The course resource analysis guide along with the course proposal should be provided to the dean or designee simultaneously when the proposal is submitted to the college curriculum committee or Teacher Education Council (TEC). Please use this form to begin a conversation of resources between the department and the dean. The information provided guides preparation of the Decanal Resource Analysis by the school dean. The Decanal Resource Analysis is not part of the curricular review by faculty but must accompany the proposal when reviewed by Deans’ Council and the Provost. Deans are asked to provide their analysis electronically to the Associate Provost.

1. How will this course fit in the rotation of courses offered by the department? How many sections and in which semesters (Fall, Winter, Spring, Summer) is the course expected to be offered?

2. What is the mode of instruction for the course (traditional, blended, online, multiple)?

3. What is the anticipated enrollment for each section?

4. Does the department or the University possess the equipment/software needed to offer the course? Please provide an explanation about anything that is needed.

5. Note any factors (e.g. demand, equipment, room size, accreditation or proposed pedagogy) that limit course capacity. If these could be addressed by additional resources, please explain.

6. Comment on the expertise required to teach the proposed course. Can the course be taught by tenured/tenure-track faculty currently in the department? (Please omit references to specific individuals.) Will the course be taught in-load or out-of-load?

7. Will offering this course require increasing the total number of sections taught by TPTF faculty by the department? Explain.

8. How will offering this course affect the capacity of the department to offer other courses (in General Education, departmental major, and departmental minor). If there are other departmental courses that will not be offered or will be offered less frequently, please explain.

9. If this is a general education course, why is this course needed to meet student demand for the specific general education requirement the course will fulfill (Perspectives, G1, G2, etc.)?

10. How does the addition of this course impact (positively or negatively) other programs, departments, and units within the University? Please report on any discussions that have occurred with the affected programs, departments or units.