

CAPA Course Proposal Instructions

Contact Curriculum Systems at capa@uga.edu or 706-542-6358 with any questions.

COURSE ID:

The Course Identification (ID) consists of three parts:

1. **Prefix** – a four-letter alphabetic code that is approved by the University Curriculum Committee and designates an area of study
For example: ANTH, ENGL, MATH
 - Crosslisted prefix
For example: CBIO(MIBO) OR CBIO(MIBO)(IDIS)
 - A course ID is crosslisted if there are two or more prefixes
 - A department would be crosslisted on a course if they would like to offer the same course under their prefix
 - The first prefix listed is the owning department, the following prefix is the crosslisted department
For example: CBIO(MIBO). CBIO is the owning department and MIBO is the crosslisted department
 - Only the owning department can initiate a new course or course change proposal in CAPA
 - The new course or course change proposal will automatically route through the crosslisted department for review and approval/denial
 - If a crosslisted department denies the new course or course change proposal, justification must be entered, and the course is automatically returned to the course initiator of the course
2. **Number** – a four-digit number that should accurately reflect the level of the course
 - Courses may be a single course level (*for example: ENGL 4000*) or split-level (*for example: ENGL 4000/6000*). See additional details about course numbering below.
3. **Suffix** – a letter that has been approved by the University Curriculum Committee and appears at the end of a course number. Only one suffix may be used on a course in CAPA. If a course requires more than one suffix, please contact the Office of Curriculum Systems at capa@uga.edu.

Approved suffixes include:

- D = Non-Credit Discussion Group
- E = Online Learning Course
- H = Honors Course
- I = Integrated Language Course
- L = Laboratory Course
- R = Undergraduate Research Course (CURO)
- S = Service-Learning Course
- W = Writing Intensive Course

Additional information about each suffix may be found here:

<https://reg.uga.edu/faculty-governance/course-approval/#suffix>

Course Numbering Guide:

- 1000 to 1999 – Courses designed for first-year and second-year students.
- 2000 to 2999 – Mainly second-year courses but, in special instances when justified by course and curricular requirements, may be given senior division (third- and fourth-year) classification.
- 3000 to 3999 – Courses designed for a mixture of third- and fourth-year students.
- 4000 to 5999 – Courses taken by third- and fourth-year.
- 6000 to 6999 – Fundamental knowledge courses.
- 7000 to 7999 – Technique and professional courses, except master's research (7000) and master's thesis (7300). Courses numbered 6000 to 7999 are normally taken early in the graduate student's program of study. Joint undergraduate/graduate courses, numbered 4000-4999/6000-6999 and 5000-5999/7000-7999, in which undergraduate and graduate students are simultaneously enrolled are not normally used to provide the core requirements of a graduate degree program. Such courses may be used as electives and as service courses taken in other departments.
- 8000 to 9999 – Advanced graduate courses and seminars, except doctoral research (9000) and doctoral dissertation (9300). Taught by members of the graduate faculty which provide educational experiences at the highest level in a graduate student's program of study.

The following numbers are reserved and must have the associated titles:

4960R – Undergraduate Research

4970R – Undergraduate Research

4980R – Undergraduate Research

4990R – Undergraduate Research Thesis

7000 – Master's Research

7005 – Graduate Student Seminar

7300 – Master's Thesis

9000 – Doctoral Research

9005 – Doctoral Graduate Student Seminar

9300 – Doctoral Dissertation

TITLES:

- **Course Title:** Title as it will appear in the University Bulletin, limited to 100 characters (including spaces). It should be descriptive and reasonable in length.

For example: Introduction to Natural Resource Statistics

- **Athena Title:** Title as it will appear in Athena, limited to 30 characters (including spaces). An abbreviated course title that should be as clear to the reader as possible. The Athena title will also appear in the Schedule of Classes and on transcripts.

For example: Intro Nat Res Stat

- **Lab Title:** Identification of a lab or discussion group, limited to 30 characters (including spaces). An abbreviated lab title that should be as clear to the reader as possible. The lab title will also appear in Athena, the Schedule of Classes, and on transcripts.

COURSE DESCRIPTION:

For use in the University Bulletin and in Athena. Course descriptions **must not exceed 50 words** and should briefly describe the content of the course. Please use the following guidelines when creating course descriptions:

- A course description should identify the content of the course, not the procedure for teaching or studying the subject.
- Do not begin the description with the title of the course or with such phrases as The course, This course, The students, or The instructor.
- If the course number or the course title indicates the level of sophistication or difficulty of the course, do not describe the course as introduction to, introductory, basic, elementary, intermediate, or advanced.
- Avoid highly technical jargon and abbreviations. The course description is the opportunity to inform students and colleagues in other fields about the discipline.
- The description may begin with a sentence fragment. The rest of the description should be complete sentences.
- Avoid repetitiveness and diffuseness. The most concise description will be the clearest and the likeliest to get read carefully. Condensation can often be accomplished by the combining of clauses or sentences—or by the simple deletion of unneeded words or phrases. Information already given in the course title should not be repeated in the description.
- Please proofread the description carefully for irregularities in grammar, diction, spelling, and punctuation.

SAMPLE descriptions of a hypothetical course, ENGL 4XXX, titled “Jacobean Drama”:

Not good: The course will examine selected plays by Jacobean writers, including Jonson, Webster, Tourneur, Middleton, and Ford.

No better: Students will read and discuss selected plays by Jacobean writers, including Jonson, Webster, Tourneur, Middleton, and Ford.

A little better: Selected plays by Jacobean writers, including Jonson, Webster, Tourneur, Middleton, and Ford.

A lot better: Plays by Jonson, Webster, Tourneur, Middleton, Ford and their contemporaries.

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS (IF APPLICABLE):

If the course is split level (e.g., ENGL 4000/6000), graduate students will be required to do extra or different work, which must be explained in the course proposal.

For example: Graduate students will be required to submit an individual report on a selected topic which will be graded on a pass/fail basis. In addition to the report, graduate credit for the course requires that the quality of the presentations, written exam material, and project assignments will be of a higher quality than at the undergraduate level. Accordingly, written material and project assignments will receive more rigorous grading than at the undergraduate level.

GRADING SYSTEM:

A-F (Traditional): Course is graded using the A-F grading scale.

S/U (Satisfactory/Unsatisfactory): Generally used for courses such as dissertation, thesis, student teaching, practicum, internship, and proficiency requirements.

A/S (Restricted Differential Grading): For graduate-level courses only. Gives flexibility to offer the course as A-F or S/U. May be used for seminar and research courses where differential grading is clearly justified by the course objectives. The justification provided in the Grading comment box must clearly state when A-F or S/U grading will be used.

CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS:

- **Credit Hours:** The standard number of course credits all students receive for successful completion of the course. A minimum of 750 minutes of instruction is required for each credit hour.
- **Lecture Hours per week:** The number of hours per week the student will attend lecture. Credit hours and lecture hours are usually the same. 1 hour lecture = 1 credit hour
- **Hours in Lab per week:** The number of hours per week the student will attend labs. Two hours of lab work are considered as the equivalent of one hour of class work. 2 hours lab = 1 credit hour
- **Hours in Discussion Group per week:** The number of hours per week the student will attend discussion group. 1 hour discussion group = 1 credit hour
- **Fixed:** The number of credit hours a student will receive after successful completion of the course. The course must be offered for the same amount of credit every semester.
- **Variable:** To be assigned if the course has a credit-hour range (e.g., 1-3 hours). The traditional use of variable credit will be preserved throughout the campus by restricting the use to courses tailored to the individual student.

NON-TRADITIONAL FORMAT:

This field should be completed for courses that are not taught in the "traditional" format. Also, if the lecture/lab hours or the lecture/discussion hours are fewer than the credit hours, please justify in this field.

For example: The course will include extended field experience and a series of lectures combined with seminars, presentations, and/or student projects.

REPEAT POLICY:

A fixed or variable credit course may or may not be repeated for credit. If the course can be repeated for credit, the maximum credit hours allowed to be repeated should be entered on the course.

For example: 4 credit hour course, repeatable for a maximum of 16 hours credit.

EQUIVALENT COURSES:

When courses have the same content and are designated as equivalent, these courses must be listed as equivalent courses on each other. Equivalent courses will satisfy all the same requirements in the degree program.

*For example: DANC 2010 is equivalent to DANC 2010E **and** DANC 2010E is equivalent to DANC 2010*

*Another example: MATH 2260 is equivalent to MATH 2260E and MATH 2310H
 MATH 2260E is equivalent to MATH 2260 and MATH 2310H
 MATH 2310H is equivalent to MATH 2260 and 2260E*

When a new course or course change is created that has the same content as an existing course, the existing course(s) should be listed in the Equivalent Courses field so that students cannot receive credit for both courses.

Note: A course change proposal should also be submitted for the existing course to add the newly created course or course change in the Equivalent Courses field for that course.

REQUIRED PREREQUISITES:

Prerequisites are requirements that must be completed **prior** to enrollment in a course.

Per University Curriculum Committee policy, prerequisites for courses numbered 3000-5999 **must** be entered on the course proposal. The following prerequisite restrictions are acceptable:

- Specific Course IDs
- Permission of Department, Permission of Honors, Permission of School, or Permission of Major
- Specific Course Prefixes/Levels (e.g., One 2000-level ENGL course)
- Class Standing (e.g., 4th year student standing)
- Professional Program Statement (e.g., Students must be enrolled in a professional program to register for this course)
- Other – Details about the minimum skills, experience, and/or competencies expected for students to enroll in the course

Split level courses may have different prerequisites for the undergraduate and graduate levels. Please include prerequisites for both levels. Include only the prerequisites that are necessary.

When listing prerequisites with multiple courses, use brackets to group courses for clarity:

Example: Without brackets

AAEC 3030-3030L and AAEC 3580 or STAT 2000

With brackets

(AAEC 3030-3030L and AAEC 3580) or STAT 2000

or

AAEC 3030-3030L and (AAEC 3580 or STAT 2000)

Without brackets it is not clear if both AAEC 3030-3030L and AAEC 3580 are to be taken, or if AAEC 3030-3030L is to be taken along with a choice of either AAEC 3580 or STAT 2000.

Prerequisites for **undergraduate-level** courses are checked at the time of registration. Students who have not completed the required prerequisite(s) will not be allowed to register for the course.

For example: The prerequisite for ENGR 2090 is MATH 2260 or MATH 2260E. The student must have successfully completed MATH 2260 or MATH 2260E before registering for ENGR 2090.

Prerequisites for **graduate-level** courses are not entered in Banner and therefore will not be checked at the time of registration.

PREREQUISITE OR COREQUISITE COURSES:

Course(s) for which credit must be earned prior to enrollment in the course.

OR

Courses may be taken concurrently (during the same semester) with the course.

For example:

Course ID: ENGR 1140

Prerequisite or Corequisite Courses: MATH 2200 or MATH 2250 or MATH 2250E

The student must:

- *have successfully completed MATH 2200 or MATH 2250 or MATH 2250E **before** registering for ENGR 1140*
or
- *register for MATH 2200 or MATH 2250 or MATH 2250E **at the same time** as ENGR 1140*

COREQUISITE COURSES:

Course must be taken concurrently (during the same semester).

For example:

Course ID: BIOL 1107

Corequisite course: BIOL 1107L

The student must register for BIOL 1107 at the same time as BIOL 1107L.

PRIMARY DELIVERY MECHANISM:

The Primary Delivery Mechanism is the primary instructional format of the course. Only the primary method should be indicated. The Primary Delivery Mechanism is used to determine the appropriate fees to charge students who register for the course. Therefore, it is important to select the most appropriate delivery mechanism for the course.

The options on the course proposal for Primary Delivery Mechanism are:

- **Lecture** – A formal presentation; primarily one-way communication. Generally, focuses on the instructional needs of a group rather than of individuals.
- **Seminar** – Students carry the major responsibility for preparation. Generally, involves a group of people who meet, under the direction of one or more instructor(s), to discuss topics of mutual interest and concern.
- **Internship** – Instructional methods which provide the learner an opportunity to acquire or apply previously acquired knowledge and skills in a supervised situation that approximates or duplicates the conditions under which the knowledge/skills will be used.
- **Practicum** – A course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application (as in a classroom or clinic) of previously studied theory.
- **Directed Study** – Students work independently with only minimal faculty direction.
- **Student Teaching** – Instructional methods in which a student practices educational skills and methods under the supervision of an experienced teacher in preparation for professional teaching.
- **Thesis/Dissertation** – Those methods in which the learner prepares a lengthy and formal treatise or discourse embodying results of original research.
- **Supervised Laboratory** – Instructing, preparing, and supervising student investigations. Generally, involves methods in which knowledge is acquired and/or applied in a learning activity that is an artificial construct of reality.
- **Unsupervised Laboratory** – Laboratory situations in which the learner acquires knowledge or skills through independent experiences.

COURSE WILL BE OFFERED:

The Course Will Be Offered field indicates if the course is offered on a regular basis or offered irregularly. It indicates how often and which semester(s) the course will be offered. This information appears in the Bulletin, and it lets students know when the course will be available. This is especially helpful for students trying to plan their program of study.

For example: Offered fall semester every odd numbered year

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:

Per University Curriculum Committee request, new course and course change initiators should consult the Center for Teaching and Learning's resources on Student Learning Outcomes (SLOs) before developing and revising course objectives/expected learning outcomes. The course objectives should reflect Student Learning Outcomes for the course. [Center for Teaching and Learning Course Learning Outcomes Guide](#)

Course Objectives describe the intent and the desired outcome of a course. The objectives should reveal what the successful student should be capable of upon completion of the course. The subcommittees of the University Curriculum Committee will accept all clearly worded course objectives regardless of whether they are stated in behavioral terms. The following questions are suggestions only:

- Does the statement describe what the learner will be doing when he or she has reached the objective?
- Does the statement describe the important conditions (or restrictions) under which the learner will be expected to demonstrate his or her competence?
- Does the statement indicate how the learner will be evaluated?

For example:

1. *By the end of this course, non-science majors will understand how evolutionary and ecological processes work and shape organisms and their interactions with the environment.*
2. *By the end of this course, students will understand the value of scientific knowledge by letting students apply basic biological concepts to scenarios that relate to their own health and wellness or the health of the natural communities around them.*
3. *By the end of this course, students will be able to analyze and apply scientific information to everyday situations, analyze figures and communicate their results, critically examine information, and solve problems using facts. This course aims to provide society with citizens who can incorporate facts into their everyday decision-making.*

TOPICAL OUTLINE:

The Topical Outline is a list that includes the subjects that will be taught in the course as they might be presented in a course syllabus. For improved assessment, the topical outline information should be entered into individual fields.

For example:

1. *Reading and Thinking Critically*
2. *Learning to Read and Evaluate Arguments*
3. *Ethos, Pathos, and Logos*
4. *Other Methods for Analyzing Argument*
5. *Visual Arguments*
6. *Learning to Write Critically*
7. *Content: Thesis, Logic, and Support*
8. *Organization and Development*
9. *Style and Syntax*
10. *Diction*
11. *Grammar, Mechanics, and Citation Format*

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY:

This field refers to the University Honor Code and Academic Honesty Policy and provides a statement as to what constitutes authorized assistance in course assignments and the effect of dishonesty or unauthorized assistance upon grading.

For example: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to the coursework and the academic honesty policy should be directed to the instructor.

Adding additional, course-specific information regarding the University Honor Code and Academic Honesty Policy is optional.

EXPERIENTIAL LEARNING:

The Experiential Learning tab will aid in the process of approving courses for the Experiential Learning Requirement per the University of Georgia Experiential Learning Rubric. A link to the rubric can be found under the Experiential Learning (“EL”) tab within each course proposal page in CAPA. This will aid users in correctly labeling courses for the Experiential Learning area that each course will satisfy, as well as provide guidance on giving accurate justification for the Learning Outcomes of the course.

Experiential Learning information can be added to a course in CAPA, either when creating a New Course proposal or on an existing, approved course through a Course Change proposal. Experiential Learning information will be entered under the “EL” tab found at the top of the proposal. Select the Experiential Learning Area that best suits the course per the provided Experiential Learning Rubric linked at the top of the page. This selection will pre-fill the chosen Experiential Learning Area into the five Learning Outcomes below.

All five of the Learning Outcome sections on this page must then be completed. These sections are:

- Engagement Learning Outcome
- Mentorship Learning Outcome
- Challenge Learning Outcome
- Ownership Learning Outcome
- Self or Social Awareness Learning Outcome

All required fields in these Learning Outcome sections are marked with a red asterisk. If you would like others to view the course proposal before submission, click the “View Proposal in New Window” button at the top of the page. This will display a preview of the course in a new window that does not have text boxes and will allow you to print a copy of the proposal.

Further, if you would like to copy a link to the proposal, click the icon in the top right corner of the page. This copy function will allow you to share the course proposal that is in progress at the Initiator level. Once the course is submitted forward, the proposal will be viewable in CAPA Browse.

UGA Experiential Learning Rubric:

<https://el.uga.edu/for-faculty-staff/rubric/>

INSTITUTIONAL COMPETENCY:

The Institutional Competency tab has been added to the course proposal page within CAPA to aid in the process of approving courses to satisfy Institutional Competency. Links to the Institutional Competency (IC) Rubric and examples of courses that meet an Institutional Competency are provided under the “IC” tab within each course proposal page in CAPA. This information will aid users in correctly labeling their courses for the Institutional Competencies that each satisfies.

Institutional Competency information can be added to a course in CAPA, either when creating a New Course proposal or on an existing, approved course through a Course Change proposal. Before adding Institutional Competency information on a course proposal, Course Objectives or Expected Learning Outcomes must first be entered under the “Syllabus” tab of the selected course. Once this information has been entered, click on the “IC” tab at the top of the page, where you will now see each of the following Institutional Competencies:

- Critical Thinking
- Analytical Thinking
- Communication
- Social Awareness & Responsibility
- Creativity & Innovation
- Leadership & Collaboration

By clicking on each Institutional Competency, you can view the Learning Outcomes associated with that Institutional Competency. These will appear in a blue, bolded font. Beneath each of these IC Learning Outcomes, you will also see the general Course Learning Outcomes that you had previously entered on the “Syllabus” tab of the course proposal. You can select the checkboxes beside these Course Learning Outcomes to choose the associated, relevant IC Learning Outcomes. Users are not required to select IC Learning Outcomes in all categories. At the bottom of the page, provide a description of how the course/experience content and activities address the selected competency or competencies in the provided text box.

If you would like others to view the course proposal before submission, click the “View Proposal in New Window” button at the top of the page. This will display a preview of the course in a new window that does not have text boxes and will allow you to print a copy of the proposal. Further, if you would like to copy a link to the proposal, click the icon in the top right corner of the page. This copy function will allow you to share the course proposal that is in progress at the Initiator level. Once the course is submitted forward, the proposal will be viewable in CAPA Browse.

UGA Institutional Competencies:

<https://capa.uga.edu/Content/docs/University%20of%20Georgia%20Institutional%20Competencies.pdf>

Examples of Courses and Co-Curricular Experiences that Meet and Institutional Competency:

<https://capa.uga.edu/Content/docs/Examples.pdf>

ORIGINATOR OF REQUEST:

All curriculum requests must be originated by faculty members. If someone other than the faculty member is entering this information, enter the name of the faculty member responsible for this course. Responsibility for a course is to be assumed by the school or college housing the department requesting the curriculum activity. In the case of a crosslisted course, all requests must be submitted by the originating department offering the course. When approving a course application, deans and department heads certify that appropriate arrangements, including budgeting and staffing, have been made or are in the process of being made in order that the course may be offered.

COMMENTS:

This field is provided for comments concerning the course. These comments will be available for viewing and will remain with the course throughout the approval process. Anyone viewing the course can see these comments. Any changes that are made to the course during the approval process must be noted in this field. If a course is returned, comments must be entered explaining why the course was returned.

Comments do not appear on the approved version of the course in CAPA or on the course in the Bulletin.

EFFECTIVE SEMESTER:

The Effective Semester is the semester in which the new course or course change proposal will be effective in the Banner for registration. All courses approved in the CAPA System are effective the fall semester following University Curriculum Committee approval.

Requests for courses to be effective in a spring or summer semester (prior to the fall semester following UCC approval), may be included in the Comments section of this form. These requests should be reserved for special circumstances, such as a visiting professor. As a reminder, the University Bulletin is updated annually. Therefore, any new courses or course changes effective spring or summer will not be included in the University Bulletin until the following year.