

Departmental or Program Course

INSTRUCTIONS AND PROCEDURES FOR NEW COURSE PROPOSALS

Please contact the Registrar's Office for the deadline for submission.

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

I. Guidelines

- A.** Faculty should consult with departmental or program chairs in the preparation of this proposal. All proposals must be completed electronically.
- B.** For the most part, temporary faculty should offer courses that are already in the Catalogue, including both introductory and upper-level courses. A full-year temporary faculty member 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.
- C.** For new permanent faculty, around which the department intends to construct a new set of courses, the Department or Program should submit a statement describing the overall curriculum that is envisioned for this position and how the proposed new courses fit into this scheme.
- D.** Proposers should 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 and capstone experiences).

II. The Committee on Academic Affairs (CoAA) will only consider proposals submitted on course proposal forms.

- A.** Complete Sections A through E. Section F will be completed by the CoAA after action is taken on the proposal. All proposals must be completed electronically. Submit completed form to the Registrar's Office at registrar@hws.edu.
- B.** BE SURE ALL APPROPRIATE SIGNATURES APPEAR ON THE FORM before submission (emailed **approvals** are acceptable, if sent to registrar@hws.edu at the time of submission).
- C.** After the Registrar has determined that all necessary information and signatures are included and the form is complete, the proposal is presented to CoAA for review.

III. Administrative procedures following CoAA action.

- A.** CoAA reviews the proposal and either approves or rejects the proposal. Rejected proposals will be returned to faculty to address questions and resubmit.
- B.** After the course is approved, the Registrar's Office will notify the proposing faculty member and enter the course into the PeopleSoft Student Information System/ Student and Faculty Self Services and the online Catalog.

NEW COURSE PROPOSAL FOR DEPARTMENTS AND PROGRAMS

BE SURE ALL APPROPRIATE SIGNATURES APPEAR ON THE FORM PRIOR TO SUBMISSION. PLEASE USE ELECTRONIC SIGNATURES (Email approval or PDF scan of signature.)

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

A. Course information

Instructor _____ Department/Program _____

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

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

Suggested Dept. Course Number (optional) _____

New Course Title _____

Short Title (for registration booklet; 30 characters or less) _____

Status of course:

- a new course to be entered in the catalogue.
(Only permanent faculty can propose a permanent course.)
 a course offered during the term of the appointment.
 a previously approved temporary course to be converted into a permanent course.
- **USE SPECIAL FORM FOR NEW COURSE DESCRIPTION FOR EXISTING COURSE**
 - **USE SPECIAL FORM FOR A NEW COURSE NUMBER FOR EXISTING COURSE**
 - **USE SPECIAL FORM FOR UPDATES TO GOALS INFORMATION ON PREVIOUSLY APPROVED COURSE**

Term to be first offered: Fall Spring Maymester Summer Session Year _____

Expected frequency: Annually Alternate Years Occasionally

How many days per week are you planning to teach this course? 3 days 2 days 1 day
(Final scheduling is pending the approval of the Registrar.)

Format of class: lecture lecture/discussion discussion seminar¹

Does this class have a laboratory? Yes No

Note: If less than 165 contact minutes per week in regular class format, please justify:

Maximum class size: _____ Credit: 1 credit 0.5 credit

Grading Basis (check one): Graded or Credit/No Credit Credit/No Credit Only

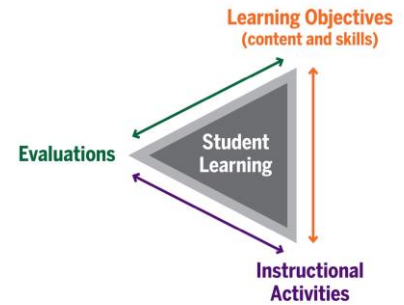
¹ Indicate seminar here only if you are requesting a seminar time slot. See academic day schedule on Registrar's Web page for seminar periods.

Occasionally classes are designed so that they should be repeatable for credit towards the degree. Courses may be designated "repeatable" if they are fundamentally creative and/or experiential in nature, such that student performance is cumulative or held to a progressively higher standard of expectation across successive registrations and/or the content of student experience is substantially different with each offering. Each registration carries full credit and is calculated independently in a student's GPA. Is this course meant to be repeatable?

No Yes

A. Course Design.

In preparing your answers to the questions below, please note that CoAA encourages clear articulation of the alignment among and between student learning objectives, instructional methods, and evaluation methods for the course.



Please also note that CoAA is looking for student learning objectives suitable for syllabi that are specific, precise, and able to be evaluated,² as in the “better” examples below:

- Vague Content/Skills Objective: Students [in Econ 201] will learn econometric tools and analysis.
- Better: Students will practice using econometric tools to analyze provided data sets, interpreting their results in light of limitations of method and/or data & evidence, and presenting their findings in various ways.
- Vague Content Objective: At semester's end, students in [] will understand health and illness as socially constructed in cultural contexts.
- Better: At the end of this semester, students in [] will be able to demonstrate how health and illness are socially constructed by comparing and contrasting ways in which different cultures conceptualize the body, perceive the human life cycle, and explain and treat illness.
- Vague Skills Objective: Students [in intro] will use and cite sources in MLA style.
- Better: Students will show improvement in following “best practices” for accurately summarizing, synthesizing, and citing sources using MLA style.

1. **What key questions will be addressed in the course?**
2. **What are the student learning objectives for the course? (Revised as needed, these learning objectives also should appear in the course syllabus, and can be used as the basis for the end of term student learning feedback form.)**
 - a. Please include both skills/abilities objectives and content objectives.
 - b. Please ensure that objectives are specific, precise, and able to be evaluated.
3. **What instructional methods will assist students in reaching these objectives?**
4. **What kind of evaluation methods will show that students have achieved the learning objectives/goals for the course?**
5. **Please list potential readings and other relevant course materials.**

² For assistance writing learning objectives that are specific, precise, and able to be evaluated, see: https://www.hws.edu/academics/ctl/pdf/learning_objectives.pdf

For help finding specific, precise verbs:

“Bloom’s Taxonomy” (from the Center for Teaching at Vanderbilt) <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>;
 VALUE Rubrics from AAC&U—note the affective rubrics, too: <https://www.aacu.org/value-rubrics>

For guidance writing learning objectives: “Writing Effective Learning Objectives” (from *The Innovative Instructor Blog* at Johns Hopkins U.) <https://ii.library.jhu.edu/2016/07/20/writing-effective-learning-objectives/>

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B. Curricular information

1. Does this course have any prerequisites or corequisites?
 2. Describe how this course fits in with the existing departmental or program offerings. Why is this particular course a valuable addition to the existing curriculum? What specific requirements in your major or minor does this course address? For example, could this course be applied toward a specific core requirement or toward a specific concentration? This should be answered in consultation with the Department or Program Chair.
 3. Please create a one-paragraph course description for the course catalog and PeopleSoft. Your answers to the course design questions in Section A above can help with this. At the end of this course description, please include any pre or co-requisites, when offered (i.e. *“offered annually”*, *“offered each semester”*, *“spring semester”*), and name of faculty member teaching the course if known.
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C. The Colleges' Aspirational Goals

1. Which aspirational goal(s), if any, does this course address, either partially (P) or substantially (S)? To review the aspirational goals see http://www.hws.edu/academics/curr_goals.aspx. To assess whether this course partially or substantially addresses an aspirational goal and how many goals the course may address, please follow CoAA's recommended guidelines (see Aspirational Goals CoAA guidelines).

Provide a check below to indicate the goals addressed by this course (see recommendations below):

- | | | | | |
|--------------------------|---|--------------------------|---|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | The ability to reason quantitatively |
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | An experiential understanding of scientific inquiry |
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | A critical and experiential understanding of artistic process |
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | A critical understanding of social inequalities |
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | A critical understanding of cultural difference |
| <input type="checkbox"/> | P | <input type="checkbox"/> | S | An intellectual foundation for ethical judgment as a basis for socially responsible action |

2. Please provide a short justification for each of these goal designations.

3. CoAA recommendations:

- (1) no course be listed as substantially addressing more than two goals; courses that substantially address one goal may substantially address one more goal or partially address one or two more goals.
- (2) no course be listed as partially addressing more than three goals; courses that partially address multiple goals would not likely address more than three goals using the guidelines above.
- (3) In general, at least 2/3 of a course's content should relate to a goal for substantial satisfaction, and about 1/3-1/2 of content should relate to the goal for partial satisfaction.

If you believe this course is an exception to these general guidelines, please provide a justification for CoAA to consider. However, exceptions will be rare.

4. How will these goals be assessed in this course? **Please note that the course syllabus should reflect both content of the goals covered in the course and any assessment of those goals.**

D. Additional Course Information. Please respond with N/A as an answer for any questions which do not apply to this course.

- (1) Will there be any outside of class activities that students will be required to attend? If yes, explain the nature and frequency of these requirements, and what alternatives will be provided to students who cannot attend.

- (2) Are there any recommended or extra-credit activities anticipated for this course? If yes, explain the frequency and whether or not students will be penalized for not participating.

- (3) If this course has a service-learning or civic engagement component, please describe what evidence will demonstrate that this service is a learning experience for the students.

- (4) If this course is offered, what will not be offered, or offered less frequently? How is this reduction justified? Please explain how offering this course may impact both your departmental/program curriculum as well as the general curriculum.

- (5) If this course must be taught on a regular basis, are there other departmental or program members who can offer it?

- (6) If needed support, materials, or technology resources (people support, hardware, software) for this course cannot be funded out of the regular department or program budget, how will they be funded? Please provide documentation that funding has been secured.

If the course would require any additional library and/or technology resources, please describe them here. *COAA to inform Library and/or IT Services if this section is completed. Note that COAA's approval of a course does not guarantee the resources any faculty member by need, desire, or request for that course.*

- (7) Are there other courses that appear in the College's Catalogue that would overlap substantially with this course? If so, which ones? If there are others, please justify offering this course.

