.01/08

COMPLETE OTHER SIDE OF THIS FORM

4. CREDITS AND HOURS (Complete only if changed)

a. Contact and outside hours: *1 credit represents a total time commitment of 3 hours per week of student effort.*

Contact hours per week				
Lecture _____	Laboratory _____			3
Quiz section _____	Studio _____			
Seminar 3	Other* _____			
Attach explanation and justification for "other" contact hours.		TOTAL WEEKLY CONTACT HOURS:		
How many additional hours will a student be expected to spend each week in preparation for this course?		TOTAL WEEKLY OUTSIDE HOURS:		6
		TOTAL WEEKLY CONTACT AND OUTSIDE HOURS:		9

b. If variable credit, how will the number of credits awarded be related to the amount of student effort required?

c. How will students be evaluated for credit or grades? Provide specific information on assignments, projects, exams, etc. and relative % for each area. CR/NC only.

Participation - 20%, Assignments - 30%, Final Project - 50%

5. STUDENTS (Complete only if changed)

a. Anticipated enrollment per quarter: ___10___ .

b. Types of students expected (undergraduate majors, undergraduate non-majors, graduate or professional students):

6. LEARNING OBJECTIVES (Complete only if changing credits or course description)

What are the primary learning objectives for the course?

a) To improve familiarity with the curriculum and 1503 processes

b) To improve abilities related to form completion and submission of supporting materials

c) To improve knowledge of curriculum and 1503 requirements and dispel misconceptions.

7. JOINT COURSE

List all departments, schools, or colleges participating. Joint course applications require a signature from each unit.
(If units from more than one school or college participate, a separate application must be filed by each.)

Name of unit (List the unit responsible for administering the course first)	Course prefix and number	Add joint status	Drop joint status	Signature of chair/director

8. OTHER COLLEGES, SCHOOLS, OR DEPARTMENTS AFFECTED

If this course includes subject matter currently dealt with by any other University units, the originating department must circulate this application for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this application.

Name of unit	Signature of dean/chair/director	Recommend approval	Recommend disapproval (attach explanation)	Date

9. APPROVAL

Date

Chair/Director of submitting department/unit_____

College Curriculum Committee_____

College Dean/Vice Chancellor _____

Instructions

- ✓ This form may be submitted on white paper.
- ✓
- ✓ Seven additional copies of both this form and all accompanying documentation **must** be submitted with this form to the University Curriculum Office. Copies may be on white paper. (Note: Departments in the College of Arts & Sciences only submit the signed original to the College).
- ✓
  - ✓ Note: some college or school curriculum committees have different submission requirements!

- ✓ This form is three pages (not counting this page). Single-sided pages are preferred, but not required.

- ✓ Additional instructions on how to fill out this form can be found online at http://staff.washington.edu/uwcr/instructions.html.

Attach this form to a Course Change or New Course Application.

University of Washington
Curriculum Review Committee
DISTANCE LEARNING COURSE SUPPLEMENT

Prefix (6 characters max.)	Number
CURRIC	101

Offered jointly with:

Prefix (6 characters max.)	Number

College or School	Department	Subdepartment	Date
Registrar	Curriculum		01/01/2007

Course Title	Credits
Introduction to Curriculum and 1503 Processes	3

DL1. Has this DL course already been approved for classroom instruction (residence credit)? _____Yes__ . **Please attach a syllabus for this DL course and, if there is also a classroom version, a syllabus for the classroom version.** Note: the application will be considered incomplete without the appropriate syllabi attached.

DL2. **Rationale.** Please explain why this course is being offered in a DL format by answering the following questions.

a. How does the course support the academic mission of the offering unit?

It is important for all departmental administrators, coordinators and faculty that work with curriculum and 1503 applications to have training in the processes and with the required materials. By offering as DL it would allow more flexibility for these students to benefit and would ease scheduling and transportation issues with those work at UWB and UWT.

b. If this course satisfies program requirements, what are they and can they also be satisfied by a non-DL course? (Note: Classroom and DL versions with the same prefix and number are considered to result in the same educational outcomes and they therefore satisfy the same course requirements.)

This class does not satisfy program requirements.

COMPLETE OTHER SIDE OF THIS FORM

DL3. **Structural Design**. Will this course be offered in a ☐ synchronous (students work through the material at the same, pre-determined pace) or ☐ asynchronous (students work through the material at their own pace) mode?

How will course content be delivered? Please indicate what percentage of the instructional time will be spent using each of the following traditional and distance-learning methods (percentages should total 100%):

_____% **Classroom setting**: course is delivered in traditional classroom setting, including face-to-face discussion.

_____% **Pre-Recorded** (does not include Internet courses): course is delivered through pre-recorded media including videotapes or audiocassettes, CD-ROM, or other storage devices. Includes telecourses and computer-based (CBT) instructional packages.

_____% **Correspondence** (print): individual, self-paced studies, traditionally print-based and conducted by mail but may use email.

__100___ %**Internet**: course is delivered over the Internet and its application, including email discussions, to link faculty and students.

_____% **Interactive Television Technologies**: does not include Internet courses. Courses that use K-20 or interactive video conferencing tools. Characterized by live interactive qualities which use interactive video technologies for distance learning instruction no matter what transport mechanism is used.

_____% **Broadcast**: does not include Internet courses. Characterized by broadcast delivery technology that may use combinations of satellite or cable TV to reach learners. Differs from interactive television technologies because the interaction is only one way.

TOTAL: <u>100</u> %

DL4. **Contact hours and credits.** Because DL courses do not meet regularly, contact hours can not be used to estimate the number of credits to be awarded. Explain how the number of credits for this course was determined. How many total hours will the typical student spend completing this course?_____90_____ How many weeks will it take the typical student to complete this course?_____10_____ What is the maximum time allowed for completion of this course (weeks)?___10_____ What is the shortest maximum completion time that can be set for this course and still accomplish its educational goals (weeks)?__10_____

DL5. **Resources.** In a brief paragraph, please explain non-technological resources that may be needed to support the instructor and students, e.g., placement testing, bookstore, library resources, advising, exam proctoring. How will the class access these resources? In addition, explain what technological resources students will need in order to participate in this course and what support is available for these.

Students will need access to high speed internet and the SDB. C&C will provide technology support for students.

COMPLETE NEXT PAGE OF THIS FORM

DL6. **Instruction and assessment. (Please note: the following questions need to be addressed here, but the syllabus should also address these questions.)**

    a. If this DL course is also being offered as a separate version in the classroom, please describe how the DL instructor will coordinate expected learning outcomes, examinations, and grading with the classroom instructor.

The same instructor teaches the DL section. Both sections will have the same requirements.

    b. How will examinations be administered securely? Describe safeguards for academic integrity.

The exam in a final project that does not require proctoring.

    c. Describe how students will receive feedback throughout the course and how they will be assessed.

They will be evaluated for credit based on the quality of their weekly assignments and the final project. The instructor will email comments to students.

    d. How will students interact with the instructor and other students? Will there be any face-to-face meetings with the instructor and other students? Describe in detail how the student may engage with other students and the instructor if the course is offered synchronously (students progress through material as a cohort), or if offered asynchronously (students progress through the material at individual pace), how the student may communicate regularly with the instructor.

Students will communicate via a Blackboard discussion board and by email.

DL7. **Responsible Instructor.** Please list the UW instructor who will be the primary instructor for this DL course.

Name	Faculty rank	Dept of primary appointment

DL8. **APPROVAL**

                                                           Date

Chair of submitting department _____

College Curriculum Committee_____

College Dean _____

CURRIC 101: Introduction to Curriculum and 1503 Processes

Professor Wendy Star
uwcr@u.washington.edu
Schmitz 248
Phone: 206-543-5938

Overview

The purpose of the course is to introduce the Curriculum and Undergraduate Academic Programs processes and provide students with opportunities to improve their knowledge of the types of forms used, processes involved, required materials, expectations and common mistakes in both processes. Examples are used throughout the course and interactive discussion is encouraged.

FORMAT

In class we will attempt to combine lecture, discussion, and short assignments to provide material that will supplement the main text and to provide opportunities for individual questions and in-class discussion of material that needs to be reviewed.

LEARNING GOALS

To improve familiarity with the curriculum and 1503 processes.

To improve abilities related to form completion and submission of supporting materials.

To improve knowledge of curriculum and 1503 requirements and dispel misconceptions.

TEXTS

Payne, Jennifer. Guide to Curriculum Processes First Edition. Seattle, Washington: UW Press, 2007.

In Class handouts

Evaluation (CR/NC only)
Students will be evaluated for credit on the participation, the weekly assignments which should be competed and handed in during the regular class periods and the quality of the final group project.

GRADING
Participation: [20%]
Assignments   [30%]
Final project   [50%]

CLASS SCHEDULE
Autumn Quarter, 2007

Week	Assignments	Project
Week 1	Introduction to Curriculum: Chapter 1 Introductions	NA
Week 2	Forms and Processes Overview: Chapter 2 Syllabus Requirements, How to write a catalog descriptions and prerequisites, what is a joint vs. a wither. NA	
Week 3	New Course Applications: Chapter 3 Complete a new course application	NA
Week 4	Course Change Applications: Chapter 4 Complete a course change application	Select Groups
Week 5	Distance Learning Applications: Chapter 5 Complete a distance learning application	Identify project topic
Week 6	Online and Email Changes: Chapter 6 Submit online prerequisite changes and email catalog changes.	NA
Week 7	Creating and Changing Undergraduate Academic Programs (1503): Chapter 7 Submit a 1503	Group project review
Week 8	1503's and Tri-Campus Review: Chapter 8 Mock Committee Review	Submit draft project
Week 9	Myths and Misconceptions: Chapter 9	Review draft comments and revise.
Week 10	Final Project Preparation	Project work time
Finals week	Final project Presentations	

How to Write a Prerequisite:

	Prerequisite:
Curriculum 101	CURRIC 101.
Curriculum 101 and 102	CURRIC 101; CURRIC 102.
Curriculum 101 - 103	CURRIC 101; CURRIC 102; CURRIC 103.
Curriculum 101, 102, 103, or 104	either CURRIC 101, CURRIC 102, CURRIC 103, or CURRIC 104.
Curriculum 101 and 102 103 or 104	CURRIC 101; CURRIC 102; either CURRIC 103 or CURRIC 104.
Curriculum 101 102, 103 or 104	CURRIC 101; either CURRIC 102, CURRIC 103, or CURRIC 104

Curriculum 101, 102, or 103
        104, 105 or 106
        110
	either CURRIC 101, CURRIC 102, or CURRIC 103; either CURRIC 104, CURRIC 105, or CURRIC 106; CURRIC 110.

Curriculum 101 and co-enrollment in 102	CURRIC 101; corequisite: CURRIC 102.
Any Curriculum 100 course	one 100-level CURRIC course.
Any Curriculum or Training course	either one CURRIC or one TRAIN course.
Curriculum 101 recommended	Recommended: CURRIC 101.
Curriculum 101 or both 102 and 103	Either CURRIC 101 or both CURRIC 102 and CURRIC 103

* Or permission of instructor is limited to graduate-level courses.

** Graduate Standing is not necessary for Graduate level courses

*** Curriculum major only is added during the Time Schedule and should not be included in the prerequisites.

**** Prerequisite: **NOT**   Prerequisites:

*****Co-requisites are list in the course catalog but ALSO must be set up in the Time Schedule.