

PST COURSE PROPOSAL TEMPLATE

(Please Use New PST Course Proposal Descriptions of Requirements on pages 6-10 as Guides for Completing Course Proposal)

BLI/CCS

Graduate School and Professional Programs
Gallaudet University
Washington, DC 20002

SECTION I

Name of Person Completing this Form:	_____
Gallaudet Affiliation and Positions:	_____
Affiliation and Position if not Gallaudet:	_____
Email Address:	_____
Date Form Completed:	_____

SECTION II

Course Information

Please attach additional paper as necessary

1. Effective Term	Fall Spring Summer 201__
2. Course Title	
3. Course Credits	
4. Formal Catalog Description; include how course content and delivery supports diversity	
5. Enrollment criteria	
6. Prerequisites	
7. Grading Basis	0 Graded 0 Pass/Fail 0 Non-Credit
8. Course Characteristics	

Please attach additional paper as necessary

9. Instructor(s)—include documentation	
10. Fees:	<input type="checkbox"/> PST (Per credit fee) <input type="checkbox"/> Non-credit tuition \$_____
	<input type="checkbox"/> Materials \$_____ <input type="checkbox"/> Lab \$_____ <input type="checkbox"/> Other \$_____
11. Enrollment Limit	
12. Permission	<input type="checkbox"/> Department <input type="checkbox"/> Instructor <input type="checkbox"/> None
13. Class Format	<input type="checkbox"/> Lecture <input type="checkbox"/> Online <input type="checkbox"/> Lab <input type="checkbox"/> Seminar <input type="checkbox"/> Independent Study _____
14. Rationale	
15. Selected program SLOs or Burstein Leadership Institute Goal(s)	
16. Student learning outcomes (SLOs) and target level of performance	
17. SLOs attainable online (for an online course)	
18. Specific student SLO on information literacy	
19. Description of assessment methods and tools for each SLOs	
20. Pedagogy to use for achieving SLOs	
21. External or independent coursework to supplement distance study method when hybrid format is used	
22. Strategies to make online method or distance education your predominant format when course is hybrid	

Please attach additional paper as necessary

23. Learning activities	
24. Learning resources	
25. A list of opportunities for applied experience	
26. Evaluation	
27. Accessibility Considerations	
28. Technical Requirements	
29. Course syllabus	Use course syllabus template to develop and attach a course syllabus
30. Contact Person	

New PST Course Proposal Descriptions of Requirements

1. Effective Term: Indicate the semester and year in which the course will first be taught.

2. Course Title (PST number will be assigned by the Center for Continuing Studies)

- a. Long Title (for catalog)
- b. Short Title (for Transcript – 20 character limit)

3. Course Credits: Calculate one credit per 14 hours of contact time for face-to-face courses and synchronous tech-based courses; calculate equivalent workload and time for asynchronous courses. For asynchronous courses, justify the credit hours in terms of proposed faculty and student time commitments.

4. Formal Catalog Description: Describe the content and goals of the course in one paragraph.

5. Enrollment criteria: Specify if, any, the minimum requirements a prospective student must meet for enrollment in this course.

6. Prerequisites : Prerequisites may include:

- a. Previous coursework requirements
- b. Concurrent registration in another course
- c. Previous knowledge or experience
- d. Language proficiency
- e. Licensure
- f. Previous online training
- g. Level of education
- h. Permission of department, instructor
- i. Other

7. Grading Basis:

- a. Graded
- b. Pass/fail
- c. Non-credit

8. Course Characteristics:

- a. Cross listing corresponds in time, credits, and content to another course offered by Gallaudet University. Specify whether the cross-listed course is for undergraduate credit or graduate credit and include letter of support from affected department(s).
- b. Overlap—if this course overlaps in content with any other PST or regular credit course, include justification for additional course offering. Such course proposals must include a letter of cooperation from the unit offering the related or overlapping course.
- c. Explanation of fit with other courses if it is a part of a program of study.
- d. Statement of cooperation from other organizations or facilities that will be involved with the production of the course, particularly when extension or video-conferencing is involved. Demonstration of communication with department associated with the field represented by the course, whether there is overlap or not.

9. Instructor's Competencies :

- a. Competencies to teach this course: include resume if appropriate
- b. Faculty arrangements (will the course be offered in-load by a Gallaudet University employee, as an overload by a Gallaudet University employee, or as contract with a non-employee).
- c. Signature/approval of Department Chair if offering as undergraduate/PST or graduate/PST credit.

10. Fees:

- a. Per credit PST tuition or non-credit tuition
- b. Material fees
- c. Lab fees
- d. Other

11. Enrollment Limit: Indicate maximum number of students allowed.

12. Permission: Indicate if student must have permission from either the instructor or the department to register.

13. Class Format

a. Delivery Characteristics

I. Face-to-face, online, video conferencing, hybrid, web-based, etc.)

II. Synchronous, asynchronous

b. Timing i. Regular semester, special timing (requires evidence of contact with Academic Technology)

ii. Meeting times, dates, and frequencies

14. Rationale: Demonstrate the need for this course, the potential audience and a marketing strategy.

15. Selected Program Student Learning Outcomes (SLOs) Or BLI Goal(s). These are not the same as course-level student outcomes.

i. Program SLOs

a. These are 'selected' program-level student learning outcomes, which the course content will attempt to achieve.

b. Course level student learning outcomes address program level student learning outcome.

ii. BLI Goals

a. These are the goals Burstein Leadership Institute seeks to achieve.

16. SLOs and Target Level of Performance:

a. SLOs: These are broad outcome statements that specify the knowledge, skills, and dispositions students will be able to demonstrate upon completion of a course and/or program (same as: The knowledge, skills, and dispositions students should take with them after completing a program or as the result of using services. Gallaudet Office of Academic Quality, 2010).

b. Target: An acceptable level of performance students must achieve in order to consider a SLO as achieved (same as: the desired level of performance you want to see, as measured by indicators, that represents success at achieving your outcome. Gallaudet, Office Academic Quality, 2010)

17. SLOs Attainable Online (for an online course): These are broad outcome statements for an online course that specify the knowledge, skills, and dispositions students will be able to demonstrate upon completion of a course and/or program.

18. Specific SLOs on Information Literacy: These are broad learning outcomes statements that specify the information literacy knowledge, skills, and dispositions students will be able to demonstrate in terms of the following information literacy standards upon completion of a course and/or program.

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Standard 4: The student who is an independent learner is information literate and pursues information relating to personal interest

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

19. Description of Assessment Methods and Tools for Each SLO:

a. **Method(s):** Description of how and when the assessment tool will be used to assess the outcome (Gallaudet office of Academic Quality, 2011).

b. Assessment Tool: The instrument (form, test, rubric, etc.) that is used to collect data for each outcome. The actual product that is handed out to students for the purpose of assessing whether they have achieved a particular learning outcome(s).

20. Pedagogy to Use for Achieving SLOs: Describe teaching methods to use for achieving SLOs

21. External or Independent Coursework to Supplement Distance Study Method When Hybrid Format Is Used

- a. any relevant or required online coursework
- b. any online project students need to complete
- c. any individual or group projects requiring use of online discussions

22. Strategies to Make Online Method or Distance Education Your Predominant Format When Course Is Hybrid: Show number and types of course requirements to be completed online.

23. Learning Activities: Clear and specific learning activities to address each SLO

24. Learning Resources: A list of a variety of resources for students to use to fulfill course requirements. Include Gallaudet University resources that will be required to teach this course

25. A List of Opportunities for Applied Experience: This includes

- a. internship opportunities
- b. opportunities for hands-on experience
- c. opportunities for students to apply the knowledge, skills, and dispositions they acquired from the course.

26. Evaluation: Describe the method you will use to evaluate the effectiveness of the course and the instructor (must include the PST evaluation form at a minimum).

27. Accessibility Considerations :

- a. How will the course and materials be made accessible to deaf students?
- b. How will you make this course accessible to the largest possible audience?
- c. If there are any anticipated accessibility problems for certain categories of students with disabilities, note them here so that Gallaudet University's Office of Students with Disabilities can be contacted and accommodations arranged.
- d. If outside standardized exams will be used, indicate what accommodations will need to be made for deaf students.
- e. Language issues.

28. Technical Requirements:

- a. Hardware requirements for students
 - I. Type and speed of computer
 - II. Speed of internet connection
- b. Software requirements or students
- c. Download fees
- d. Access to video-conferencing facility
- e. Special hardware or software requirements for Gallaudet University
- f. Include documentation of Academic Technology's ability and willingness to support the technical requirements of this course.

29. Course Syllabus: Planned course experience to be taught (see syllabus template for content requirements).

30. Contact Person:

Indicate the person to whom questions should be directed regarding this course. Include email address and phone number(s)