

## ARIZONA STATE UNIVERSITY PROPOSAL TO ESTABLISH A NEW COURSE

### Syllabus of Record

This template is to be used by individuals developing new courses. A new course proposal has three components:

1. Course information completed and submitted through the ACRES system.
2. The Syllabus of Record template (1-9 below) (submitted to CAPC).
3. A sample syllabus for an instructor offering a section of the course (submitted to CAPC, attached to this Proposal); (e.g., a prototype or a model derived from a prior offering under another course number)
4. For General Studies proposals: the sample syllabus should clearly state the ways in which the course satisfies the learning outcomes and criteria for the desired General Studies designations.

The most important elements of a course proposal submitted to CAPC is the syllabus of record, which provides the information necessary to decide if the course is appropriately designed for the level at which it will be offered. The sample syllabus functions as an exemplar of the course as it *might* be taught. Course's will differ from one iteration to the next (different assigned materials, order of topics, assignments and so on), but there are a few core components that need to be present—including a course description, learning outcomes, a clear account of how assignments are assessed—to make CAPC evaluation possible and to ensure that students understand clearly the structure and expectations of the course.

Please note: CAPC does not make a distinction between online or hybrid courses and traditional face-to-face courses. All course proposals must provide the information listed below.

(You can find examples of Syllabi of Record at \_\_\_\_\_link goes here\_\_\_\_\_.)

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### Course Information

1. **College/School offering the course:**
2. **Program/Department/Unit within the College/School offering the course:**
3. **Course prefix, number, and title:**
4. **Expanded Course Description:**

Please provide a more extensive version of the catalog description that expands on the course content and goals and amplifies key points of methodology, clinical or theoretical approach, course themes and special requirements. We recommend that you provide information about the course sufficient for the evaluative purposes of CAPC.

5. **Student Learning Outcomes:**

If course goals indicate what the instructor wishes to accomplish, *learning outcomes* indicate what students will gain from the course. Student learning outcomes should address specific

tasks, fields of knowledge, methodologies, techniques and so on. Typically, outcomes take the following form (or a variation of it): “Students completing course X will be able to . . .” The number of outcomes varies widely, depending on program requirements and the specific nature of the course. Please avoid combining outcomes with the course description. (You can find examples of Student Learning Outcomes at \_\_\_\_\_link goes here\_\_\_\_\_.)

**6. Assignments:**

A clear enumeration and description of the types of assignments. Descriptions should clarify such things as length and format of papers, structure of projects, nature of exams and so on, and how they correlate with learning outcomes. Any assignment that might be unique to a discipline (e.g., fieldwork, collaborative projects, etc.) needs to be *briefly* explained.

**7. Required primary and secondary material (e.g., readings, videos, podcasts, films, etc.):**

While it is possible that some courses will not have required readings (e.g., internships, studio courses), the vast majority will. A list of texts assigned or a bibliography of texts that may be drawn upon in the course is not sufficient. We request that you give some indication of how primary and secondary materials are assigned (assigned by instructor, self-selected by student) and used; we also ask that you include relevant information about online platforms (e.g., Blackboard), libraries, and software that convey these materials.

**8. Course Itinerary:**

The syllabus should include some form of itinerary (e.g., weekly schedule, modules), a sense of how the course will be paced, when readings will be discussed, when assignments are due and exams given. If the student “self-paces,” please indicate the criteria or guidelines you wish your students to follow.

**9. Grading:**

The syllabus should provide a clear account of the types of activities and assignments that will be graded, and potential ranges of weight assigned to the various activities. This can take the form of point distributions or percentages. Of particular importance are categories like “class participation,” which may require large percentages (more than 20%) in some special cases (please explain) Be sure to clarify how grades relate to expectations specific in learning outcomes. Note: make sure points/percentages are consistent and that totals are accurate.

**10. Sample Instructor’s Syllabus:**

Please attach a sample syllabus for an instructor offering a section of the course. This syllabus would include the elements of the Syllabus of Record as they are interpreted and applied for a single offering of the course.