

# CBS Course Proposal Form

Electronic Course Authorization System (ECAS) For 1xxx-5xxx courses

Definitions of terms: <https://onestop2.umn.edu/ecas/courseDefinitions.html#au>

Course (designator and number):

Effective Term and Year:

Institution/Campus:

Career (Grad/Undergrad):

Department:

Approval Received :	
Effective Status:	<input type="radio"/> Active <input type="radio"/> Inactive

## General

Enter information below	
Course Title Short (as seen on student transcript)	Maximum 30 characters and spaces
Course Title Long (as seen on Class Schedule)	Maximum 100 characters and spaces
Max-Min Credits for Courses:	Maximum credits:  Minimum credits:
Catalog Description:	Maximum 1100 characters and spaces
Print in Catalog	<input type="checkbox"/> Yes <input type="checkbox"/> No
CCE Catalog Description: (optional)	Maximum 1700 characters and spaces  <input type="checkbox"/> <b>Only include CCE Catalog Description in CCE Catalog</b>

	Enter information below
<u>Grading Basis:</u>	(Select a Grading Basis) <input type="checkbox"/> A-F only <input type="checkbox"/> A-F or Aud <input type="checkbox"/> No Grade <input type="checkbox"/> OPT No Aud <input type="checkbox"/> Student Opt (AF or SN or Audit) <input type="checkbox"/> S-N only <input type="checkbox"/> S-N or Aud
<u>Topics Course:</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Honors Course:</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Online Course</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Years most frequently offered:</u>	<input type="checkbox"/> Every <input type="checkbox"/> Odd only <input type="checkbox"/> Even only <input type="checkbox"/> Other (offered periodically)
<u>Terms most frequently offered:</u>	Check one or more terms: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
(Select a component) <input type="checkbox"/> Discussion <input type="checkbox"/> Extra Credit <input type="checkbox"/> Field Work <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Rotation	<u>List selected components below</u>  <u>Component 1:</u> <input type="checkbox"/> Component 1 has final exam  <u>Component 2:</u> <input type="checkbox"/> Component 2 has final exam  <u>Component 3:</u> <input type="checkbox"/> Component 3 has final exam
<u>Auto-Enroll Course:</u>	<input type="checkbox"/> ..Yes <input type="checkbox"/> ..No
<u>Graded Component:</u>	You must select one of the same values chosen in one of the component fields above. Also, LEC is not an allowed value if this is marked as an auto-enroll course.  (Select the graded component) <input type="checkbox"/> Discussion <input type="checkbox"/> Extra Credit <input type="checkbox"/> Field Work <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Rotation
<u>Instructor Contact Hours (hours per week)</u>	
<u>Academic Progress Units:</u>	<b>Allowed to bypass limits?</b> (only possible if Max and Min credits for course are EQUAL) <input type="checkbox"/> Yes <input type="checkbox"/> No  Academic Progress units/credits _____
<u>Financial Aid Progress Units:</u>	<b>Allowed to bypass limits?</b> (only possible if Max and Min credits for course are EQUAL) <input type="checkbox"/> Yes <input type="checkbox"/> No  Financial aid progress units/credits _____

Enter information below	
<u>Repetition of Course:</u>	<input type="checkbox"/> <u>Allow repetition of course</u>  Maximum Completions or course: Maximum Combined Credits of Course:  <input type="checkbox"/> <u>Allow multiple enrollments of course in a single term</u>
<u>Prerequisites For Catalog:</u>	(2000 character limit including spaces)
<ul style="list-style-type: none"> <li>• Enter all prerequisite information for this course as you want it to appear in the University catalogs and on the Course Web site (<a href="http://onestop2.umn.edu/courses/">http://onestop2.umn.edu/courses/</a>). All prerequisite information MUST be entered here in order to appear in the catalogs and on the Course Web site.</li> <li>• Twin Cities users should not enter course equivalency information in the prerequisite field; all other campuses should enter both prerequisite and equivalency information.</li> <li>• Please use <a href="#">catalog keyboard entry symbols</a>; your text will appear in the catalog with the symbols updated to standard catalog display symbols.</li> <li>• The prerequisites entered here will not be enforced through PeopleSoft to restrict course access. To enforce course access restrictions, you MUST re-enter the prerequisite information in the next three fields below.</li> </ul>	
<p>NEW PROCESS Please read carefully</p> <p>Restrictions entered into any of the following three fields will be enforced through PeopleSoft and will limit student access to this course. Because these restrictions will be used to control registration, do not use these fields unless you want to restrict course access.</p> <p>Restrictions entered here may include an enforced level of consent required to enter the course, or enforced completion of certain courses prior to registration for this course, or an enforced specific status for registration (e.g., "senior history major").</p> <p>If this course requires a specific registration status OR consent (e.g., "freshman status or consent of instructor") please choose the predefined enforced prerequisite below that corresponds with the registration status. Other students can obtain a "magic number" to allow them to register.</p>	
<u>Course Equivalency:</u>	Credit will not be granted if the student has already completed any course chosen (or entered) in this field. <input type="checkbox"/> <b>No</b> equivalencies <input type="checkbox"/> <b>Use predefined</b> equivalencies: <input type="checkbox"/> <b>Use new</b> equivalencies: (200-character limit including spaces)

Enter information below	
<p><u>Consent Requirement:</u></p> <p>Only ONE level of consent can be enforced. The level of consent you choose should be the level at which you plan to issue/control permission numbers for entry into the course. If the numbers are handled by the instructor, choose "Instructor" below. If the numbers are handled by the department or college,, select the most appropriate consent option.</p> <p>If any data is entered into this field, PeopleSoft will ALWAYS restrict access to the course at the level chosen, regardless of other student status information.</p>	<input type="checkbox"/> No required consent <input type="checkbox"/> Graduate school <input type="checkbox"/> College <input type="checkbox"/> Miscellaneous <input type="checkbox"/> Continuing education <input type="checkbox"/> Department <input type="checkbox"/> Instructor
<p><u>Enforced Prerequisites</u></p> <p>You may enforce restricted access to a course based on prerequisite courses, or student standing, or both (e.g., "ARCH 3411, junior Arch major)</p> <p>If a prerequisite group does not exist in the list below to fit this course, you may create a new prerequisite group. New groups are reviewed by OTR prior to implementation.</p> <p>If any prerequisite is entered into this field, PeopleSoft will ALWAYS restrict access to the course for those students who do not meet the requirements of the prerequisite, regardless of other student status information.</p> <p>If you are uncertain how to proceed, use the third option ("Use new prerequisite") and enter in the text box exactly what restrictions you wish to have enforced. OTR will review your entry and will enter the restriction in PeopleSoft. You will be contacted if there are any questions.</p>	<input type="checkbox"/> No prerequisites <input type="checkbox"/> Use predefined prerequisites (Select a prerequisite) <input type="checkbox"/> Use new prerequisites (200 character limit including spaces)
<b>Resources required for this course</b>	
Describe resources needed for this course, including Instructional Technology	
If this course is a lab course indicate the requirements for space, teaching assistants, and staff support	Contact Sandy Mand for information about CBS Instructional Lab resources.
<b>Explanation of how this course fits within the CBS curriculum</b>	
This course fills the following instructional need	
This course will be required for the following major(s)	

	Enter information below
Explain how this new major requirement will improve graduation rates, including the effect on the total number of credits required for a BS degree.	
This course can be used in lieu of the following courses in completing a CBS major	(Include the number of credits of these courses in your list (e.g. Biol 1001 and Biol 1009, 9 credits; Biol 1001, 4 credits; or Biol 1009, 4 credits)
This course is recommended as an elective for the following majors/minors	
Expected enrollment in this course is	
What is the potential impact of this course on enrollment in other CBS courses?	
Explanation of how this course fits within the curriculum of other colleges.	
What other related courses are currently offered at the University?	
What majors or minors are likely to be affected by this course?	Include majors/minors that are likely to take this course.
Describe the consultation process used to discuss the potential impacts of this course on these programs.	Please attach relevant documentation or notes concerning consultations with other units concerning this course.

<u>Editor Comments:</u> (for internal comment)	Max 2000 characters and spaces
<u>Proposal Changes:</u> (for entry staff)	Max 800 characters and spaces
<u>History Information:</u> (for ongoing Information)	
<u>Faculty Sponsor Name:</u> (required for LE and/or WI courses)	Max 50 characters and spaces
<u>Faculty Sponsor E-mail Address:</u> (required for LE and/or WI courses)	Max 50 characters and spaces (Ex. <a href="mailto:user0000@umn.edu">user0000@umn.edu</a> )

## Student Learning Outcomes

- The Student Learning Outcomes describe those things that we as a campus believe our undergraduates should know, or be able to do, at the time of receiving a bachelor's degree. The Student Learning Outcomes were approved by the Faculty Senate and became policy in May, 2007.
- Each undergraduate course at the University of Minnesota, Twin Cities, must address at least one Student Learning Outcome (but may address many).
- Check the box next to each learning outcome that this course addresses.
- Questions regarding Student Learning Outcomes can be sent to the Campus Curriculum Committee at <http://academic.umn.edu/provost/curriculum>.

<p>What are the key biological concepts that students will learn in this course?</p>	
<p>How does this course help students achieve the UM_CBS stated learning outcomes?</p>	<p><b>Activities:</b> What will students do in your class to achieve the learning outcome? (i.e. take notes in lecture; read text; case studies; problems, etc.)</p> <p><b>Assessment:</b> How do you determine your students' mastery of this outcome? (i.e. multiple choice questions; team projects; term paper; lab exercises; etc.)</p>
<p>Students in this course:</p>	

<p><input type="checkbox"/> (CBS) <b>Understanding and application of scientific reasoning and process - (UMN) Have mastered a body of knowledge and a mode of inquiry</b></p> <p><i>See foundational knowledge outcomes</i></p> <p><i>Demonstrate an increased awareness of and interest in biology from molecules to ecosystems</i></p> <p><i>Demonstrate an increased ability to formulate questions, and to critically evaluate what you know and need to know to find the answers</i></p> <p><i>Apply what you know to solve a new problem</i></p> <p><i>Demonstrate that all fields of biology (e.g. genetics, ecology, biochemistry) are inter-related and are strengthened by integrating knowledge from other natural sciences (mathematics, statistics, chemistry, and physics)</i></p> <p><i>Use the scientific method (develop an hypothesis based on observations, design and carry out experiments with appropriate controls to test the hypothesis, manage statistical and graphical data, analyze and evaluate results)</i></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>
<p><input type="checkbox"/> (CBS) <b>Effective use of technology to obtain and evaluate information and data (UMN) – Can locate and critically evaluate information)</b></p> <p><i>Locate, evaluate, and credit information in books, journals, library resources, web pages, and biological databases</i></p>	<p><b>Activities:</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>

<p><input type="checkbox"/> (CBS) <b>Understanding and application of scientific reasoning and process</b> - (UMN) <b>The ability to identify, define, and solve problems</b></p> <p><i>See foundational knowledge outcomes</i></p> <p><i>Demonstrate an increased awareness of and interest in biology from molecules to ecosystems</i></p> <p><i>Demonstrate an increased ability to formulate questions, and to critically evaluate what you know and need to know to find the answers</i></p> <p><i>Apply what you know to solve a new problem</i></p> <p><i>Demonstrate that all fields of biology (e.g. genetics, ecology, biochemistry) are inter-related and are strengthened by integrating knowledge from other natural sciences (mathematics, statistics, chemistry, and physics)</i></p> <p><i>Use the scientific method (develop an hypothesis based on observations, design and carry out experiments with appropriate controls to test the hypothesis, manage statistical and graphical data, analyze and evaluate results)</i></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>
<p><input type="checkbox"/> (CBS) <b>Understand diverse philosophies and cultures within and across societies</b> - (UMN) <b>Same as CBS</b></p> <p><i>Give examples of the impact of history and society on biological discoveries and approaches</i></p> <p><i>Give examples of human impact on the world and take a reasoned, scientific position concerning the causes and effects of these impacts</i></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>

<p><input type="checkbox"/> (CBS) <b>Can communicate effectively – (UMN) Same as CBS</b></p> <p><i>Communicate scientific results in written, oral, and visual presentations to diverse audiences</i></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>
<p><input type="checkbox"/> (UMN) <b>Understand the role of creativity, innovation, discovery, and expression across disciplines</b></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>
<p><input type="checkbox"/> (CBS) <b>Have acquired skills for effective citizenship and life-long learning – (UMN) Same as CBS</b></p> <p><i>Know the professional and ethical standards of science</i></p> <p><i>Identify ways in which knowledge of biology enriches your life</i></p> <p><i>Develop a personal strategy for effectively managing time</i></p> <p><i>Explain the basic features of successful team work and understand how your own personality affects team work</i></p>	<p><b>Activities</b> Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome. (2000-character limit including spaces)</p> <p><b>Assessment</b> How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated. (2000-character limit including spaces)</p>

## Liberal Education

- Complete this liberal education section only if this course is being proposed as liberal education (LE) curriculum.
- You must enter a syllabus for any course proposed as LE in the "Course Syllabus" field below.
- No course may count for more than two LE requirements. Courses may count for a core and a theme, but not two themes.

**Requirement this course fulfills:**

(Select an option)

None

- AH-Arts and Humanities Core
- BIOL-Biological Sciences Core
- CIV-Civic Life and Ethics Theme
- DSJ-Diversity and Social Justice in the United States Theme
- ENV-The Environment Theme
- GP-Global Perspectives Theme
- HIS-Historical Perspectives Core
- LITR-Literature Core
- MATH-Mathematical Thinking Core
- PHYS-Physical Sciences Core
- SOCS-Social Sciences Core
- TS-Technology and Society Theme

**Other requirement this course fulfills:**

(Select an option)

- NONE
- AH-Arts and Humanities Core
- BIOL-Biological Sciences Core
- CIV-Civic Life and Ethics Theme
- DSJ-Diversity and Social Justice in the United States Theme
- ENV-The Environment Theme
- GP-Global Perspectives Theme
- HIST-Historical Perspectives Core
- LITR-Literature Core
- MATH-Mathematical Thinking Core
- PHYS-Physical Sciences Core
- SOCS-Social Sciences Core
- TS-Technology and Society Theme

<p><b>Criteria for Core Courses:</b></p> <p>Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.</p> <p><b>Core courses must meet the following requirements:</b></p> <ul style="list-style-type: none"> <li>• They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.</li> <li>• They employ teaching and learning strategies that engage students with <b>doing</b> the work of the field, not just reading about it.</li> <li>• They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.</li> <li>• They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.</li> <li>• They are offered on a regular schedule.</li> <li>• They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.</li> </ul>	
<p><b>Criteria for Theme Course:</b></p> <p>Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.</p> <p><b>Theme courses have the common goal of cultivating in students a number of habits of mind:</b></p> <ul style="list-style-type: none"> <li>• thinking ethically about important challenges facing our society and world;</li> <li>• reflecting on the shared sense of responsibility required to build and maintain community;</li> <li>• connecting knowledge and practice;</li> <li>• fostering a stronger sense of our roles as historical agents.</li> </ul>	

<b>LE Recertification-Reflection Statement:</b> (for LE courses being re-certified only)	Please provide a brief reflection statement (at most 300 words) explicating demonstrating that this course continues to meet the letter and the spirit of the LE requirements. (2000-character limit including spaces).
<b>Statement of Certification:</b>	This course is certified for a Core, effective <u>term</u> as of <u>year</u> .
<b>Writing Intensive</b>	
<ul style="list-style-type: none"> <li>Complete this writing intensive section only if this course is being proposed as writing intensive (WI) .</li> <li>For the definition of writing intensive and for suggestions on how to answer the writing intensive questions below, visit the website of the Campus Writing Board – <a href="http://www.undergrad.um.edu/cwb">http://www.undergrad.um.edu/cwb</a></li> </ul>	
Propose this course as Writing Intensive curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No
Question 1: How do writing assignments and writing instruction further the learning objectives of this course and how is writing integrated into the course? Note that the syllabus must reflect the critical role that writing plays in the course.	(2000-character limit including spaces)
Question 2: What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling, etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the minimum word count (or its equivalent) for finished writing will be met.	(2500-character limit including spaces)
Question 3: How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.	(2000-character limit including spaces)
Question 4: Indicate which assignment(s) students will be required to revise and resubmit after feedback from the instructor. Indicate who will be providing the feedback. Include an example of the assignment instructions you are likely to use for this assignment or assignments.	(2000-character limit including spaces)

<p>Question 5: What types of instruction will be experienced by students? How much class time will be devoted to explicit writing instruction and at what points in the semester? What types of writing support and resources will be provided to students?</p>	<p>(2500-character limit including spaces)</p>
<p>Question 6: If teaching assistants will participate in writing assessment and writing instruction, explain how will they be trained (e.g. in how to review, grade and respond to student writing) and how will they be supervised. If the course is taught in multiple sections with multiple faculty (e.g. a capstone directed studies course), explain how every faculty mentor will ensure that their students will receive a writing intensive experience.</p>	<p>(2000-character limit including spaces)</p>
<p>Statement of Certification:</p>	<p>This course is certified as Writing Intensive effective <u>term</u> as of <u>date</u></p>
<p><b>Course Syllabus</b></p>	
<p><u>*Course Syllabus:</u>  For new courses and courses in which changes in content and/or description and/or credits are proposed, please provide a syllabus that includes the following information: course goals and description; format; structure of the course (proposed number of instructor contact hours per week, student workload effort per week, etc.); topics to be covered; scope and nature of assigned readings (text, authors, frequency, amount per week); required course assignments; nature of any student projects; and how students will be evaluated. The University "Syllabi Policy can be found here – <a href="http://www.policy.umn.edu/Policis/Education/Education/SYLLABUSREQUIREMENTS.html">http://www.policy.umn.edu/Policis/Education/Education/SYLLABUSREQUIREMENTS.html</a></p> <p>The University policy on credits is found under Section 4A of "Standards for Semester Conversion" found here. Course syllabus information will be retained in this system until new syllabus information is entered with the next major course modification. This course syllabus information may not correspond to the course as offered in a particular semester.</p> <p>(Please limit text to about 12 pages. Text copied and pasted from other sources will not retain formatting and special characters might not copy properly.)</p>	<p>(Please limit text to about 12 pages. Text copied and pasted from other sources will not retain formatting and special characters might not copy properly.) In addition, please send a hard copy of the syllabus to the College-level approver.</p>

## Strategic Objectives & Consultation

The following fields are required for the colleges listed below:

- Academic Health Center Shared
- College of Design
- College of Biological Sciences
- College of Education and Human Development
- College of Liberal Arts
- Curtis L. Carlson School of Management
- School of Dentistry
- Hubert H. Humphrey School of Public Affairs
- Office of the Senior Vice President of Health Sciences
- College of Science and Engineering
- Law School
- Medical School
- School of Nursing
- College of Pharmacy
- School of Public Health
- College of Continuing Education
- College of Veterinary Medicine

<u>Name of Department Chair Approver:</u>	(50 –character limit including spaces)
<u>Strategic Objectives – Curricular Objectives:</u> How does adding this course improve the overall curricular objectives of the unit?	(2000-character limit including spaces)
<u>Strategic Objectives – Core Objectives:</u> Does the unit consider this course to be part of its core curriculum?	(2000-character limit including spaces)
<u>Strategic Objectives – Consultation with Other Units:</u> In order to prevent course overlap and to inform other departments of new curriculum, circulate proposal to faculty in relevant units and follow up with direct consultation. Please summarize response from units consulted and include correspondence. By consultation with other units, the information about a new course is more widely disseminated and can have a positive impact on enrollments. The consultation can be as simple as an email to the instructor of the course in question informing them of the course and asking for any feedback. In addition, the Associate Dean and Director of Undergraduate Studies should be copied on all correspondence. More info at <a href="http://www.academic.umn.edu/provost/curriculum">www.academic.umn.edu/provost/curriculum</a>	(2000-character limit including spaces)