ALBRIGHT COLLEGE COURSE CHANGE / NEW COURSE PROPOSAL [10-10-12]

Please submit this form to the Curriculum Committee to propose new or revised courses or simply to update the College on information about courses in your department. Provide all information requested; minor changes (see column 1) typically require less information and may simply be informational for the committee. Please address any questions during the process to the committee chair. The Registrar will be informed of approved proposals in order to make official changes to the Catalog and degree audit sheets.

Note that new courses, unless they are general education courses, may be offered 1-2 times as special topics before being proposed to the Committee as permanent courses. Note also that new courses to be offered only as part of a new curriculum should not be submitted to the Curriculum Committee until after EPC has approved the new curriculum.

Deadlines for submission: Interim courses, 9/15; Spring courses, 10/1; Summer courses, 2/1; Fall courses, 3/1.
Note: initial General Education approval deadlines will vary and will be announced – direct questions to the Committee chair.

Sponsoring Department(s) ___________________________________________ Date Submitted to C.C. ____________________

___ Undergraduate   ___ Graduate   ___ ADP   Proposed start semester ______________________

Please mark all that apply:

<table>
<thead>
<tr>
<th>Minor change</th>
<th>Major change</th>
<th>Gen Ed course? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise title</td>
<td>Delete course from catalog</td>
<td></td>
</tr>
<tr>
<td>Revise number</td>
<td>Substantially revise course</td>
<td></td>
</tr>
<tr>
<td>Update description for catalog</td>
<td>Create new course</td>
<td></td>
</tr>
<tr>
<td>Revise contact/lab hours</td>
<td>Other – define below</td>
<td></td>
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<tr>
<td>Revise pre-requisite/co-requisites</td>
<td></td>
<td></td>
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<tr>
<td>Other – define below</td>
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Brief description of proposed change, including any changes in course number, title, and co-/pre-requisites. If Catalog description changes, please include separate paragraph for use by Registrar.

For all proposals – does the suggested change respond to any informal or formal assessment? If so, please explain.
Course number/name: ____________________________________________________________

The signature of the department chair(s) is required to indicate departmental approval. For IDS (including Synthesis), all chairs sign.

Signature of department chair: ___________________________ Date ____________________

(IDS or Synthesis only) ______________________ Date __________ (IDS or Synthesis only) ______________________ Date __________
FOR MAJOR CHANGES – COURSE DELETIONS, SUBSTANTIAL REVISIONS, OR NEW COURSES:

Type of credit for the course (check all that apply):
___ open elective; ___ concentration elective; ___ requirement for concentration, co-conc., program, or track; ___ IDS ___ general studies

If your proposal concerns a general studies course, please refer to section D and E in addition to either A, B, or C.

A. If this is a proposal to DELETE a course, please address the following:
1. What is the rationale for the change? Include 5-year enrollment data for the course (from the Registrar).
2. What is the anticipated impact, if any, on your department’s existing curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising if existing programs are affected.

B. If this is a proposal to substantially REVISE a course, please address the following:
1. Describe the change in content and its rationale; discuss any new library, technology, or facilities needs entailed.
2. What is the anticipated impact, if any, on your department’s curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising if existing programs are affected.

C. If this is a proposal to CREATE a course, please address the following:
1. Previous history and enrollments of this course as a special topics course, if offered before (from the Registrar).
2. What content will the course cover? - include a syllabus with, at minimum, goals and learning objectives, a tentative schedule of topics and readings, modes of instruction (discussion, lecture, seminar, etc.), expectations for students, evaluation/assessment measures, and how the “fourth hour of quality” is addressed. If writing is a significant component, address the kinds and amounts of writing required and your approach to the writing process.
3. What is the anticipated impact, if any, on your department’s curricula, rotations, and staffing and on other departments or interdisciplinary curricula – report on your consultation with relevant chairs. Attach a revised departmental advising sheet for all affected programs and a 5-year rotation and staffing plan for the course.
4. What new library, instructional technology, classroom or special equipment needs are entailed by the course?
5. If this is a proposal for a new IDS course (not a general education Synthesis course), what disciplinary perspectives does the course include? How do the objectives, assignments, and class projects reflect its interdisciplinarity? How will the students be asked to integrate the material and demonstrate an awareness of the differences in disciplinary assumptions?
6. If this is a proposal for a new IDS course (not a general education Synthesis course), will the course be team-taught? If not, what is your background in dealing with all disciplinary perspectives? Do you plan to invite guest lecturers or to find other ways of enriching the interdisciplinary nature of the course?

D. If this proposal seeks approval for General Education status for a course, please respond, in addition to the relevant section above, to the questions/criteria in the relevant section below.

FIRST-YEAR SEMINAR

1. **Reading**: How will your students be trained in reading comprehension, analysis, reflection and critique? (For example, variety of texts, both primary and secondary sources, exercises in close reading, book/article reviews.)
2. **Writing**: How will your students demonstrate competence in vocabulary, grammar, and syntax; in constructing a cogent thesis and developing it through textual support? (For example, variety of assignments, including short reflection papers and longer research papers, a reading journal, multiple drafts, collaboration with the Writing Center.)
3. **Oral Communication**: How will your students cultivate good skills in oral communication? (For example, individual and/or group oral presentation, leading discussion in class.)
4. **Research and Information Literacy**: How will your students learn the appropriate use of primary and secondary sources, how to do academic research, and how to document such research appropriately? How will such instruction be integrated into the class as a whole? (For example, class period in the library or inviting a librarian to present to the class, a bibliography as first step in the paper-writing process, a “scavenger hunt” for which they answer questions based on research in the library.)
5. **Liberal Arts**: How will the student learn about the liberal arts and its disciplines? (For example, professors from different disciplines visit class to discuss your topic from other perspectives, have students research and write an essay on the liberal arts, organize an Experience Event that discusses/exemplifies the liberal arts.)
6. **Albright Academic Experience**: How will the student be introduced to the “Albright Academic Experience”? (For example, require attendance at Experience Events, require a formal written reflection on an Experience Event, join with other instructors to organize an Experience Event that connects to your topics.)
FOUNDATIONS
1. How does this course introduce students to the discipline’s larger domain of inquiry and its ways of approaching knowledge? *(Note: departments and instructors will characterize the “ways of knowing” that they think typify their area of study.)*

CONNECTIONS
1. How will students learn about other cultural groups either in a local, regional or global context? “Groups” can be defined in many ways, e.g., in the context of race, gender, nationality, ideology, socioeconomic class, sexual orientation, spirituality, etc.
2. How does the proposed course foster a broader perspective of different traditions and values?
3. How will students be challenged to understand the historical context for difference as defined in the course?
4. If your proposed Connections course seeks designation for global content, how will students be required to demonstrate an understanding of global interdependence? How will students critically analyze how regions and groups influence each other in a global setting?

SYNTHESIS
1. How will students demonstrate appropriate written communication skills that include different types of writing?
2. How will students demonstrate appropriate oral communication skills?
3. How does this course enable students to demonstrate an understanding of the relationships among the disciplines encountered in this course and between these disciplines and their own concentration?
4. How does this course challenge students to reflect on their Albright educational experience to date? This reflection could include general education courses as well as experiential learning opportunities through courses, the Experience, internships, or study abroad opportunities.

E. If this proposal seeks approval for General Education status for a course, please respond, in addition to section D above, to the following question.
The college is required to undergo periodic assessment of the General Education curriculum. Provide examples of products from your course that may contribute to the assessment of the General Education goals. Examples of products include writing samples and entrance/exit exam results or assignment results. For example, a Connections course should be able to provide examples of student papers illustrating whether or not a student understands cultural diversity as it is defined for that course. Note that these assessment products would assist with assessment of the larger General Education goals for the college and are separate from assessment procedures used to evaluate course performance or adherence to departmental goals.

*Comments of library liaison regarding resources (optional):*

*Signature of library liaison (required for new courses only): ____________________________ Date ___________

Curriculum Committee approval ____________________________ (Chair) Date ___________