

# Academic Programs Proposal System (APPS)

## Basic Tutorial for Proponents: “Creating a New Course”

1. Enter the site: <http://sc.edu/programproposal/index.shtml>
2. Click on “Login for proponents and approvers”

 **Submission and Approval Login**

- ▶ **Login for proponents and approvers:** an interactive site for proponents and approvers
- ▶ **Committee Review Site:** a secured, read-only site for the members of curriculum and faculty governance committees across campus.

---

3. Login using your Blackboard username and password

### Login

**Username:**

**Password:**

Please use your USC Network username and password.

4. Click on “Start New Proposal”

Academic Programs Proposal

[Start New Proposal](#) | [Logout](#)

[Committee Review site](#)

**Filter Proposals**

---

Proposal ▲	Action / Term	Status / Date	Manage
------------	---------------	---------------	--------

## 5. Select "Course Action".

### New Proposal

Adm

#### Course Actions

**Start here for course-level curricular actions like adding, changing, or deleting a course.**

Course actions include new course proposals as well as proposals to delete a course. You can also propose a change to an existing course including:

- Adding distance delivery
- Designating a course as Carolina Core
- Changing the individual features of a course (hours, bulletin description, pre-requisites, etc.)

#### Program Actions

**Start here for program-level curricular actions for majors, concentrations, certificates, etc.**

Only **Academic Program Liaisons** can initiate a new program, including majors, concentrations, undergraduate research tracks and dual degrees.

For more information and specific guidelines based on the type of academic action, please contact your campus, college or school APL or Dr. Tena B. Crews, Associate Provost of Academic Programs, at 777-6727.



## CONTACT INFORMATION TAB

6. Complete "Primary Contact Information" -- fields marked \* are required. You may name additional users (enter their USC Network User Name) whom you authorize to access and update this proposal. Only you can **submit** your proposal, however.

### Course Proposal

Proposal M

Contact Information

#### Primary Proponent Contact Information

Name: *	<input type="text" value="Joanna Casey"/>	Title: *	<input type="text" value="Professor"/>
Email: *	<input type="text" value="caseyj@mailbox.sc.edu"/>	Phone:	<input type="text"/>

#### Additional Users

The following user accounts will have update access to this proposal. Only the creator/proponent can submit this proposal.

Created by:	<input type="text" value="caseyj"/>	Additional Username (3):	<input type="text"/>
	CASEY, JOANNA	Additional Username (5):	<input type="text"/>
Additional Username (2):	<input type="text" value="keegan"/>		
Additional Username (4):	<input type="text"/>		

- Select "New Course Proposal" and "Course Level". **NOTE:** "New Course" Actions include Distributed Learning (DED) questions. For any Action involving Carolina Core Courses, also click "Carolina Core Designation" box.

**Course Proposal**

**Course Action Type: \***  
New and Change actions include Distributed Learning (DED)

- New Course Proposal (NCP)
- Delete an Existing Course
- Change to Existing Course (CCP)
  - ▶ Select to make ANY change to an existing course
  - ▶ Select to designate an existing course as Carolina Core. Be sure to check the Carolina Core box below.
  - ▶ Select to add distance delivery to an existing course.

**Carolina Core Designation:**  New/Change Carolina Core Course

**Course Level: \***

- Undergraduate Usually 499 and below
- Undergraduate or Graduate 500/600
- Graduate Usually 700 and above

- Choose "4 Letter Designator". College and Academic Unit will automatically appear.

**Course**

**4 Letter Designator: \***

**College/School:** Arts and Sciences

**Academic Unit:** Anthropology

- Click "Save" to save entry and remain on Contact Information tab. Click "Save and Continue" to proceed with entering New Course information.
- After saving, you will see a series of tabs across the top. Now, each time you "Save and Continue" at the bottom of a tab, you move into the next tab to the right. The "Form Summary" provides a snapshot of all information you have entered.

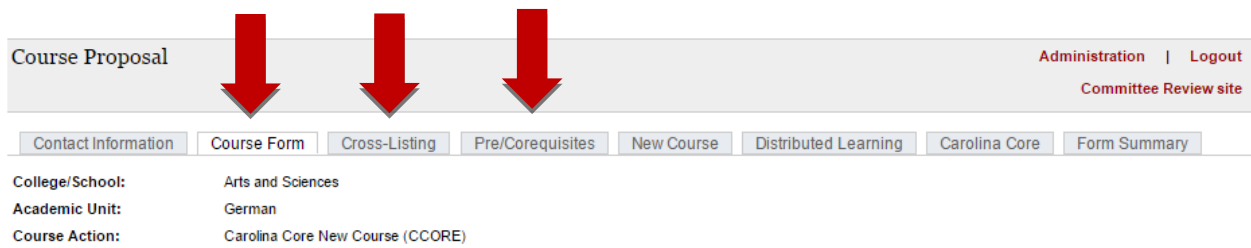
**Course Proposal** [Administration](#) | [Logout](#)

[Committee Review site](#)

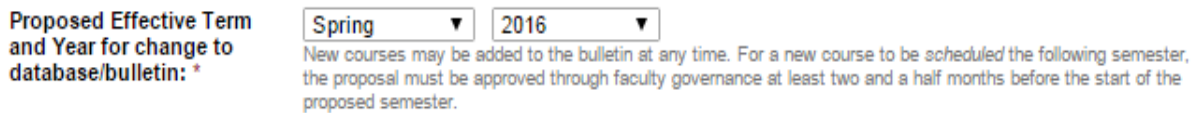
**Primary Proponent Contact Information**

<b>Name: *</b> <input type="text" value="Agnes Mueller"/>	<b>Title: *</b> <input type="text" value="Professor"/>
<b>Email: *</b> <input type="text" value="agnes.mueller@sc.edu"/>	<b>Phone:</b> <input type="text" value="777-8444"/>

11. The “Course Form”, “Cross-Listing”, and “Pre/Corequisites” tabs are where new course information details are entered.



12. The “Proposed Effective Term and Year” automatically defaults to a future semester. New courses may be added to the bulletin at any time. For a new course to be *scheduled* the following semester, it must be approved through faculty governance early in the approval semester.



## NEW COURSE TAB

13. Enter a Justification for creating the new course, and import a syllabus. Syllabus Guidelines may be found on the [Academic Programs website](#). You may copy and paste using the instructions below to retain formatting.


**New Course Information**

Attachment must be in either Microsoft Word or plain text format. Please cut and paste the text into the box(es) provided.

**Justification: \***

Firefox Users Only: The 'Paste' button does not function. Please paste by clicking in the text area portion of the box below and selecting Ctrl-V on your keyboard. Please visit [this link](#) for more information.

Pasting from Microsoft Word: When pasting from Microsoft Word, please use the 'Paste from Word' button to preserve similar formatting. After clicking this button, right click in the text area of the popup window and select Paste or select Ctrl-V on your keyboard.



Philosophy fosters rigorous investigation into structure and validity of arguments. However, this does not help to address an abundance of philosophical texts that are written in a literary style (Plato, Montaigne, Nietzsche, Kierkegaard, Mendelssohn, Lessing, etc.), nor does it help to identify and criticize philosophical claims in literature (Morrison, Lessing, Hesse, Shakespeare, etc.). This course should provide students with the capacity to philosophically engage with literary texts, learn about the historical development of this peculiar philosophical genre (dialogues, fictional speeches, depiction of utopia/dystopia), and, if desired, create such works themselves.


Path: p

**Required Syllabus: \***

Your course syllabus must meet the [Carolina Core Syllabus Requirements](#), and you must explicitly document that it meets the Carolina Core Learning Outcomes you designate.

Firefox Users Only: The 'Paste' button does not function. Please paste by clicking in the text area portion of the box below and selecting Ctrl-V on your keyboard. Please visit [this link](#) for more information.

Pasting from Microsoft Word: When pasting from Microsoft Word, please use the 'Paste from Word' button to preserve similar formatting. After clicking this button, right click in the text area of the popup window and select Paste or select Ctrl-V on your keyboard.



Philosophy 105  
The Art of Living

Path: p

14. Indicate whether course impacts another unit at USC Columbia, Palmetto College (Regional) Campuses, or both. Identify unit/campus, and paste in letter(s) or email(s) of concurrence. For more information about the potential impact of your proposal on other units or Palmetto College, please consult your [College APL](#).

**Impact on Other Units or Regional Campuses**

Impact on Other Units or Regional Campuses: \* Does the proposed course affect the curriculum of any other unit at USC Columbia or on a USC Regional Campus?  
 Yes, this course impacts offerings at USC Columbia and the Regional Campuses ▼

Identify which Unit(s)/Campus(es):

Letter 1: \*  
 Firefox Users Only: The 'Paste' button does not function. Please paste by clicking in the text area portion of the box below and selecting Ctrl-V on your keyboard. Please visit [this link](#) for more information.  
 Pasting from Microsoft Word: When pasting from Microsoft Word, please use the 'Paste from Word' button to preserve similar formatting. After clicking this button, right click in the text area of the popup window and select Paste or select Ctrl-V on your keyboard.

Letter 2: \*

If you are not proposing Distributed Delivery, please proceed to Step 21.

**DISTRIBUTED LEARNING TAB**

15. If the course is delivered fully or partially via distributed learning, please indicate the method(s), and percentage(s) of each.

Course Proposal Admini  
C

Contact Information | Course Form | Cross-Listing | Pre/Corequisites | New Course | Distributed Learning | Form Summary

College/School: Education  
 Academic Unit: Middle Level Education  
 Course Action: New Course Proposal (NCP)  
 Course: EDML 478

**Course Delivery**

Is this course *only* offered face to face? \* No ▼

Proposed Delivery Methods: \* Please check the method(s) below that will be used to deliver course instruction.



- Traditional Face-to-Face Instruction  
*Must be combined with another method.*
- Web Delivery - Synchronous  
*Instruction is delivered and received simultaneously.*
- Web Delivery - Asynchronous  
*Instruction is delivered at one time and received at another.*
- Two Way Audio/Visual
- Other Distance Delivery

% Face-to-Face: \* 33% - 49% ▼ Be sure your syllabus clearly states when and where students meet face-to-face.  
 % Asynchronous: \* 50% - 99% ▼


16. Provide the appropriate information Student-Instructor (S2I), Student-Student (S2S), and Student-Content (S2C) interaction.

Course Syllabus	
Provisions for Course Content Interactions: *	Please describe how the following types of interaction have been appropriately incorporated into the course: Student-Professor Interaction, Student-Student Interaction, and Student to Content Interaction.
	<div style="border: 1px solid black; height: 40px;"></div>

17. Paste course syllabus in the textbox provided, making sure to adhere to the Syllabus Checklist guidelines, and additional instructions.

Course Syllabus: *	<p>Please review and edit the syllabus you have entered to ensure it meets the guidelines set by the Faculty Senate Instructional Development Committee: <a href="#">Syllabus Checklist for DED Approval</a>.</p> <p>Contact the chair of the Faculty Senate Instructional Development Committee for syllabus development questions.</p> <p><b>Synchronous Syllabus Resources</b> <i>Synchronous course instruction is delivered and received simultaneously.</i></p> <p>Courses that are fully or primarily synchronous should have a syllabus that includes:</p> <ul style="list-style-type: none"><li>▶ A tally showing a total of 700 synchronous "instructor-student contact minutes" per credit hour (2100 minutes for a 3-credit course)</li><li>▶ The days, times, and place (if necessary) of class meetings</li><li>▶ See <a href="#">Model Syllabus for Synchronous Distance Course (PDF)</a></li></ul> <p><b>Asynchronous Syllabus Resources</b> <i>Asynchronous instruction is delivered at one time and received at another.</i></p> <p>Courses that are fully or primarily asynchronous should have a syllabus that includes:</p> <ul style="list-style-type: none"><li>▶ A tally showing the total "learning minutes" a typical student spends on activities within each week/module.</li><li>▶ A minimum of 2100 learning minutes per credit hour (6300 minutes for a 3-credit course) for the semester. Note: The final exam period may not count towards this total.</li><li>▶ See <a href="#">Model Syllabus for Asynchronous Distance Course (PDF)</a></li></ul> <p><b>Asynchronous instruction is delivered at one time and received at another.</b></p> <p>Firefox Users Only: The 'Paste' button does not function. Please paste by clicking in the text area portion of the box below and selecting Ctrl-V on your keyboard. Please visit <a href="#">this link</a> for more information.</p> <p>Pasting from Microsoft Word: When pasting from Microsoft Word, please use the 'Paste from Word' button to preserve similar formatting. After clicking this button, right click in the text area of the popup window and select Paste or select Ctrl-V on your keyboard.</p>
	<div style="border: 1px solid gray; padding: 5px;"><p><b>B I U ABC</b> Paragraph Font Family</p><p></p><div style="border: 1px solid gray; height: 60px;"></div><p>Path: p</p></div>

18. Explain the need to offer the course via distributed delivery, and the technology required of students in the course.

Justification for Distance Delivery	
Benefits of Distributed Delivery: *	<p>Briefly explain the benefits of developing a distributed version of this course.</p> <p>provides course selection for distance education graduate students pursuing a graduate level degree with focus in transportation.</p> 

If you are not proposing Carolina Core designation, please proceed to Step 21.

## CAROLINA CORE TAB

19. Enter answers to the questions regarding College Priority Registration, and whether the course is an overlay course.

Contact Information	Course Form	Cross-Listing	Pre/Corequisites	Change Course	Distributed Learning	Carolina Core	Form Summary
College/School:	Arts and Sciences						
Academic Unit:	Chemistry						
Course Action:	Carolina Core Modification to Existing Course (CCORE)						
Course:	CHEM 107						
<b>Carolina Core Information</b>							
<b>INSTRUCTIONS</b> Proposing a Carolina Core Course is a unique curricular action that requires certain specific information different from other course change or new course proposals. You will be asked to justify in detail how your proposed course meets Carolina Core requirements, and addresses Core learning outcomes. It is important that your responses be as complete as possible. <b>Note:</b> All Carolina Core Courses must use a standard grading system (A through F). Your course syllabus must explicitly document that it meets the Learning Outcomes you mark below.							
College/School Registration Priority: *	Answer this question if you are proposing a Carolina Core Course that has priority for your college or school <input type="radio"/> Yes <input type="radio"/> No Registration priority means that students with specific school and major codes have first priority for registration in the course. Remaining seats are open to all students. (Registration priority is necessary practice in some of the professional schools.)						
Is this an overlay course? *	<input type="radio"/> Yes <input type="radio"/> No						

20. Click the "+" sign next to the Learning Outcome(s) the course fulfills to open text boxes. Add the required text into the boxes.

<b>Carolina Core Learning Outcomes</b> Click on the numbered learning outcomes below to view the related questions.	
<b>GROUP I</b>	
	<p>1. <b>Aesthetic and Interpretive Understanding</b> + Create or interpret literary, visual, or performing arts</p> <p>2. <b>Analytical Reasoning and Problem-Solving</b> + Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.</p> <p>3. <b>Effective, Engaged, and Persuasive Communication (Writing)</b> + Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.</p> <p>4. <b>Global Citizenship and Multicultural Understanding</b></p> <ul style="list-style-type: none"><li>◦ <b>Historical Thinking</b> + Use the principles of historical thinking to understand past human societies.</li><li>◦ <b>Social Sciences/Cultural Identities</b> + Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.</li><li>◦ <b>More Than One Language</b> + Communicate effectively in more than one language.</li></ul> <p>5. <b>Scientific Literacy</b> + Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.</p> <p>A. How will the students be required to demonstrate an understanding of, and use, the basic principles, concepts, and terms of the specific scientific discipline?</p> <p>B. How will students demonstrate and apply their understanding of the scientific method using observation, inquiry, formulation of hypotheses, and experimentation, to explain natural phenomena?</p> <p>C. Describe how students in the course will be required to evaluate the relationships between science, technology, and society as these affect critical historical or contemporary issues.</p> <p>D. What specific assignments, projects, or student works will be used to measure successful student outcomes in this course?</p>

## FORM SUMMARY TAB

21. Click on “Expand All +” to view complete proposal information.

Course Proposal: Submit Proposal Administration | Logout  
Committee Review site

Contact Information Course Form Cross-Listing Pre/Corequisites New Course Distributed Learning **Form Summary**

All the data in this form has been saved. If you wish to edit any section, please click the appropriate tab or on the pencil icon.  
Please fully review the proposal below before clicking the "Submit Proposal" button at the bottom of the page

Print Form Summary

**EDML 478 | New Course Proposal (NCP)** Expand All +

College/School:	Education	Proposed Effective Term and Year for change to database/bulletin:	Fall 2016
Academic Unit:	Middle Level Education	Primary Proponent Contact:	Nathan Carnes Associate Professor/Program Coordinator ncarnes@mailbox.sc.edu 8037774868
Course Action:	New Course Proposal (NCP)		
Course:	EDML 478		

New Course Information Collapse -

4-letter Designator:	EDML
Course Number:	478

22. Click on the “pencil” icon to return to a section to make additional edits. Or, click on that section’s tab at the top of the proposal page.

Course Proposal: Submit Proposal Administration | Logout  
Committee Review site

Contact Information Course Form Cross-Listing Pre/Corequisites **New Course** Distributed Learning Form Summary

All the data in this form has been saved. If you wish to edit any section, please click the appropriate tab or on the pencil icon.  
Please fully review the proposal below before clicking the "Submit Proposal" button at the bottom of the page

Print Form Summary

**EDML 478 | New Course Proposal (NCP)** Expand All +

College/School:	Education	Proposed Effective Term and Year for change to database/bulletin:	Fall 2016
Academic Unit:	Middle Level Education	Primary Proponent Contact:	Nathan Carnes Associate Professor/Program Coordinator ncarnes@mailbox.sc.edu 8037774868
Course Action:	New Course Proposal (NCP)		
Course:	EDML 478		

New Course Information Collapse -

4-letter Designator:	EDML
Course Number:	478

23. When you are done editing, and are ready to send the proposal for approval, click the “Submit Proposal” button at the bottom of the screen.

**Submit Proposal** Back to Proposal Management Screen



24. After clicking “Submit Proposal”, you will not be able to make any edits to it unless it is returned to you by an Approver. However, you can view its approval status by logging in to the [APPS system](#). Click on the proposal in your queue, and scroll to the bottom of the Form Summary to view Approvals.