

## Process for New Course Proposals and Course Change Proposals

Department of Asian Languages and Literature

April 14, 2023

[revised October 10, 2023 to replace Anna Schnell's name with "Department Coordinator"]

### Preamble

This process for preparing and submitting proposals for course changes and new courses is informed by the values of **creativity**, **transparency**, and **reciprocity** that guide our work as educators in collaborative knowledge sharing.

We recognize the **expertise**, **autonomy**, and **creativity** of our individual faculty in designing courses that meet the needs of students and of our department and program curricula. We understand the added value of **sharing ideas** widely with colleagues and **receiving constructive feedback** from our colleagues. While working within the administrative structures of the department, we make space for all of our colleagues to participate in our plans for teaching innovation and improvement.

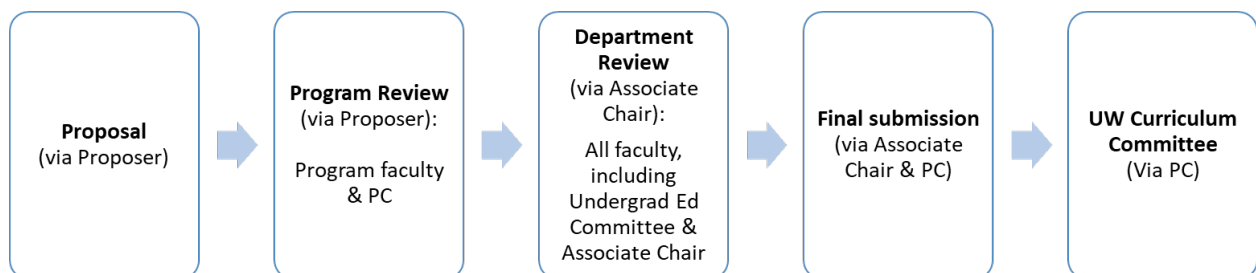
### Process

Finalized and approved proposals should be submitted approximately **one year** before they will first appear on the Time Schedule. (For example, if you want to offer a course in Spring 2025, you should submit your finalized proposal before the beginning of Spring 2024.)

Please note that proposers may want to consider first offering a new course under the "Special Topics" course **Asian 498**. This involves creating a syllabus, which can later be used as a basis for a new course proposal. (You can talk to your program's coordinator and the associate chair for guidance about teaching your course as Asian 498.)

### Proposal Process Summary:

\*PC = "Department Coordinator" (formerly Program Coordinator)



*Note:* Graduate course proposals follow the same workflow illustrated above, but the Graduate Admissions and Education Committee plays the lead role in Department Review instead of the Undergraduate Education Committee.

## Detailed Step-by-Step Proposal Process

### Step 1: Put together the proposal

- Following the guidelines and samples appended to this document, the proposer creates the initial proposal. Proposals include a syllabus for the proposed course.
- When creating the proposal, the proposer may consult with the Department Coordinator / [asianpc@uw.edu](mailto:asianpc@uw.edu) and faculty colleagues as desired.

### Step 2: Share the proposal for program feedback and approval

- The proposer shares their proposal with their own program's faculty and with the Department Coordinator for constructive feedback. Feedback needs to be given within **two weeks** of the proposal being shared. When sharing your proposal, please remind everyone of this deadline. Be specific about the date.
- The faculty member incorporates feedback as needed and desired, and indicates whether the program has approved the proposal. The proposer then sends the proposal to the Associate Chair.

### Step 3: Get feedback from the entire faculty

- The Associate Chair forwards the proposal to all department faculty ([asiafac@uw.edu](mailto:asiafac@uw.edu)) for a one-week comment period. (Again, remind everyone of this deadline and be specific about the date.)
- Within that one week period, the Undergraduate Education Committee (or Graduate Admissions and Education Committee in the case of graduate courses) and Associate Chair will review the proposal and formally notify the proposer of their constructive feedback when their review is complete; all other faculty are invited to optionally provide comments. The one-week comment period may be extended if requested by the proposer, the UEC, or the Associate Chair.
- Comments should be constructive, with the intention of improving the proposal.

### Step 4: Faculty member finalizes their proposal and submits it

- After the comment period is complete, the proposer revises promptly (as needed or desired).
- The proposer submits their final version of their proposal and course syllabus to the Associate Chair.
- The Associate Chair indicates their approval to the proposer and the Department Coordinator.
  - NOTE: If the relevant program did not approve the proposal, then as a part of the Associate Chair's final review, the Associate Chair will consult the Chair and the Undergraduate Education Committee, and work together to decide whether the

proposal should move forward.

- After receiving approval from the Associate Chair, the Department Coordinator prepares the proposal for submission in Kualu.
  - The Department Coordinator works with the proposer (CC'ing the Associate Chair) to make sure that the proposal is complete and includes elements expected by the College Curriculum Committee.
- The Department Coordinator submits the proposal in Kualu. Any further feedback or requests for information from the Curriculum Committee will be communicated by the Department Coordinator to the proposer (CC'ing the Associate Chair).

**Note:** If you need to find out who is serving as your program's coordinator, department program coordinator, associate chair, or other information, please refer to:

<https://asian.washington.edu/people/department-service-assignments>

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# APPENDIX

## Course Proposal / Course Change Form

Below is a list of questions you will need to answer about the course you want to create so that the Program Coordinator can enter all the necessary data in Kuali to officially propose the course to the curriculum committee.

Please note that more information may be required depending on the nature and modality of the course. Proposing a hybrid or remote course is a more complicated procedure; the Program Coordinator will let you know what additional information is needed.

1. **Course prefix and number** (ex. *JAPAN 101*):
  
2. **Course title** (120 characters max, ex. *First-Year Japanese*):
  
3. **Abbreviated title:**  
(20 characters max, including spaces, ex. *1ST-YR JAPANESE*)
  
4. **First effective quarter:**  
(when you hope to first offer the class, ex. *Autumn 2029*)
  
5. **Course description:**  
(450 characters max. This will appear in the course catalog. If the course description exceeds this limit the system will not accept it and we will have to ask you to revise it.)
  
6. **Course prerequisites:**  
(will appear in course catalog)
  
7. **Majors / Minors**  
Will this new course count toward any existing majors and/or minors in Asian L&L or other departments? If so, list them here:
  
8. **General Education Requirements**  
Will this new course count toward any of the following general education requirements?
  - Area of Inquiry: Social Sciences (**SSc**)
  - Area of Inquiry: Natural Sciences (**NSc**)
  - Area of Inquiry: Arts and Humanities (**A&H**)

- Diversity (DIV)

9. **Justification statement:**

Indicate the need for this course and discuss concerns that this need is not currently being met by existing courses at the University of Washington. Discuss impact of course within the department and within the University. Consider how this course will affect other University programs.

(\*examples at end of document)

10. **How many credits** is the course offered for? (Ex. 5 credits)

10. Are the credits for the course **fixed, multiple, or a range of credits?**  
(Ex. "5 credits" (fixed), "2 OR 3 credits" (multiple), or "1-10" (variable).)

11. Is this course **repeatable for credit?** Up to how many?  
(Ex. A 5 credit course repeatable for up to 15 credits; this means a student could take this course for credit three times.)

12. **In-classroom Instructional and Additional Hours**

How many hours per week will students be in class? How many hours per week do you expect them to spend doing readings/homework? Please fill out the chart below.

Note: One credit represents an approximate time commitment of 3 hours per week. A 5 credit class = 15 hours/wk. Ex: 5 hours in lecture and 10 non-instructional hours.

	Hours/Week
<b>Lecture</b>	
<b>Quiz Section</b>	
<b>Seminar</b>	
<b>Other</b>	
<b>Non-instructional hours</b>	
<b>TOTAL:</b>	

Please note that **if you are proposing a DL course** more information will be required, including the following. (This information is NOT needed for only in-person courses.)

	Hours/Week

<b>Interactive Lecture</b>	
<b>Recorded Lecture</b>	
<b>Live Chat</b>	
<b>Discussion Board</b>	
<b>Other</b>	
<b>Non-instructional hours</b>	
<b>TOTAL:</b>	

**Delivery\***

What are the specific means of content delivery used in the distance learning portions of the course?

**Pace \***

Indicate how course will be offered:

- Synchronous (students work through the material at the same, predetermined pace)
- Asynchronous (students work through material at their own pace)

**Exams \***

How will examinations be administered securely? Describe safeguards for academic integrity.

**Feedback\***

Describe how students will receive feedback throughout the course and how student learning will be assessed.

**Student Interaction \***

How will students interact with the instructor and other students? Will there be any face-to-face meetings with the instructor and other students?

Additionally, as of this time it is required for two syllabi to be submitted for DL proposals: one fully “in-person” and one fully remote (DL).

Please work with the Program Coordinator for further details on what is needed for DL.

**13. Evaluation details / grading rubric**

How are students to be evaluated? Everything should add up to 100%.

Please note that if participation will constitute more than 15% of the grade, the College will require a carefully articulated assessment rubric in the syllabus so that students understand exactly what will be required of them.

Example:

- 15% Preparation of readings before class
- 40% Bi-weekly written responses of 1-2 pages each
- 10% Group work
- 15% Participation in class discussion
- 20% Final project

14. **Learning objectives.**

Complete the statement "By the end of this course, students will demonstrate the ability to:...". Please list five to ten objectives.

15. **A course syllabus.**

Some resources are included below.

Please note that the information given in answer to these questions and the information in the syllabus need to match as exactly as possible. (Many Quali submissions are returned because there are mismatches between the submission and syllabus.)

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## Syllabus Resources:

The Center for Teaching and Learning provides some syllabus design guidance here:

- <https://teaching.washington.edu/topics/preparing-to-teach/designing-your-course-and-syllabus/>

When preparing your sample syllabus for new course proposals and (if needed) course change proposals, be sure to include the mandatory language required by the university regarding religious accommodations.

State law requires faculty to include language about religious accommodations in syllabi. The following language closely mirrors that of the law itself and was developed in close collaboration with Faculty Senate and the AGs office.

**Required Syllabus Language: [DO NOT AMEND]**

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).”

This page from the Registrar’s office provides some guidelines and resources for your course syllabus, including optional syllabus language for a variety of circumstances and guidance on using participation as a factor in grading:

<https://registrar.washington.edu/staffandfaculty/syllabus-guidelines/>

For the grading rubric on your syllabus, you may find the information at the Faculty Resources on Grading (FROG) site helpful:

<https://depts.washington.edu/grading/>

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## **Justification statement samples:**

There is no set length for justification statements; anywhere from a paragraph to four paragraphs is fine. Below are examples of justification statements from approved courses (of varying lengths).

The instructions state:

“indicate the need for this course and discuss concerns that this need is not currently being met by existing courses at the University of Washington. Discuss impact of course within the department and within the University. Consider how this course will affect other University programs.”

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### **Justification Statement Example 01**

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JAPAN 544

Our department lacks a teaching methods course for Japanese graduate students, since I stopped teaching Asian 510 due to low enrollments. Instead, I started Japan 344, to serve more students, and, in the last two years, have been including graduate students via an independent study. In Spring 2021 there was a cohort of three graduate students and it was a great group. This inspired me to offer the withered course Japan 544.

Differences between Japan 344 and the proposed Japan 544 are: 1) Japan 544 requires a teaching portfolio or a term paper. 2) For the tutoring/volunteer journal assignments, if a grad student is concurrently working as a Japanese TA they can use this experience to do those journals. 3) When multiple graduate students enroll, they are grouped with one another in a grad-only group or mixed with undergraduates, depending on graduate enrollment, for the purpose of in-class group work and online discussions.

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### **Justification Statement Example 02**

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HINDI 321



The South Asia program has reconceived its advanced Hindi courses to allow greater flexibility for students. Instead of a linear third and fourth-year Hindi sequence, we have designed a series of modular advanced Hindi courses, each focused on a particular genre, that provide training in advanced Hindi literature along with discussion of literary, cultural, social, and political background. The program already has experience with this kind of blended curriculum. These modules will provide critical training for advanced Hindi students, and fulfill requirements for the major in South Asian Languages and Cultures, the minor in Hindi, and the foreign language requirement for students in other programs such as the Jackson School.

The course is a critical part of the UW's training in South Asian languages, which is supported by a national Title VI South Asia Center. It can be cross-listed with Hindi 421 (already on the books), as well as Urdu 321 and Urdu 421 when appropriate to meet the needs of students at different stages in the language curricula.

Assignments in Hindi 321 and Hindi 421 are geared toward the third-year and fourth-year levels. Short responses and essays in Hindi 321 are expected to use all tense forms (past, present, and future), paragraph-length discourses, and advanced-low levels of vocabulary; to be able to communicate about limited abstract and academic topics; and to be able to mix narration and description somewhat successfully. Quizzes will focus on third-year level vocabulary and grammar. Short responses and essays in Hindi 421 are expected to use the skills of Hindi 321, as well as advanced tense forms such as passive and active voice, compound and causative verbs, participles, pairing words, and condition, conjunctive and multi-subject sentences. They should incorporate advanced grammatical structures and word-choices necessary for in-depth topics and conversation, especially pertaining to cultural aspects that are uniquely tied to Hindi language. Quizzes will focus on fourth-year level vocabulary and grammar.

Note: This change is part of the large Asian L&L South Asian program changes project, which consists of multiple individual course proposal submissions and a NOP.

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**Justification Statement Example 03**  
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## SANSKRIT 205

UW's Sanskrit program is one of the oldest in the United States and has long been world renowned. Our current four-year track attracts some of the brightest students at UW across a variety of departments. However, Sanskrit enrollments remain modest, as they do across the US, largely due to the intensive nature of studying an ancient language. At the same time, participation in Yoga and mindfulness meditation—both of which have their cultural origins in South Asia and textual origins in Sanskrit literature—is exceptionally strong both at UW and in the greater Seattle area. There are many students who are casual meditators, curious about Hindu and Buddhist literature, or are seeking certification as Yoga instructors, who want to understand more of the language that informs their practice. Mindfulness is now a key part of UW's wellness program. For Yoga instructors in particular, it is essential that they can pronounce and understand Sanskrit terms and the cultural contexts of the literature that they teach from. Essential Sanskrit for Yoga and Meditation offers these students a low-commitment opportunity to learn some of the basics of Sanskrit pronunciation, grammar, and the Devanāgarī script while simultaneously analyzing key texts on Yoga and meditation in Sanskrit and English

side-by-side. This gives them a soft intro to language study while still allowing them to explore the topics that drew them to Sanskrit in the first place.

While some topics or readings may be covered in other classes (e.g., Indian Philosophy, Buddhist Literature), only here will students get to explore the underlying language of the texts in a significant way.

I have taught this course twice already, both times online, with enrollments of 13 and 10, respectively. The first course was offered at 2 credits, and the second at 3. While these numbers are modest, they constitute a significant addition to our Sanskrit enrollments overall and will hopefully lead to greater enrollment in our standard first-year track. I believe that this course will do much better in-person, where students can demonstrate aspects of yoga and meditation related to our course materials in a more engaging way.

This course will be a key piece of the Yoga Studies certificate, which is being developed by Dr. Christian Novetzke. It is also designed in collaboration with Danny Arguetty, Mindfulness Manager at UW, to match some of the curriculum with his Yoga Teacher Training program, which has acted as a feeder for the course.