

(Departmental/Program Courses)

INSTRUCTIONS AND PROCEDURES FOR NEW COURSE PROPOSALS

Below are instructions and procedures regarding the process for getting new courses approved. Please read this information thoroughly before filling out the form.

- I. The Committee on Academic Affairs will only consider proposals submitted on course proposal forms.
 - A. Complete Sections A, B, and C. Section D will be completed by the COAA after action is taken on the proposal. **BE SURE ALL APPROPRIATE SIGNATURES APPEAR ON THE FORM** before submission. All proposals must be completed electronically or typed out. Submit completed form to the Registrar.
 - B. After the Registrar has determined that all necessary information and signatures are included, he proposes the new course to COAA for review.
- II. Administrative procedures following COAA action.
 - A. The COAA acts on the proposal and the Registrar records the action.
 - B. The Registrar then sends photocopies of the proposal with a report of the Committee's action to the instructor of the course and department chair. **NOTE:** Approved proposals will have the chair of COAA's signature. See Section D of course proposal form.
- III. Procedure following course approval.

After the course is approved, the Registrar's Office will load the course and the course description into the Student Information System/PeopleSoft Student and Faculty Self Services.

NEW COURSE PROPOSAL FOR DEPARTMENTS AND PROGRAMS

Note for Off-Campus Courses: Please use the form "New Course Proposal for Off-Campus Programs"

Deadlines: Please contact the Registrar's Office for the deadline for submission.
Submit to Registrar's Office

Guidelines:

1. Faculty should consult with departmental chair or program coordinator in the preparation of this proposal. All proposals must be completed electronically or typed out.
2. For the most part, replacement faculty should offer courses that are already in the catalogue, including both introductory and upper-level courses. A full-year replacement might offer up to two specialty courses to take advantage of special skills or knowledge areas that the replacement might have, but in general, it is important to maintain the continuity of offerings announced in the catalogue.
3. For new faculty, around which the department intends to construct a new set of courses, the department should submit a statement describing the overall departmental curriculum that is envisioned for this position and how the proposed new courses fit into this scheme.
4. Contact the registrar's office for guidance regarding a specific course number. In general, 100 level is appropriate for first-years and sophomores, 200 for sophomores and juniors, 300 for juniors and seniors, 400 for advanced work (such as seminars).

A. Course information

Instructor _____ Department _____

Status of faculty member: Permanent
 Temporary (Indicate term of appointment: _____ to _____)

Proposed Course Level (check one): 100-level 200-level 300-level 400-level

Course Number _____

New Course Title _____

Short Title (for registration booklet; 20 characters or less) _____

Status of course:

- a new course to be entered in the catalogue. (**Only permanent faculty can propose a permanent course.**)
- a new course description for an existing course.
- a new course number for an existing course (old course number is: _____).
- a course offered during the term of the appointment.
- a previously-approved temporary course to be converted into a permanent course. (**Only permanent faculty can propose a permanent course.**)

Term to be first offered: ___ Fall ___ Spring Year _____

Expected frequency: ___ Annually ___ Alternate Years ___ One-time only

How many days per week are you planning to teach this course/seminar? _____

(Final scheduling is pending the approval of the Registrar.)

What requirement(s) in the major and/or minor does this course fulfill? Please be specific:

Maximum class size: _____ Credit: ___ 1 credit ___ 1/2 credit

Repeatable for credit towards the degree? ___ Yes ___ No

1. Prerequisites:

2. Format of class: lecture _____ lecture/discussion _____ discussion _____ seminar _____
with lab _____

(Note: If less than 165 contact minutes per week in regular class format, please discuss.)

3. Course description and catalogue copy. (Please attach a fuller description if needed.)

4. Readings and other materials.

B. Course learning objectives

1. What are the aims of the course?
2. What key questions will you address in the course?
3. What student learning objectives do you have for the course?
4. What kind of evidence will show that you have achieved your learning objectives? Please elaborate.

NOTE: The following questions should be answered in consultation with the Department Chair or Program Coordinator

5. Describe how this course fits in with the existing departmental or program offerings. (Eg. Does it address a gap in a particular area; is it an elective or required for the major?) Why is this particular course a valuable addition to the existing curriculum?

6. Please refer to the appended description of the Colleges' 8 Curricular Goals and complete one or both of the following statements:
 - A.) Which goal(s) is/are partially addressed by this course? Describe why.
 - B.) Which goal(s) is/are substantially addressed by this course? Describe why.

7. Does your course have a service-learning/civic engagement component? Please describe what evidence will demonstrate that this service is a learning experience for the students.

8. If this course is offered, what will not be offered, or offered less frequently? How is this reduction justified?

9. If this course must be taught on a regular basis, are there other departmental or program members who can offer it?

10. If needed support or materials for this course cannot be funded out of the regular departmental budget, how will they be funded? Has funding been secured?

11. Are there other courses that appear in the College's catalogue that would overlap with this course? If so, which ones? If there are others, please justify your offering this course.

Appendix A

Goal 1

The essential skills which serve as a foundation for effective communication. These include the ability to read and listen critically and the ability to speak and write effectively. Beginning with the First-Year Seminar and continuing through the completion of the major, effective communication is an important component of all course work at the Colleges. Academic work which supports this goal includes the reading of primary texts, sustained writing experiences, oral presentation of argument and extensive faculty feedback.

Goal 2

The essential skills which serve as a foundation for critical thinking and argumentation. These include the ability to articulate a question, to identify and gain access to appropriate information, to organize evidence, and to construct a complex written argument. Critical thinking, argumentation, and reflective reasoning are the skills that underlie most courses and all major programs at the Colleges. Work that supports this goal includes research-based papers, critical and explicative essays, evaluation of competing hypotheses, and experience in the use of bibliographic and other library resources to identify literature appropriate to a research problem or area of investigation. Special opportunities include the Colleges' Honors program and independent study.

Goal 3

The ability to reason quantitatively. Quantitative reasoning involves an understanding of magnitude and proportion, the ability to visualize those abstractions, and the ability to apply them to a problem. Courses in mathematics, the natural sciences, and the social sciences that require students to work with numbers; to recognize trends, patterns and relationships represented by those numbers; and to express conclusions drawn from such evidence, address this goal. Courses that have typically been used to address this goal include introductory courses in biology, chemistry, computer science, geoscience, mathematics and physics. Courses involving statistical analysis in economics, sociology and psychology have also been used in support of this goal.

Goal 4

The experience of scientific inquiry and an understanding of the nature of scientific knowledge. The understanding of scientific knowledge, in both its promise and limitations, is best achieved through the direct experience of experimental investigative, scientific inquiry. Such scientific inquiry involves the development and experimental testing of competing hypotheses. This normally means a lab-based course in biology, chemistry, geoscience, physics or psychology.

Goal 5

An understanding of artistic expression based in the experience of a fine or performing art. This goal exercises each individual's capacity for artistic expression through direct participation in a creative artistic endeavor. Courses that typically support this goal include studio art, music performance, dance, theatre and creative writing.

Goal 6

An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class. An intellectually grounded foundation for the understanding of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for a critique of historical and or contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students generally address this goal through a combination of courses. Students should address each element of "race, class and gender" in one or more courses.

Goal 7

A critical knowledge of the multiplicity of world cultures as expressed, for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures and modes of artistic expression. Courses in history, literature, language, the social sciences and the arts that study and explore the multiplicity of world cultures address this goal, as does the experience of a different culture in an off-campus program. "Critical knowledge" refers to a broad understanding that allows students to understand

the global complexity of the world and their place in it; this can include but is not limited to a critique of cultures. Students generally address this goal through a combination of courses that examine at least two distinct cultures.

Goal 8

An intellectually grounded foundation for ethical judgment and action. An intellectually grounded foundation for ethical judgment and action derives from a deep, historically informed examination of the beliefs and values deeply embedded in our views and experience. Courses that examine values, ethics, social action, social policy, social justice and the responsibilities of citizens in contemporary society address this goal.