

FASS Course Proposal Guidelines and Checklist

The Academic Development Committee (ADC) will use this template to evaluate all new course proposals, including courses previously taught under a special topics code being proposed as stand-alone courses.

Course proposals should be forwarded to ADC by the Undergraduate Coordinator of your Department / Program, to ensure that the Department / Program has reviewed and approved the course prior to submission to ADC. A Navigator ticket should only be submitted after the ADC has approved the proposal.

Please email the Associate Dean Academic (fassadac@dal.ca) a **single PDF document** that includes:

- a completed **New Course Questionnaire** (below)
- a **syllabus**
- a **library report** from a subject specialist (A library assessment of the Libraries' ability to support the teaching and research needs of new courses and programmes is required as per Senate Academic Quality Assurance protocols).

The syllabus should comply with the Dalhousie Senate [syllabus policy](#) and with the '[Guidelines for Grading Participation in the Classroom](#)' (FASS Rules and Procedures, pp. 87-88):

The syllabus must include:

- Course description;
- Evaluation (assignments, tests, exam, participation) with % of final grade and deadlines;
- Description of assignments (including the expected length of written assignments);
- Any course-specific policies;
- A week-by-week list of topics and proposed weekly readings with page numbers.

ADC also encourages instructors to include learning outcomes.

It is helpful for the ADC to get a sense of the assigned readings beyond page counts. To this end, the **Wake Forrest Workload Calculator** <https://cat.wfu.edu/resources/tools/estimator2/> offers useful criteria for estimating the pages per hour of reading assignments based on the *density*, *difficulty*, and *purpose* of the reading. These or similar descriptors— included as annotations of the draft syllabus for ADC use only—can make clear the rationale for what may otherwise appear to be anomalously high or low page counts for weekly readings based on page numbers alone.

New Course Questionnaire and Checklist

COURSE CODE AND FULL TITLE: Include any proposed cross-listed course codes.

FORMAT (Lecture, seminar, other): 'Other' could include an apprenticeship, field course, work-integrated learning, etc.

MODE OF DELIVERY (In person or online. If online, please explain the justification for the online format + the elements synchronous and asynchronous delivery):

CALENDAR DESCRIPTION (maximum 150 words – written for a student audience):

JUSTIFICATION FOR THE COURSE (maximum 1 page): This section is for ADC only, not to include in the course syllabus for students. It should include an explanation of how the proposed course relates to existing courses as well as its place in the curriculum of the department or program.

TUTORIALS: Will the course include scheduled tutorials? If the proposed course will have TA support, describe the role of the TA(s).

CHECKLIST FOR SYLLABUS: PLEASE CONFIRM THAT THE SYLLABUS INCLUDES

COURSE DESCRIPTION

LEARNING OUTCOMES FOR THE COURSE (ENCOURAGED BUT NOT REQUIRED)

LIST OF ASSIGNMENTS / EVALUATION WITH % WEIGHT AND DEADLINES (E.G. WEEK 2, WEEK 7, WEEK 12)

ANY COURSE-SPECIFIC POLICIES (I.E., IN ADDITION TO UNIVERSITY AND FASS POLICIES)

DESCRIPTION OF ALL ASSIGNMENTS / EVALUATION

Descriptions of the requirements and format of quizzes, tests, midterms, exams

Descriptions of expectations for writing assignments, including length (ADC suggests word counts provide clearer guidance to students than page counts) and any other quantitative or qualitative features of assignments and evaluation that students will need to know.

Explanation of how participation mark will be evaluated (if there is a participation mark). The evaluation of participation should comply with the FASS 'Rules and Procedures - [Guidelines for Grading Participation in the Classroom](#)' (page 87-88)

WEEKLY READING ASSIGNMENTS WITH PAGE NUMBERS / TIME COUNT FOR PODCASTS AND VIDEOS

*ADC encourages inclusion of full bibliographic entries using the citation system of your discipline.