The University of La Verne operates a variety of on- and off-campus educational programs in both undergraduate and graduate studies. The quality of these programs depends on the validity of the goals, the effective management of resources, and the quality of the faculty and students. Because the link between student performance and teacher performance is direct, careful and comprehensive planning facilitates achievement. As a starting point in planning, each instructor who intends to offer a new course for La Verne must provide a written, comprehensive course proposal that will be reviewed by appropriate peers at the University. These proposals are formulated, reviewed, and approved so that

1. The courses are operated with the full knowledge and approval of the department designated by the number and title,

2. Students are informed of the purpose, content, and performance requirements at the time they choose or begin their programs,

3. The relationship of the course both to the degree program and to the University’s mission is clearly delineated,

4. Performance standards for degree, credential, certification, or course challenge are consistent and understood by students, faculty, and administration,

5. Instructors can share the resources of colleagues, materials, or other aids which can be of assistance in carrying out the program, and

6. Criteria for measuring teaching and learning effectiveness are made possible on the basis of instructional plans. These specify instructional objectives in behavioral or measurable terms, identify and define alternative methods to reach desired performance levels, and define measures for post-assessment.

In the formulation, review, and approval process, it is recognized that the proposal is a reasonable statement of intent, and that changes will take place as a result of experience and discovery within a planned framework. Faculty review is employed as a method of encouraging the faculty interaction, not to limit the academic freedom or the responsibility of the individual.

Please do not include specific times, dates, location, or name of instructor within the course proposal. Courses are approved or disapproved on their own merit separately from information which may become dated.
COMPONENTS OF A COURSE PROPOSAL

The following outline provides an explanation of the steps for preparing a course proposal along with a hypothetical model as an example. You will note that the component parts have a congruent relationship to one another. The course goals, by giving direction and purpose, find expression in the activities of participants and manifest themselves in some specific resultant behavior (objectives). This interrelationship provides a road map, so to speak, for clarity of purpose and performance expectations.

1. Course Designation, Authorship, and Date
   a. Department (and proposed course number, if appropriate)
   b. Title — a brief statement defining a subject as a particular area, or a related group of ideas. Please make the title as descriptive and as brief as possible, remembering that it will be abbreviated to 22 characters (including spaces) on transcripts.
   c. Semester-hour value — the time required to complete the instructional plan. One semester hour is equivalent to 15 hours of instruction.
   d. Intended level or course — undergraduate, graduate, doctoral, professional credit, etc.
   e. Proposed cross listings, if any
   f. Name of the author of the proposal
   g. Date the proposal was prepared

   Example:
   PSY 517, Counseling Theories and Techniques (3)
   Graduate Credit only
   Prepared by Leo Freud, September 4, 1992

2. Course Description
   A brief narrative paragraph establishing the scope of the course in summary form. Goals, activities, and requirements may be included to help clarify the scope of the course. This paragraph serves as an identifying reference in course catalogs. ULV’s catalog description will be abstracted from this statement.

   Example:
   Explores the development of counseling as a profession. Reviews theory, technique, attitude, and counselor role. Students gain practice in theory application in a practical workshop setting.

3. Goals

   A statement, or list of statements, indicating broad direction(s) of purpose. A goal is a general in nature. Goals are typically worded in phrases such as “to develop an understanding,” “to become cognizant of or familiar with,” “to be able to use and interpret,” “to improve understanding,” “to gain experience in,” or “to be able to critically analyze,” etc.
Although goals stated in such general terms cannot serve as criteria in evaluating attainment, they provide an identification of purpose that indicates to the student what he can expect from the course.

Example:
  a. Participant will describe various counseling theories and the techniques used in each

4. **Course Contents**
   An outline of the components of the course, identifying the major areas covered by the course.

Example:
  a. Development of the various schools of counseling theories and techniques—individual and group—which include the following:
     1). Supportive Therapy
     2). Behavior Therapy
     3). Analytical Therapy
     4). Transactional Therapy
     5). Psychoanalysis

5. **Activities of Participants**
   A list of activities planned for course meetings. They must include details on library work, writing assignments, and computer exercises and activities. What will the participants do during the course meetings? What is the expected time frame of the course? These activities should clearly illustrate the goals and outline of the course.

Example:
  The student will do the following:
  a. Listen to presentations of professor and visiting authorities
  b. View films
  c. Participate actively in topic discussion with leader and peers
  d. Read and write seven reviews of relevant books and articles obtained through library research
  e. Give class presentations
  f. Participate in computer-simulated counseling sessions using various model techniques.

6. **Evidence of learning Outcomes**
   What is the intended evidence of learning outcome? What do you expect to happen because of this course? What are the expected and the specific actions that will demonstrate the learning of a skill, attitude, or body of knowledge? These should not be confused with goal statements. Objectives are more specific and measurable. In the event that someone would want to challenge this course, these could be used to create an appropriate challenge exam, if this course is challengeable. If it is believed that this course cannot be challenged, please state why.
Example:
By the end of the course, the student will have
a. Described in writing the theoretical aspects of the counseling approaches discussed in class and observed in presentations
b. Demonstrated and described, orally and in writing, the identification and classification of pertinent client behavior
c. Demonstrated in class and in writing, diagnostic and observational skills of emotional disorders, etc.

7. Assessment Plan
The assessment plan should clearly state the means of measuring course results. Please list the examinations, papers, demonstrations, projects, or other means you plan to use and state how they will certify achievement.

This assessment plan should be based upon the learning outcomes (objectives). If the objectives have been clearly and specifically stated, the assessment plan has practically been designed.

8. Text, Materials, and Resources
List all written, audio-visual, electronic, and other materials to be used in the class. If there are any materials crucial to the course but unavailable on the general market (such as something you have written or prepared), please attach copies to the proposal.

Example:
a. Required and supplementary texts
b. A list of resources used in class sessions: books, articles, journals, films, videos, tapes, and other supplemental materials
c. A list of resources used in homework assignments: books, articles, software programs, journals, data sources, and other materials

9. Program Relationship
Please explain how the proposed course relates to each of the following:
a. ULV’s General Education Requirements (undergraduate courses only)
b. Any major, minor, or other program (including certificate and credential programs)
c. ULV’s Mission Statement (see the current ULV Catalog), especially with respect to the following:
   1). Values
   2). Diversity and intercultural orientation
   3). International orientation
   4). Lifelong learning
   5). Service

Thank you for the time and effort you have put into preparing this proposal.