

**Revised Format for
A-IV Documents Template for New Courses
Reflects OA Changes
All Items are Required**

**SECTION A-IV: NEW COURSE
Department of XXXXX**

Date of Departmental Approval

Effective date for the course becoming part of the curriculum

Title of Course

hours and credits specified: example 3 hours ; 3 credits, or 2 hours lecture, 2 hours laboratory: 3 credits (refer to the curriculum committee for the formula of hours to credits for all cases except lecture or recitation format) when no other format is specified lecture is presumed.

Bulletin Description Refer to bulletin descriptions in the Brooklyn College Bulletin for proper format.

Prerequisite: Prerequisites if any.

Frequency of offering: 1 per year in the fall semester

Projected enrollment: 25 students per year

Clearances: Specify 'None' or list the departments from whom clearances have been obtained.

Rationale : One or two paragraph description indicating the significance of the course and its relationship to the other courses in the department. Rationale should make reference to department goals and how one or more are addressed by this course. See below for a fuller discussion of goals and objectives.

A rationale is needed for each new course, or in some cases for a set of related new courses. The academic need for the course(s) should be concisely explained. **The rationale must include, but need not be limited to, an explanation of how the course serves the department's goals for student learning. Thus, in the case of courses in the major, it will take the form of linking the proposed course's learning outcomes to the overall program goals for majors; in the case of other courses it will explain how the proposed course's learning outcomes relate to the department's mission.**

If any special facilities or new faculty are required to offer this course, this also should be explained, and the date of clearance from the Committee on Master Planning, Educational Policy, and Budget Committee should be noted.

Program/ Department Goals Addressed by Course:

Objectives of Course:

Outcomes Anticipated for Course:

Course Outline: *A fourteen week syllabus that refers back to objectives and outcomes specified, and how the outcomes will be assessed. .*

Method of evaluation: *Specify how students will be evaluated (e.g., exams, term papers, student projects, etc.). Note that all classes must have a final exam unless a waiver has been obtained from the Committee.*

Method of assessment: *Specify how course objectives and outcomes will be compared to each other.*

Bibliography: *List possible texts as well as other relevant bibliographic information.*

How to Complete the Revised Course Form

Some Basic Definitions from the Outcomes Assessment Resource Manual (OARM) pp. A-4 ff:

“Goals: Broad statements concerning student learning in a particular area.

Objectives: What faculty **intend** students to learn in a particular course or courses.

Outcome: Degree to which students **have in fact learned** what faculty intended, made visible in a completed assignment (learning activity).

Assessment: Comparison of objectives and outcomes. These should be listed in each course outline and correspond to the objectives and outcomes being addressed.”

The essay “Teaching Practices and Assessment” (pp. 4-9, OARM) offers a useful discussion of the similarities and differences between evaluation (grading) and assessment. For examples of goals, objectives and outcomes from a variety of disciplines, please see pp. A4-14 of the OARM.

Goals Addressed by course:

Each program/department has developed its own set of common goals, and each course in a program/department should address one or more of these goals.

Objectives of this course:

One or more of the objectives should address the program/department goals. As a rule of thumb, you should have no more than 3-5 content objectives and 3-5 generic general education objectives for a course.

General education objectives may be found in the OARM and are listed under each of the 32 general education goals. The generic general education goals in the OARM are a good source for general education objectives.

Outcomes for this course:

Each objective has a corresponding outcome. An outcome states what a student will be able to do in order to demonstrate mastery of both content and general education objectives.

Assessment of this course:

The proposal should suggest how each objective will be compared to each outcome. In practice, no more than one or two common outcomes for a course will be assessed by a department during any given semester; faculty in that department will decide on the focus and process of common assessment. Faculty should share with students in their course outline how they plan to assess student mastery of the course objectives of a particular course.