UHM College of Natural Sciences, revised 4/2014

UH MANOA COLLEGE OF NATURAL SCIENCES
ADDITIONAL INFORMATION REQUIRED FOR NEW COURSE PROPOSALS (Item 19: Justification)

Your completed UHM-1 form should be accompanied by an addendum that addresses the following points. Please note that all new graduate courses have additional requirements from the Graduate Division; additional requirements for graduate courses are italicized.

1. Rationale for the request

Include a short paragraph explaining the purpose or objective of the course, including a rationale for the request. Be as specific as possible.

2. Contribution to learning objectives.

Effective Fall 2013: For new undergraduate courses, indicate the program learning objectives AND the institutional learning objectives (ILOs) that this course will cover. For information on ILOs: https://manoa.hawaii.edu/ovcaa/policies/pdf/M5.321.pdf

For graduate level courses, address the following questions:
   - What are the expected learning outcomes?
   - What are students expected to know before enrolling in the course?
   - How are students expected to learn the course materials?
   - How will students be evaluated?
   - How will the success of the courses in achieving the learning outcomes be assessed?

3. The number of credits and the level. Please explain the prerequisites where applicable.

Please refer to the Catalog for course numbering guidelines. Note that most 200-level courses should have prerequisites, and all 300-level and 400-level courses must have prerequisites. It is strongly advised to list course alphas and numbers for prerequisites. If there are no specific courses that are appropriate prerequisites, then the PCC recommendation will be to list “sophomore standing or higher” for 300-level courses and “junior standing or higher for 400-level courses. It is also not standard practice for PCC to approve “consent” as the sole prerequisite for an upper-level course.

Note that 1 lab credit hour normally implies 3 hours hands-on work weekly.

For all new graduate courses, justify the number of credits and the level of the course. (Generally, 600 and 700 level courses have explicit prerequisites. If there are no prerequisites, justification must be provided. 700 level courses deal with more advanced material than 600 level courses).
4. **Course syllabus specifying student learning objectives for the course.** (note for courses with an Honors counterpart, a separate honors version of the syllabus must be provided).

Provide a detailed course syllabus that includes the following information:

a. **Course alpha and number, and course title.**

b. **Instructor name and contact information.**

c. **Course description.**

d. **Course objectives.**

e. **Student learning outcomes.**

f. **Number of credit hours**

g. **Prerequisites**

h. **Textbooks, required readings**

i. **Grading and Student Evaluation.**

   The assessment tools (exams, quizzes, projects, papers, journals, etc.) that will be used should be given, as well as the weight attributed to each.

   Note that the UH Catalog states explicitly that “final examinations are required in all undergraduate courses, except writing courses, directed reading, creative arts, research, seminars, internships, and field experiences) and must be taken during the scheduled examination period.”

j. **Classroom policies**

k. **Weekly or daily schedule of topics and readings, including exam dates.**

   For most courses, PCC expects that the syllabus will include a day-by-day (or week-by-week, if appropriate) list of topics to be covered, accompanied by a list of readings that the students are expected to complete for each topic. Dates or deadlines for the various “devices” of evaluation (exams, papers, etc.) should be included.

   In rare cases where elements of an elaborate syllabus, such as the weekly schedule, are not appropriate (e.g., studio course in art, graduate seminars in subjects which rely heavily on recent articles from journals), then there can be some leeway in
preparation of the syllabus. However, regardless of the course, there must be a statement of the course objective(s), the procedures to be followed in the course, and a fairly specific statement on procedures for evaluating students. In determining what constitutes an adequate syllabus, one might ask the question: If I were a student thinking of taking this course and if I were to read the syllabus, would I see a reasonable level of detail regarding content and also the types and timing of the work to be expected?

5. Relationship of the proposal to your current and future curriculum plans. Relationship, if any, to “core” or major requirements. Also, if proposed course is a writing intensive course, please explain why it is being proposed as a WI course.

A brief description of the relationship of the proposed course with existing curricula and/or the future plans of the degree programs in your department.

For graduate courses, please explain how the new course will fit into the existing graduate degree program. Will the course be consistent with the graduate program? If approved, which current course will the new course replace? If there will be no replacement, explain what impact the new course will have on faculty workloads.

The graduate chair should submit an outline of the degree programs(s) and the sequence of courses that will exist if the new course is added.

6. Expected Course Enrollment

7. Possible overlap with other UHM courses, and unique contribution intended by the proposal.

Whenever a question of territory arises, the PCC routinely circulates the proposal to departments with a possible interest. To facilitate and expedite the approval process, it is strongly advised that the petitioning Department provide approval signatures from other Departments and/or other degree programs that will or may be affected and/or that have courses that are very similar. Please also take care that your survey of affected Departments includes those that may use the courses in question as part of their graduation (degree) requirements.

8. List of academic units for which the course is or will be a major or degree requirement.

For graduate level courses, answer the following questions: Will the new course affect other degree program(s)? If so, indicate the program(s) that will be directly or potentially affected.
9. Confirmation of consultation with those academic units, as well as with any other departments and UH campuses that might be impacted by the new course (departments offering one of the prerequisite courses, campuses offering a course with similar course content, etc.)

For graduate level courses, obtain written releases from the program(s) listed in question 8, and submit with the proposal.

10. Availability of Instructors and additional resources (if any) that will be required to teach the course.

For graduate level courses, answer the following questions:
What are the general qualifications for teaching this course?
Is an instructor available?

11. [DISTANCE EDUCATION COURSES ONLY]. How is the distance education course assured to be equivalent to the campus based course?