**CUE – Curriculum Proposal Signature Page**

**Name of Department/Program Initiating:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(signatures below denote approval)***

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**STEP One: Approval of Dean**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes an approval of the proposal and a satisfactory review of resources necessary for the proposal.*

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**STEP Two: Catalog Preview**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes a satisfactory preliminary review of the completeness and organization of the proposal.*

***========================================================================***

**STEP Three: Office of Distance Learning**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes a satisfactory preliminary review of the completeness and organization of the proposal.*

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**STEP Four: Approval of State Authorization Office**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes an approval of the state authorization office for online and hybrid courses, out of state instructors and/or internships.*

*========================================================================*

**STEP Five: Approval of the Council on Undergraduate Education**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes an approval of the proposal.*

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**STEP Six: Approval of the University Faculty Senate**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Signature denotes an approval of the proposal and no objection posed during the 10-day waiting period.*

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**After the proposal completes all Six steps in the proposal process, the approved curriculum change is transmitted to the Office of the Registrar to have the changes officially recorded.**

**COUNCIL ON UNDERGRADUATE EDUCATION (CUE)**

**CURRICULUM ACTION FORM (EFFECTIVE DATE 01/2020)**

**(See “CUE Curriculum Proposal Preparation Guide” available for download at** <https://www.gallaudet.edu/council-on-undergraduate-education/curriculum-action-forms>)

**DEPARTMENT/PROGRAM NAME:**

PART I: ***Identify Action Item(s)***

□ **Add New Course(s) -** Complete **Section A** (If it impacts major/minor requirements, also complete **Section F**).List new course(s) with *Title, Course number and Credits* below:

□ **Drop Course(s) -** Complete **Section B** (If it impacts major/minor requirements, also complete **Section F**). List all course(s) with *Title, Course number and Credits* below:

□ **Change Course(s) -** Complete **Section C** (If it impacts major/minor requirements, also complete **Section F**).List all course(s) with *Title, Course number and Credits* below:

□ **Add major or minor** (choose one and complete **Section D**)

□ **Drop major or minor** (choose one and complete **Section E**)

□ **Change existing major or minor** (choose one and complete **Section F**)

□ C**hange department or program description** (choose one and complete **Section G**)

□ **Online** **Instructional Mode -** Complete **Section H**

**Note: Typically, proposals submitted by the fall CUE Curriculum Proposal deadline are implemented the following fall; proposals submitted by the spring CUE Curriculum Proposal deadline are typically implemented the following spring. Actual implementation dates depend on when the proposal is approved by the Faculty Senate.**

Section A. New Course

For more than one new course, copy and paste this box as needed.

|  |
| --- |
| **Course number, title, and credit hours:** |
| **Course description: (include pre- and co-requisites, and course fees, if applicable) – for catalog use.** |
| **IMPACT:** □ Program Major □ Program Minor □ General Studies Curriculum**COURSE FEE:**\_\_\_\_\_\_\_\_\_\_\_**GRADING BASIS**: ABC/NC\_\_\_\_ P/NP\_\_\_\_\_\_ Pass/Fail\_\_\_\_\_\_ No Grade\_\_\_\_\_\_\_**PERMISSION REQUIRED**: Department\_\_\_\_\_ Instructor \_\_\_\_\_\_ None \_\_\_\_\_\_\_\_\_\_**COURSE FORMAT**: (select one) Lecture\_\_\_\_\_\_\_Seminar\_\_\_\_\_ Laboratory\_\_\_\_\_ Practicum/Internship/Clinical \_\_\_\_\_ Other (please specify)\_\_\_\_\_**INSTRUCTIONAL MODE**: (check all that apply) The course is expected to be offered as . . .Face to Face \_\_\_\_\_\_\_ (If you check any of the following, complete section H)Online Asynchronous \_\_\_\_\_\_\_ Online Synchronous \_\_\_\_\_\_\_\_\_\_\_ Hybrid Asynchronous\_\_\_\_\_\_\_ Hybrid Synchronous\_\_\_\_\_\_\_  |
| **Rationale for instructional mode:** |
| **Rationale for new course:**  |
| **Do you have faculty capable of teaching the course?**  |
| **Course SLO Chart (extract it from the course syllabus) – must include GU SLOs 1 and 2, language/communication and critical thinking and include sub-SLOs (e.g. 1.1, 1.2):** |

Section B: Dropping a Course

For more than one course, copy and paste this box as needed.

|  |
| --- |
| **Dropped course number, title, and credit hours:** |
| **Rationale for dropping course:** |

Section C: Changing a Course

For more than one course, copy and paste this box as needed.

|  |
| --- |
| **Old course description (from Catalog) – include pre- and co-requisites, and course fees, if applicable:** |
| **New course description (for Catalog) – include pre- and co-requisites, and course fees, if applicable:**  |
| **Check all changes that apply.** |
| □  **Course title** | □ **Course description** |
| □  **Course number** | □ **Prerequisites**□  **Co-requisites** |
| □ **Number of credits** |  |
| □ **Grading system (e.g., ABC ↔ Pass/Fail)** | □ **Instructional Mode** (check all that apply) □ Face to Face (F2F) □ Online Asynchronous (OA) □ Online Synchronous (OS) □ Hybrid Asynchronous (HA) □ Hybrid Synchronous (HS)  |
| **Rationale for Change(s):** (must include why having the course online will better serve students in and outside the program, the number of courses offered online in the department/program**)** |
| **Course SLO Chart\* (extract it from the course syllabus) – must include GU SLOs 1 and 2, language/communication and critical thinking and include sub-SLOs (e.g. 1.1, 1.2):** |

**\***See the table at the end of this form (under Supporting Documentation) for guidance on whether you need to provide an SLO chart or a full syllabus, or neither.

Section D. New Major or Minor

For more than one major/minor, copy and paste this box as needed.

|  |
| --- |
| **Name of New Major or Minor (please specify Major/Minor):** |
| **EFFECTIVE TERM:** □ Fall □ Spring Year: \_\_\_\_\_\_ |
| **Description of New Major or Minor (for catalog use):** |
| **Rationale for New Major or Minor:** |
| **Instructional Mode & Rationale:** (check all that apply) □ Face to Face (F2F) □ Online Asynchronous (OA) □ Online Synchronous (OS) □ Hybrid Asynchronous (HA) □ Hybrid Synchronous (HS)  |
| **Internship Requirements:** Describe any internship requirements. |
| **Resources (immediate and future impact on the department’s personnel, physical and financial resources):** |
| **Library Impact Statement\* (for new majors only):** |
| **Attach program curriculum map.** |

**\****The statement, prepared by a Library Staff member, will assess the holdings (books, periodicals, etc.) within the Gallaudet University Library and projected needs over the near future*.

Section E: Dropping a Major or Minor

For more than one major/minor, copy and paste this box as needed.

|  |
| --- |
| **Dropped Major or Minor (please specify Major/Minor):** |
| **Rationale for dropping Major or Minor:** |

Section F: Changing a Major or Minor

List course requirements in major or minor as they would be in the catalog (include pre-major, major and elective courses). For more than one major/minor, copy and paste this box as needed.

|  |
| --- |
| **Name of Major/Minor revised:** |
| **Old major or minor requirements (from catalog)**: |
| **New major or minor requirements (for catalog)**: |
| **Instructional Mode:** (check all that apply) □ Face to Face (F2F) □ Online Asynchronous (OA) □ Online Synchronous (OS) □ Hybrid Asynchronous (HA) □ Hybrid Synchronous (HS)  |
| **New internship requirements:** |
| **Briefly summarize change(s)**  |
| **Rationale for change(s):** |
| **Describe any changes to program level Student Learning Outcomes:** |
| **Explain how changes will affect the program’s assessment plan and attach program curriculum map (indicating any changes)** |

Section G: Changing Department or Program Description

For more than one program, copy and paste this box as needed.

|  |
| --- |
| **Old department/program description (from Catalog):** |
| **New department/program description (for Catalog):** |
| **Rationale for Change(s):** |

**Section H. Online Courses**

|  |
| --- |
| **List all new courses offered Online (please specify if required or elective):** |
| **List all courses within plan of study, including electives. Indicate the mode for each course (some courses may have multiple modes e.g. HY/OL/F2F)**  |
| **Is there sufficient numbers of certified instructor to teach the online course(s)?** |
| **TERM the course will be offered:** □ Fall □ Spring □ Summer  |
| **Rationale for Online format:** |
| **Syllabus** (Please include a syllabus for each instructional mode) |

**PART II. *Impact on Other Courses/Programs***

**1. Do any of the changes/additions involve dual listed courses?**

**If yes, name and course number of dual listed course:**

**2. Would the changes you have proposed require any action on the part of another department?**

**If yes, describe the expected action from the affected department/program:**

**3. Do any new or revised courses overlap with other courses?**

**If yes, list the course(s) below and provide letter(s) of support from affected department(s)/program(s). Append the letter(s) to the end of this file.**

**4. Do any of the changes/additions involve Honors courses?**

**If yes, provide letter of course approval by Honors Program Director. Append the letter to the end of this file.**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**PART III. *Supporting Documentation***

1. **Provide Syllabi for course actions, as directed in the table, below:**

|  |  |  |
| --- | --- | --- |
| **No syllabus or SLO chart required** | **SLO chart required, but full syllabus not needed** | **Full syllabus required** |
| **Change course title****Change pre/co-requisites****Change/add course fee****Change course number without changing course level****Editorial clean-up of course description** | **Change course level (e.g., 100-level course becomes 300-level)** | **New course****Changes to course description that affect course content****Change instructional mode (e.g. online synchronous to hybrid)****Change # of credits****Change grading system (e.g from Pass/Fail to ABC grading system)** |

**List the course(s) here and append the syllabi to the end of this file. Syllabi should comply with the Gallaudet Syllabus Checklist.**

1. **If applicable, provide letters of support from other departments/programs affected by the proposed changes. List the departments/programs below and append the letter(s) to the end of this file.**
2. **For NCATE/CAEP accredited programs please provide documentation of approval by the Professional Education Program Curriculum Committee. Append the approval letter to the end of this file.**

**Working Definitions for Gallaudet Course Types**

**Clinical (CLN)** – Students participate in client and/or client-related services as part of the learning process. Instruction usually occurs outside the institutional setting (or in an actual clinical laboratory setting) and may involve work with clients who receive professional services from students supervised by faculty members. Examples include medically-based clerkships or working in a clinical lab setting.

**Continuance (CON)** – This course provides continuous enrollment for students who are not on leave of absence and are not currently enrolled in a credit-bearing Gallaudet course.

**Dissertation (DIS)** – The development of a formal treatise presenting the results of study submitted in partial fulfillment of the requirements of a terminal degree. The process requires intensive interaction between the student candidate, dissertation advisor, and supplemental committee members.

**Independent Directed Studies (IDS)** – A class which substitute an existing course not offered in the semester in which the student wishes to enroll. The material covered in a directed study course is the same as that covered in the existing course.  Modifications may be necessary to deliver the content and assignments at an individual level, and not all courses can be modified. Courses that can be modified tend to be non-traditional courses (e.g. guided research courses, internships, practicums, and clinical duties).

**Independent Individualized Studies (IND)** – A class in which an individual student completes individualized plan of study or investigation in a major or field of specialization on a more autonomous basis. The course provides the student with an opportunity to pursue/research a subject in a manner not possible in an existing course, an individualized study course's content should be supplemental to the curriculum and should align with program-level student learning outcomes or domains.The instructor and student negotiate the details of the plan of study. Students meet with the instructor to establish requirements for receiving course credit, then work independently to complete the requirements, and meeting periodically with the instructor for feedback and guidance.

**Internship (INT)** – A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. The internship plan typically involves a student working in a professional setting under the supervision and monitoring of practicing professionals with limited faculty supervision.

**Laboratory (LAB) –** Instructor supervises creative or investigational work by students (individually or as a group) in a controlled environment requiring specialized equipment and/or facilities. The primary emphasis is on learning by doing and observing. Labs give students first-hand experience in developing and practicing skills, translating theory into practice, and developing, testing, and applying principles. Labs are most often associated with lectures, but also may be freestanding.

**Lecture (LEC) –** Lecture courses may include a variety of pedagogies (discussion, class presentation) but are predominantly lecture oriented. Faculty members are responsible for delivery and discussion of learning material related to instructional activities. Lecture courses may be delivered either face-to-face or online.

**Practicum (PRA) –** Practical student work under the supervision of a faculty member or under supervision of a professional in the student’s field and regular consultation with faculty member. Courses are designed to give students supervised and practical application of previously studied theory in a setting outside the classroom.

**Research (RSC) –** Courses focus on research related to a specific interest or academic discipline, but do not entail an actual dissertation or thesis. The faculty member and student(s) mutually negotiate the nature of the study/research. Students receive course credit for engaging in intensive, focused research on a concentrated topic related to their academic studies under the guidance of an instructor, typically culminating in an intellectual product.

**Seminar (SEM) –** A more interactive and typically smaller course forum than a lecture, content may include student presentations and discussions based on literature, theory, problems, or research. Enrollment is generally limited to allow for greater focus on students’ critical reflection and exchange of ideas. Lecture is not the dominant pedagogical activity of the course, like in a Lecture component course. During class meetings, students and the instructor work together in focused exploration typically involving some combination of reading, research, discussion, and production of an intellectual product related to their academic studies.

**Thesis Research (THE) –**  A formal treatise presenting the results of study submitted in partial fulfillment of the requirements of a non-terminal degree. The process requires intensive interaction between the student candidate, thesis advisor, and supplemental committee members.