**Scribner Seminar Proposal Form**

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| Faculty Department |
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| Instructor(s) |   |

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| **CC use only**  |
| **Subject:**  | **Course #:**  | **Date Approved by CC:**  |

This form should be used to propose a Scribner Seminar as part of the First-Year Experience program. Use this form for a completely **new course** or a **revision of an existing course, including LS2 courses**.

**Email (word document only)** one copy of the course proposal to First-Year Experience Department (fye@skidmore.edu). The Director of the First-Year Experience will review and sign the proposal before submitting it to the Associate Dean of the Faculty. Note also that the Chair of the faculty department must sign the form before it goes to the Director of the First-Year Experience.

***Important: When saving please use the following naming convention –*** New Course: **Department\_course# \_abbreviated title.doc (i.e. SSP\_100\_Live1.doc)** Course Revision: **Department\_course# \_abbreviated title.doc (i.e. SSP\_100\_What Too Eat1.doc)** Syllabus: **Department\_course#\_syllabus\_abbrev title (old or new) (i.e. SSP\_100\_syllabus\_What Too Eat old.doc)**

Final proposals should be submitted to the FYE Director for preliminary approval by the ***first week of January***, although we would appreciate receiving the proposals as soon as possible.  The FYE Office will take care of forwarding all proposals to the CC for final approval. Note that a proposal for a Scribner first-year seminar must include a syllabus with the course goals approved by CEPP and a brief statement regarding how the course will meet the first-year seminar goals.

**1. a) Course title**

 **b) Abbreviated title 29 or fewer characters (for new courses):** This will appear on registration materials and on transcripts.

 **c) Catalog description:** The catalog description should be carefully worded to reflect the actual content and learning goals of the course. Please avoid passive voice, especially regarding student involvement. Also, 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. Please try to keep your description brief. See Curriculum Committee Recommendations for [Scribner Seminar Catalog descriptions](http://www.skidmore.edu/fye/scribner/index.php) and consult the current Catalog for examples.

Catalog Description:

**3. Enrollment cap for a Scribner Seminar is 15**

**4.** Attach a copy of the proposed syllabus, which must list the first-year seminar goals (see below). In addition, attach a brief description of how the goals will be assessed.

***Course Goals [to be included on the syllabus]:***

This course will introduce students to disciplinary and interdisciplinary perspectives on **[insert** **the course topic]**, with the following goals **[insert course-specific goals here or integrate them into the goals below]**. In addition, this is a course about knowing, particularly about ways to identify problems, formulate productive questions, and go about answering those questions. Students in this course will demonstrate the ability to:

1. distinguish among, and formulate, types of questions asked by different disciplines
2. read critically, and gather and interpret evidence
3. distinguish among the evidence and methodologies appropriate to different disciplines
4. consider and address complexities and ambiguities
5. make connections among ideas
6. recognize choices, examine assumptions and ask questions of themselves and of their own work
7. formulate conclusions based upon evidence
8. communicate ideas both orally and in writing
9. relate the results of the course to their educational goals

**5.** Attach a brief statement (a paragraph or two) regarding how the course will meet the [Guidelines for a Scribner Seminar](http://www.skidmore.edu/fye/documents/guidelines.pdf). Please describe approaches you are planning, such as pedagogies used for smaller classes (keeping in mind the cap is 15 students), writing/oral communication assignments, mentoring activities you envision, and/or use of campus resources. Please also mention how you plan on organizing the fourth hour. Feel free to attach any other materials.

**6. FOR PROPOSING AN EXISTING COURSE AS A SCRIBNER SEMINAR:**

If the proposal deals with proposing a Scribner Seminar as a revision to an LS2 course or existing departmental course, please also answer the following questions in a brief statement:

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| **Existing course number and title:** |
| **Subject:**  | **Course #:**  | **Title:**  |

a) Will the existing course be eliminated or will the existing course continue to be offered?

b) If the department or program will continue to offer the existing course, will students who take the Scribner
 Seminar version be able to take the existing course for credit as well? **Yes** **[ ]  No** **[ ]**(The committee recognizes that a department or program must decide what the overlap between an existing course and the prospective Scribner Seminar will be, and whether they will want to have students blocked from the existing version of the course if the student has taken the Scribner Seminar version.)

c) How will incorporation of First-Year Seminar goals change the existing course?
(Keep in mind that a Scribner Seminar has goals that we anticipate will be distinct from the goals of the existing departmental or program course. The First-Year Seminar goals will likely change the course so that it is a revision from an existing course even if it has a similar topic and uses similar materials.)

Brief Explanation:

d) Also, keep in mind that a Scribner Seminar may not have prerequisites and may not count toward all-college requirements or major/minor requirements. For example, an existing course that counts as QR2 may be offered as a Scribner Seminar but it may not require QR1 as a prerequisite and it may not count as QR2.

**7. 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.

1. How will this new course affect the instructor’s teaching schedule?

1. 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.)

1. When will this course be offered (every year, alternate years)?

1. If the course alternates with another course, with which course will it alternate?

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

**Approvals:**

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| Chairperson of Faculty Department | Date |  | Dean or Associate Dean of the Faculty | Date |

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| Interdisciplinary Program Director (if course counts toward an ID program) | Date |  | Chair of Curriculum Committee | Date |

**Please type the appropriate person’s name in the area above. By doing so, you are signing on behalf of that person and confirming that they are in full support of this proposal.** *Revised 4/11/14*