

SPS Course Development Syllabus Narrative Cover Page

The Program Curriculum Committee (PCC), in collaboration with the faculty member, should fill out this SPS Course Development Syllabus Narrative. This Narrative should accompany the course through all levels of review and approval in the Development Process.

Note: submission of this form confirms that the PCC has reviewed this syllabus and that it meets the following conditions:

- *Conforms to all formatting & structural elements of the [SPS Syllabus Template](#); includes SPS boilerplate language*
- *Meets the [Course Review and Approval Criteria](#) for disciplinary and course quality*

Program:

Course Name:

New Course or Redesign:

Assigned course number, or NEW:

Course Type (*Core, Elective or Selective*):

Course Modality (*F2F, Online, Hybrid, Block Week*):

Name of Staff Associate(s) identified to work on this development:

Semester & Year of intended launch:

Please indicate which program-level goals this course corresponds to:

Course Rationale & Quality Standards

This section is designed to provide context for how this course syllabus aligns with specific programmatic and school-wide considerations and standards. Please respond in 1-2 sentences each to the following prompts.

1. Provide Rationale for New (never-taught) Course:

Please provide the rationale for adding this course to the program. Include a description of how this course fits into the overall program trajectory and whether this course will replace an existing course.

2. Description of Changes for Revised or Redesigned Course:

Please outline the type(s) of changes made to the existing syllabus (ex: addition or removal of Learning Objectives, changes to course topics, redesign to meet student demand and/or evolving industry standards, etc.).

- 3. Describe how the course considers and addresses the ethical dimensions of the topic:**
 - How has the course developer and/or instructor included ethical considerations that students should take into account when meeting the course's learning objectives?

- 4. Describe how the course considers and addresses bias, diversity, equity, and inclusion. Where applicable, consider the following:**
 - How has the course developer and/or instructor included critical assessment of sources for potential bias?
 - How does the course content represent broad perspectives, reflecting a range of races, ethnicities, gender identities, sexualities, abilities, ages, religions, etc.? How does the course include contributions made to the field by historically underrepresented groups and explanations of why these efforts are significant? If there are limitations to such diversity, how are they addressed?
 - What additional strategies does the course/instructor employ to prioritize equity and inclusion? What are the limitations to such strategies?

- 5. Please use the space below to share any other details, insights, or considerations about this course that you would like to represent to the Committee on Instruction:**