

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>ENGL 815</p> <p>ENGL 820</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Present students with the conceptual aspects of designing and conducting a research study. Addresses making critical choices concerning research questions, data collection, methods of measurements, and analysis. Focuses on professional-level, academic writing including writing for a dissertation and writing for publication. Includes a discussion of dissemination of research results and navigating the professional publication process. A practical application is attention to dissertation proposal development and addressing the processes, skills, knowledge, and general dispositions of the professional academic writer.</p>
(O) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>At the conclusion of the course, students should be able to:</p> <ul style="list-style-type: none"> • Analyze research designs and design research studies appropriate for particular research questions • Synthesize relevant literature, identify, and address a research need in the field • Critically evaluate targets for dissemination and publication • Develop strategies and dispositions as professional academic writers • Evaluate the opportunities, constraints and contexts of professional academic writing • Establish and maintain professional networks of colleagues and peers as writing groups • Design strategies for maintaining steady progress in researching and writing for major research project

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Core Requirement</p> <p>If Other, please explain:</p>				
<p>(T) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>If Other, please explain:</p> <p>Ph.D. students in the Composition and TESOL program</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>none</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
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<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>NO</p> <p>Please Provide Comment:</p>				

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	
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