

THE UNIVERSITY OF ALABAMA
Course Inventory

Date _____ Department _____ College _____

A. PROPOSAL TO OFFER A NEW COURSE OR CHANGE AN EXISTING COURSE
(please attach a copy of course syllabus for Office for Academic Affairs)

Add _____ Change _____

Course No. _____ Effective Term/Year of Addition or Change _____

Classification of Instructional Programs (CIP) # _____

Title _____

Short Title (24 characters or less) _____

FILL IN ALL REMAINING PARTS OF **SECTION A** FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION: (not to exceed 280 characters for catalog copy)

1. Credit Hours _____

2. Credit Equivalent Hours _____ (for courses counted as equivalent hours only)

3. Prerequisites _____

4. Corequisites _____

5. Cross Listing (if applicable) _____
(cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.)

6. Slash Listing (if applicable) _____
(slash-listed courses refer to courses offered by the same department at different levels)

*Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

7. Core Designation _____ (Include only if approval by Core Curriculum Oversight Committee has been granted.) If this is a change for an existing course, has the change been approved for Core Designation? _____

8. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

9. Indicate one of the following types of instruction:

- (a) Seminar _____
- (b) Lecture _____
- (c) Independent Study _____
- (d) Laboratory _____
- (e) Thesis/Dissertation _____
- (f) Experiential Learning _____
- (g) Recitation/Discussion/Quiz _____
- (h) Lecture/Laboratory _____
- (i) Activity/Performance/Studio _____

10. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

B. PROPOSAL TO DELETE AN EXISTING COURSE

Course No. _____ Title _____

Effective Term and Year of Course Deletion _____

Approved: _____ SIS/Data Resources [] _____ Institutional Research [] _____

Department Head: _____
Signature _____ Date _____

Dean: _____
Signature _____ Date _____

Academic Affairs: _____
Signature _____ Date _____

(Completion of this form does not fulfill needs of revisions of undergraduate or graduate catalogs.)

Policy on Slash-Listing Undergraduate and Graduate Courses

When a course is proposed to be slash-listed for undergraduate and graduate credit, the divisional review committee should ensure that undergraduate and graduate requirements and instruction are clearly differentiated. Graduate-level courses should require a greater degree of analysis, synthesis, and evaluation of knowledge or skills than undergraduate courses, as well as greater depth and independence in scholarship. These differences should be reflected in the course syllabus and in the catalog description.

Only 400-level undergraduate courses may be slash-listed with 500-level graduate courses unless there is compelling justification for slash-listing other undergraduate courses with graduate-level courses.

Suggestions on How to Differentiate Graduate from Undergraduate Requirements in Slash-Listed Courses

Decisions about how to differentiate graduate from undergraduate instruction and requirements in slash-listed courses should be determined at the department level. Here are some broad, general guidelines about how requirements for graduate students should differ from those for undergraduate students:

1. Require an additional paper that requires more analysis, synthesis, evaluation, and application of knowledge.
2. Require additional, higher-level readings.
3. Graduate students' oral and written work should show a greater depth of thought.
4. Require additional meetings between graduate students and the professor for greater in-depth discussion of course content.