Procedure for New Courses

Step I: Discuss your idea for a new course in general terms with your Department Chair and, if desired, your CCC Representative before putting in much time on the forms below.

Step II: If you plan to combine your course with a course in another Department, discuss the course with that Department since they will need to submit paperwork as well.

Step III: Prepare a **syllabus**. If you have not yet taught the course, do your best job at projecting the syllabus.[1] Your syllabus, preferably in Word, should include minimally:

1) Title, course number, number of credits, and prerequisites.

1) A short and compelling course description that will be available in the UM Bulletin. The CCC wants Bulletin descriptions that are only one paragraph. This is the place where you should show why your course matters. Most students will read only the title and the description of your course before making a choice. For examples, look at the current bulletin. http://bulletin.miami.edu/courses-az/geg/

2) Student Learning Objectives. CCC wants to see at least 3-5 objectives. SLOs should not simply repeat items on your course outline. Rather, they should be "loftier" goals, like critical thinking.[2]

3) Appropriate modifications if you want to offer the course as a Civic and Community Engagement Course. (See the "Civic and Community Engagement" section below.)

4) List of topics. A list of topics describing the course contents. It is not required to have dates next to each topic.

5) Textbook requirements and supplementary reading materials.

6) Assessment and grades. Explain how students will be assessed in the course and how each assessment will contribute to the final grade.

6) Schedule, if desired.

7) Date and time of the final

8) Policies

      7.1. Academic honesty and integrity

      7.2. Homework submission

      7.3. Attendance, including UM policies on religious holidays

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[1] Sometimes putting some keywords into Google for the course with the word "syllabus" or "outline" will provide examples from other universities.

[2] See next page for examples.

7.4. Accommodations

Step IV: If you want **writing credit** to be given for the course, you must also include an **Application for Writing Course (WRIT) Form**. Make certain that at least one of your SLOs is oriented toward writing. https://www.cs.miami.edu/home/geoff/UM/WritingCourses/ Note that CCC will insist on knowing the number of pages of writing. Note that you must check off writing credit on the New Course Request Form. Make certain that you include the fact that assignments will be read by the faculty member and the student will then make revisions and resubmit. The writing has to include receiving feedback and having the students make revisions.

Step V: Submit the syllabus, New Course Request form, and Writing Course Form (if applicable) to our CCC Representative for review. After review, he/she will return both items with comments as necessary.

Step VI: After your CCC Representative receives back the forms, they will be distributed to the entire faculty of the department for comment. The faculty can submit comments to the CCC Representative.

Step VII: The CCC Representative and the faculty member shall then prepare the final versions and give the Department Chair for final review and then to the administrative staff for entry to the Course Inventory Management (CIM) system.

https://next-bulletin.miami.edu/courseadmin/?key=520

Note: There may be times when, due to other deadlines, the procedure above may need to be abbreviated. For example, there is a different date each Spring Semester by which CCC has to approve a course to have it appear in the next AY Bulletin.

Student Learning Objectives

Student learning outcomes are the core of your syllabus because they set clear expectations to students. They should be phrased in terms of observable or measurable behaviors that a student should be expected to demonstrate as a result of taking the course.

The gold standard for setting excellent learning outcomes is Bloom's Taxonomy. This taxonomy includes six levels of learning (remember, understand, apply, analyze, evaluate, and create).

In the two sites below, you will find a short description and additional resources on how to use Bloom's taxonomy to set meaningful learning objectives.

https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

https://tips.uark.edu/using-blooms-taxonomy/.

Some examples of well-written Student Learning Outcomes statements:

"By the end of this course, students will be able to........

- **identify** five key provisions of the clean air act"
- **outline** the procedure for calibrating a gas chromatograph"
- **interpret** poetry in the cultural context of its period"
- **distinguish** between conduction and convection"
- **apply** structured and semi-structured interviewing techniques in his/her fieldwork"
- **calculate** the probability that two-sample means will differ by more than 5%"
- **explain** which economic and political factors contributed to the outbreak of W.W.II"
- **design** an experiment to determine the effect of temperature on..."
- **formulate** a resume in the foreign language for a job application abroad"
- **evaluate** the usefulness of various anthropological research methods for the study of a specific problem by selecting one of the options and justifying your choice"

Student learning outcomes that are phrased. the student **will: know, learn, appreciate, understand,** etc. are not appropriate for this purpose. They may be critically important overarching goals, but are not specific enough to lend themselves to measurability for the purposes of course assessment.

Civic and Community Engagement (https://civic.miami.edu/index.html)

Mission Statement of the Office of Civic and Community Engagement: The Office of Civic and Community Engagement (CCE) fosters university-community collaboration by engaging the university's academic resources in the enrichment of civic and community life in our local, national, and global communities. We seek to accomplish this goal by connecting students, faculty, and community organizations together in a collaborative process that translates academic knowledge into civic responsibility to promote positive social change.

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You need to be explicit in the syllabus about the mutually beneficial collaborations between the course and the community, the reflection component of the course as well as the student learning objectives related to service learning.

Criteria for CIVIC designation:

- Promote the interrelationship of teaching, research, and service through theory, action, and reflection in response to community needs.
- Develop and translate academic knowledge, critical thinking, and community engagement into civic responsibility.
- Foster mutually beneficial collaborations between the university and the community to promote positive social change.
- Incorporate reflection on the relationship between the community-based component and academic coursework into the course curriculum.
- Outline service-learning objectives in the student learning outcomes.

Below are some examples of student learning objectives related to service-learning:

- insight into the role of civic engagement and grass-roots activism in social change.
- an increased sense of civic mindedness and civic agency: the "broader set of capacities and skills required to take confident, skillful, imaginative, collective action in fluid and open environments where there is no script" (Boyte, 2008, p. 11).
- awareness of your own civic strengths, weaknesses, interests, and goals as they pertain to civic participation for community change.
- understanding of how to use knowledge and skills to build capacity within community organizations.

Other Advice

A common mistake is to check off more than one of Arts and Humanities, People and Society, and STEM. Checking "writing" on this form means it will be a formal writing course and you have to do a WRIT Form. Checking "Civic" will require modifications to the syllabus. See the "Civic and Community Engagement" section above. Note that if you make the course "By Announcement Only" it cannot be used in a cognate.