

New Course *or* Substantial Revisions to Existing Course Form

Department or Program	Course Level

Instructor(s)	
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New courses include courses that were previously taught as topics courses and are now being proposed as permanent offerings with descriptions appearing in the Catalog. New courses also include courses that were previously taught but have since been deleted from the Catalog.

Course proposals should acquaint the committee members with the topics and student learning objectives of the course. To aid committee members in their review of the course, proposals must include a preliminary syllabus, an outline of student learning objectives (see #6 below), and a thorough description of course topics, readings, and requirements. Proposals for an increase in semester hours of credit must include copies of old and new syllabi.

Submit **one copy** of the course proposal to the Associate Dean of the Faculty, who will then forward a copy of the proposal to the Chair of the College Curriculum Committee. Courses that contribute to an Interdisciplinary Program must be signed by the program director before being submitted to the Associate Dean. Generally speaking the committee will defer consideration of a proposal until the Associate Dean has explored the resource implications of the proposal and signed the proposal form.

Deadline for *spring term*: **September 15**

Deadline for *fall term*: **December 15**

Check all that apply:

New course (even if previously offered as a topics course)	
Change in course description	
Change in course level/number (see guidelines)	
Change in semester hours of credit	
Change in all-college requirements designation	
Change in the writing requirement in the major (see guidelines)	
Change in enrollment cap (see guidelines)	
Increase in prerequisites	
Does this course contribute to an interdisciplinary program?	
Other	

What semester will this course be offered next?	
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1. a) Course title

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b) Abbreviated title 26 or fewer characters (for new courses): Please take care with the abbreviated title, which will appear on registration materials and on transcripts.

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c) Catalog description (for new courses or change in description): The catalog description should be brief and carefully worded to reflect the actual content of the course. Also consider using lively prose to capture student interest. It is customary to begin the description with a sentence fragment. We urge faculty to follow basic writing guidelines, such as limit abstractions, long Latinate words, and passive verbs, especially regarding student involvement. Use student-centered language, and use concrete examples and brief, direct words, where possible. Avoid using such phrases as "in-depth" and "intense" or "this course will carefully analyze and extensively research" which add nothing substantive to the description. Consult the [Skidmore College Guide to Writing](#) for stylistic clarification. Consult the current Catalog for examples.

Former Catalog Description	Revised/New Description
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d) Enrollment cap with a brief rationale: Provide a brief rationale if enrollment caps differ from the [guidelines for enrollment caps](#) (100 level 35-38; 200 level 29-33; 300 level 19-23). Only under unusual circumstances will the Dean or the Associate Dean of the Faculty and the committee approve an enrollment cap below those specified in the guidelines.

Cap	Rationale

3. Prerequisites (include brief rationale):

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4. Semester Hours of Credit and Rationale:

Hours of Credit	Scheduled Contact Hours/Week	Rationale*

*A three-credit course requires 90 hrs of assigned work over a 15-wk semester. A flexible fourth credit hour requires an *additional* 45 hours of assigned work. In your rationale and syllabus, account for these additional hours and describe the learning goals and means of assessment for the activities you will require.

5. Rationale for level of course (100, 200, 300): (For new 300-level courses, explain how the department will maintain offerings at the 100 and 200 level.)

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6. For new and revised course proposals, include a description of student learning objectives and how they will be assessed, a copy of a proposed syllabus, which should include learning objectives, readings, assignments, grading criteria, and course schedule of topics. Describe how learning objectives will be assessed.

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7. a) Briefly describe how the course will fit into the curriculum, noting, in particular, the department's plan for contribution to the all-College curriculum as well as contribution to the writing requirement in the major.

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b) Briefly describe how the course will contribute to Interdisciplinary Programs.

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8. Liberal Arts credit: YES _____ NO _____

(Courses carrying liberal arts credit are directed to general intellectual enlargement and refinement, not restricted to the special requirements of technical or professional training. See [annual report](#) of the 1999-2000 Curriculum Committee on the adoption of a more liberal interpretation of the qualifications for Liberal Arts credit.)

9. Mark all the All-College requirements that the course will meet: (see guidelines, append relevant materials where necessary, and attach rationale.)

Requirement (see links for guidelines)	Note: Please attach explanations
Foundation requirement in expository writing	Explain how course adheres to WI guidelines (http://cms.skidmore.edu/curriculum_committee/)
Writing requirement in the major (http://cms.skidmore.edu/curriculum_committee/)	Explain how the course adheres to the writing in the major guidelines
Foreign Language	
Quantitative Reasoning	Explain how course adheres to QR guidelines
Culture-Centered Inquiry (http://cms.skidmore.edu/curriculum_committee/c_epp_guidelines.cfm)	
Non-Western Culture	Explain how course adheres to NW guidelines
Cultural Diversity	Explain how course adheres to CD guidelines

If the course meets a Breadth Component, check the one that the course will meet. Please consult the guidelines regarding the All-College Curriculum:

(http://cms.skidmore.edu/curriculum_committee/all_college.cfm).

Humanities	
Social Sciences	
Natural Sciences	
Arts	

10. RESOURCE IMPLICATIONS: These questions are all intended to elicit information that will allow the Dean or the Associate Dean of the Faculty and the Curriculum Committee to assess the resource implications of the course. For example, if the instructor is currently teaching a full load of courses and is

proposing a new course, it is essential for the committee to know which course is being replaced by the new course. Will the replaced course no longer be offered? Will the deletion of the course, or a reduction in the frequency with which it will be offered, have an impact on majors or on a particular program area? If the new course will require, for example, fieldtrips, access to the Tang, or the addition of Library resources, such information is also quite useful.

a) How will this new course affect the instructor's teaching schedule?

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b) Will the course replace a course previously offered by the instructor? (If so, then you must submit a Routine Course Revision Form to delete the course.)

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c) When will this course be offered (every term, every year, alternate years)?

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d) If the course alternates with another course, with which course will it alternate?

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e) What are the resource implications (technology, library, Writing Center, etc.) of this course?

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Approvals:

Chairperson of Faculty Department	Date

Interdisciplinary Program Director (if the course is to count toward an ID program)	Date

Dean or Associate Dean of the Faculty	Date

Chair of Curriculum Committee	Date