



Course Proposal Submission Form

Please complete all items and submit the completed form to the chair of the Curriculum Committee

Department/Program:

Instructor:

Course title:

(If course title exceeds 32 letters please indicate preferred abbreviations for student transcripts.)

Preferred abbreviation:

Catalog Description. This should indicate the subject matter of the course, as well as the approaches used and/or theoretical point of view, if appropriate. The description should aid students and advisors in course selection. It should be worded in a way consistent with other course descriptions from this program/department, should be written in the present tense, and should not exceed 100 words.

Requested course level:

Specific number request, if any:

If the course is being proposed at the 300-level, note that it should be an advanced course "with one or more prerequisites in specific courses or in general educational preparation and maturity" (College Catalog)

If approval is being sought as a one-time Special Topics course, please select the specific level below.

195

295

395

Prerequisites. Include specific courses, class standing, and/or permission of the instructor, if applicable, and rationale.

Learning Goals: Identify a short list (e.g., 3-6) learning goals for your course. What are the knowledge, skills, and dispositions that you want students to gain by the end of the course? For sample learning goals, see the Appendix.

Program Learning Goals: How do the learning goals for this course fit into the learning goals of your academic program (major and/or minor)? How does it relate to other courses which address the same learning goals? How does this course fit into the requirements for the program in which it will be listed?

Organization: What do you foresee as the organizing principles of the course? E.g. a sequence of topics? of methodological approaches? etc.

Tentative Reading List: List the books, essays, and/or other resources that you are likely to assign to students, and explain briefly the nature and purpose of the resources chosen. This doesn't need to be a final list, but enough to give the Curriculum Committee a good idea of the nature of material you expect to assign and the reasons for these decisions.

Assignments: Describe the types of assignments (other than reading) that you plan to incorporate into this class.

Connections between Assignments/Classroom Activities and Learning Goals: How will the assignments and classroom activities allow you to observe whether or not course goals are being achieved by students? For example of a simple chart that maps assignments/activities onto the learning goals, see the Appendix.

Note: it is not necessary to supply a syllabus for the course; the Committee understands that most courses being proposed are still under development, and a formal syllabus would be premature. However, if this is a course you have taught before (e.g. as a Special Topics course), feel free to attach a syllabus if you wish.

Scheduling: How many meetings per week will this course have? It is normally assumed classes meet during the regular class schedule. If you are requesting a non-standard schedule for this course, please provide a rationale.

FOR THE DEPARTMENT CHAIR:

(a) How does this course fit into the program(s) where it will be listed? How does this course relate to or affect the department/program and college curriculum? How does it fit into the requirements of the program(s) of which it is part? How is it related to courses on similar topics in other departments?

(b) What adjustments in department/program offerings may be necessary to accommodate this new course?

(c) What adjustments in staffing may be necessary to accommodate this new course?

(d) How many FP's does the department currently offer? What will be the impact of this course on the department contribution to FP and to other general education courses?

Department approval (electronic signature of chair):

SPECIAL COURSE DESIGNATIONS

If you are seeking designation for the course as an ELEMENT, please also fill out and submit the Elements Proposal form.

APPENDIX

SAMPLE LEARNING GOALS AND CONNECTIONS WITH ASSIGNMENTS

The point of a learning goal is to identify what students will be able to do at the end of the course (not what instructors will cover during the course). Each goal should refer to specific skills or actions whose achievement is possible to observe. For example, instead of "understand," you might use "describe and interpret." Instead of "be aware of," you might use "name and define." For further help in framing learning goals, see the *Knox College Guide to Academic Assessment*, p. 9-11, available at:

<http://www.knox.edu/offices-and-services/academic-assessment/resources.html>

Sample learning goals for a hypothetical course on "Heroes and Saints":

By the end of the course, students will be able to:

1. identify and describe the fundamental values that shape different visions of a "hero" or "saint";
2. analyze the possible social, economic, political, and religious contexts that affect the shaping of these values;
3. use an understanding of ancient and medieval figures to analyze "heroes" and "saints" of our own time;
4. work independently.

Course assignments:

- short writing assignments on assigned reading (ca. 10 over the course of the term)
- midterm exam
- oral presentation (on subject of final paper)
- final paper centered on a contemporary figure of student's choice
- participation in class discussion throughout the term

Sample matrix to show the connections between assignments/activities and learning goals:

Assignments and classroom activities by which the instructor will determine how well students have achieved the course goals	To which course goals does this relate?
Short writing assignments on assigned reading (different assignments will focus on specific goals)	1, 2, 3
Midterm exam	1, 2
Oral presentation	3, 4
Final paper centered on a contemporary figure	1, 2, 3, 4
Participation in class discussion	1, 2, 3