

SUPPLEMENTAL C&D FORM FOR FOUR-WEEK SPRING COURSES

(Download this form into Word, fill in your answers, save and send to cd@wlu.edu)

As requested, C&D will review all proposals for four-week spring term courses to be taught beginning Spring 2010.

First, as you would for any new course, please submit the standard C&D proposal form through your department or program head, as well as a draft syllabus. (Form available at <http://registrar.wlu.edu/forms/#fac>.) The committee does not expect the syllabus to be complete or final; we appreciate that you will continue to refine the course for quite some time. The key things the committee will want to see are a good description of the course, a formal and informal meeting schedule, assignments, the grading scheme, the general flow of topics and work over the four weeks, any policies (attendance, participation, late work, etc) particular to the course. Although we would like to get a good idea of the readings and daily work, we do not ask you to have all of that decided at this early date.

Second, please fill out the following supplemental form that addresses specific issues related to the goals for the four-week spring term.

Third, if you are considering an international-travel component to the course please submit the Initial Request Form this fall. See <http://www.wlu.edu/x12128.xml> for further information.

Instructor Name _____

Department or Program _____

Course Number and Title _____

Likely first offering: **Spring 2010** _____ **Spring 2011** _____ **Spring 2012** _____

Learning Goals: The following four learning goals have been established for the spring term experience. Please write brief explanations of no more than two or three sentences explaining how your proposed course will fulfill these four goals. Not every course will necessarily fulfill each of these goals in full; instead, students can expect to have these goals met by their spring term experiences over their four-year career.

1. Students will work closely with faculty in a single course, both inside and outside the classroom, in intensive learning experiences, thereby engaging in critical research or creative work under faculty direction.

2. Students will study subjects in depth and detail, generally emphasizing focused often interdisciplinary, study and/or particular enrichment of understanding, rather than breadth of coverage.

3. Students will work collaboratively with a diverse group of fellow students (and possibly larger communities). Such work may generate greater respect towards one's fellow citizens and further one's sense of commitment to others.

(continued on the reverse)

4. Students will produce papers, projects, reports, journals, creative works, or performances that exemplify the possibilities of the class's particular pedagogies.

Full Engagement: As you know, students will take only one spring term course, and each instructor can depend on the students' undivided attention. In a few sentences, describe how the course will "fully engage" students academically for the spring term, including your estimate of the amount of "face-time" with students (as a full group, smaller groups, or individually) and an estimate of the amount of time students will be working on their own.

What is your intended audience for this course (first-year students, advanced majors, etc.)?

What is the ideal size of this course (please provide minimum and maximum)?

If this is a revision of an existing course, briefly describe how it has been modified.

If there are off-campus excursions or extended trips, or other course features such as tickets for performances or visitors, please provide your best estimate of the per-student cost. (Provide details, if possible.)

Your syllabus should state the specific learning objectives for your individual course. Please provide some sense of how you plan to assess whether or not your course is meeting those explicit learning objectives.

Other issues or concerns?