

# THE GRADUATE SCHOOL

[www.salemstate.edu/graduate](http://www.salemstate.edu/graduate)

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## Graduate Education Council Format for Presenting a New Course Outline (to be attached to the REQUEST FOR NEW COURSE form)

Each new course proposal must include a full description of the course, together with course prerequisites or corequisites. Global goals of the course as well as instructional objectives must be stated. In addition, a topics agenda must be included with a sample bibliography. A testing and grading policy must also be given. Finally all textbook information must be included, title, author, date of publication and publisher. The following specific outline, used in conjunction with the Request for New Course form, will serve as a guide in the proper preparation of new course proposals.

### COURSE DESCRIPTION

On the attached form you will be required to give a course description that contains the exact wording that you wish to have in the Graduate School catalog and in each of the semester brochures. This description should be no more than 75 words in length.

### COURSE PREREQUISITES

In this section, please include any course prerequisites, corequisites, enrollment limitations, admission restrictions or other appropriate conditions for enrollment in the courses. If a prerequisite is permission, please be clear as to whether it is permission of the instructor or permission of the program coordinator that is needed.

### GLOBAL GOALS AND INSTRUCTIONAL OBJECTIVES

Goals are broad statements of general educational outcomes that do not include specific levels of performance. Goals should be directly related to the course description. Objectives should include specific statements of learning behavior or outcomes that are to be exhibited by the student after completing a unit of instruction and/or assignment. See attached sheets for examples of goals and objectives.

### TOPICS AGENDA

The Topics Agenda is a list of the major topics and events of the course, including time frames as appropriate. Example:

- Week 1- A review of the following topics from a prerequisite course in Statistics 1: hypothesis testing, testing differences between means, correlation and regression.
- Week 2- Analysis of variance without interaction effects.
- Week 3- Analysis of variance with interaction effects.
- Week 4- First hour test on all previously covered materials and objectives. Introduction to Analysis of Covariance

### TESTING AND GRADING

Be as specific as possible regarding recommended testing and grading policy for the proposed course. Future modifications are very possible when the course runs, but would be reflected in the instructor's course syllabus. Example:

- 20% Weekly written homework problems
- 50% Two (2) hour exams (25% each) reflecting equally lectures, homework and readings
- 30% Final Exam (cumulative) reflecting equally lectures, homework and readings

## SAMPLE BIBLIOGRAPHY

Need not be as all-inclusive as in the individual course syllabus. It should include the references that are judged to be the most salient for the course goals and objectives, recently published references, and should be correctly formatted according to the relevant discipline. Individual instructors might change the bibliography from year to year and such changes should be reflected in the updated course syllabus.

**The New Course Proposal form is available electronically upon request at the Graduate School and can also be downloaded from the web at [www.salemstate.edu/graduate](http://www.salemstate.edu/graduate). If you need to use a hardcopy of the form, please be sure the information is typed and will be clear when photocopied. Please contact the Graduate School at extension 7044 with any questions.**

### GOAL AND OBJECTIVE EXAMPLES

#### **Example 1**

**Course Description:** This course will examine the ways different ethnic and cultural groups have been represented and have represented their own experiences in American society. Students will interpret texts from popular and fine arts, literature, music, film and historic, geographic and sociological documents and other non-fiction writing. Students will develop an extended research project in a chosen area. Three lecture hours.

#### **Goal**

1. Students will become sensitive to the ways in different ethnic and cultural groups have been represented and have represented their own experiences in American society.

#### **Objectives**

1. Students will write journal entries and essays in which they analyze correspondences between representatives of American identity found in literature, music, art, film, architecture, theater, and decorative arts.
2. Students will visit the cultural institutions in the Salem/Boston area that collect and exhibit representations of the American experience.

#### **Goal**

2. Students will develop critical insights into representations of various ethnic groups in major works of American literature, music, art, film, architecture, theater, and decorative arts.

#### **Objectives**

1. Students will write essays on topics that demonstrate how these representations have shaped current ideas of American identity.

#### **Goal**

3. Students will develop insight into ways in which changing historical conditions have reshaped representations of the American experience.

#### **Objectives**

1. Students will demonstrate their insights through class discussions and written assignments.

#### **Goal**

4. Students will gain insight into the discipline and methodology of American Studies.

#### **Objectives**

1. Students will utilize bibliographical materials, including electronic indexes, and the scholarly journals of the various disciplines that comprise American Studies.
2. Students will write essays in which they describe their understanding of the current scholarship of American Studies, as well as the historiography, fundamental principles, and core concepts of the field.

*From the syllabus for American Identities, 2002*

#### **Example 2**

**Course Description:** This course explores the philosophical, social, historical, and psychological foundations of public education in America. Topics include beliefs about learning and teaching, the role of the school in society, curriculum and policy decision-making, education reform efforts, and the responsibility of schools with respect to children, families, and communities.

#### **Goals**

1. To examine fundamental and alternative questions of educational purpose and process, from the perspectives of the foundational disciplines of philosophy, sociology, psychology and history.
2. To relate beliefs and assumptions about education to past and present curriculum and instructional policies and practices.
3. To encourage the development of a coherent philosophy to ground educator's decisions about policies and practices both internal and external to the classroom.

## **Objectives**

1. Critically respond to course readings in class discussions and in written assignments.
2. Participate in class activities applying course constructs.
3. Prepare a written review and class presentation on a book (see Assignments)
4. Prepare reviews and presentations on selected articles.
5. Prepare a research paper on a current issue which applies course concepts to educational practice

*From the syllabus for Advanced Foundations of Education, 2002*

## **Example 3**

Course Description: This course provides an overview of aquaculture with emphasis on applications in New England. Fundamental concepts as well as new developments are examined. Participants gain the skills needed to set up and operate a small, recirculating aquaculture system as a living laboratory in their classroom or to grow fish for personal consumption or supplemental income.

## **Goals**

1. Learn about aquaculture, the aquatic equivalent of terrestrial agriculture
2. Understand basic fish biology and aquatic ecology
3. Recognize the aquaculture systems are simplified and managed ecosystems
4. Become competent with problem solving and analytical techniques

## **Objectives**

1. Examine the history and current status of aquaculture
2. Explore systems used to culture fish and those most appropriate for New England
3. Observe and identify external and internal anatomy of fish
4. Understand basic fish physiology and behavior
5. Set up, stock, monitor and manage a small recirculating aquaculture system
6. Learn to use instrumentation essential to growing aquatic organisms effectively
7. Compute stock density, growth and feeding rates, and feed conversion
8. Examine fish for diseases/pathogens and calculate dosages of drugs and chemicals for effective treatment
9. Develop a teaching plan to integrate aquaculture in the classroom as a hands-on science teaching tool or a business plan to set up a commercial operation.
10. Become acquainted with follow-up sources of aquaculture information and assistance
11. Use computers to record and analyze collected data

*From the syllabus for Topics in Aquaculture (2002)*

## **Example 4**

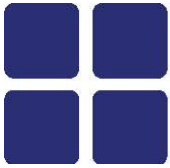
Course Description: This course provides an appreciation of the increasing diversity of school children and the importance of a global perspective on culture and education. Includes an analysis of the effect of culture and language on learning and behavior, strategies to teach social and communication skills and curriculum links to global concerns.

## **Goals**

1. To examine education with a perspective that is inclusive of the world's peoples, ideas, cultures, systems, and events.
2. To develop competencies in educators to deal with the complexities of teaching in an interdependent, culturally pluralistic world.
3. To develop and implement curriculum strategies that grapple with emerging and persistent domestic and global issues, concerns and choices.
4. To promote a sense of social responsibility in educators and learners that is evident in a multiculturally and globally literate approach to teaching.

## **Objectives**

1. Research and present an account of their own place in the world's societies through a class presentation.
2. Prepare abstracts and critiques of reading on the impact of culture on education.
3. Demonstrate understanding of concepts and strategies in the field of multicultural and global education through reflections on their readings.
4. Conduct a research project on a cultural group OR read and review a culture-relevant book.



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## Graduate Education Council Request for New Course

Department: \_\_\_\_\_ Course No.: \_\_\_\_\_ No. of Credits: \_\_\_\_\_

Full Title: \_\_\_\_\_

Abbreviated Title: \_\_\_\_\_ First Offering: \_\_\_\_\_  
 (30 characters maximum) (specify semester & year)

Semester fees attached to this course, if any: \_\_\_\_\_

Course Description: Limit to 75 words, not counting articles and prepositions. Print exactly as description will appear in the catalog, including prerequisites, co-requisites, limitations, etc.

To be offered: \_\_\_\_\_ each semester \_\_\_\_\_ annually \_\_\_\_\_ biannually \_\_\_\_\_ other (specify)

No. of hours per week: \_\_\_\_\_ lecture \_\_\_\_\_ required lab, studio, field work, etc (specify)

Use of course: \_\_\_\_\_ required \_\_\_\_\_ elective \_\_\_\_\_ other (specify)

**Justification for this course:** In this section, please explain the rationale for this course. Refer to what it contributes to the knowledge and/or skills of its audience and, if appropriate, how it addresses program goals and/or applicable national or state standards.

1. New course proposal attached: \_\_\_\_\_ yes \_\_\_\_\_ no (please use format guidelines)
2. Approval by graduate committee of sponsoring department: \_\_\_\_\_ yes \_\_\_\_\_ no
3. Course no. checked against historical files to prevent duplication: \_\_\_\_\_ yes \_\_\_\_\_ no
4. Course bibliography checked against library holdings: \_\_\_\_\_ yes \_\_\_\_\_ no
5. If this course would modify any curriculum other than that of the sponsoring department, please attach statements from all involved departments indicating their approval. List such departments below.

\_\_\_\_\_  
 Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_