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**ASEM**

**Course Proposal**

**Elements &**

**Process**

**Submission Deadlines**

September 1 (for winter courses)

November 1 (for spring)

January 15 (for summer or fall)

**Early submissions are welcome!**

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verview of the Advanced Seminars. Successful people navigate complex political, social, cultural and economic environments that challenge more traditionally limited concepts of higher education and competencies. To help students better understand the demands of contemporary life, instructors teach advanced seminars based in their area of expertise and passion. The topic will be approached from multiple perspectives in a course designed for nonmajors. Studying in this setting, students demonstrate their ability to integrate different perspectives and synthesize diverse ideas through intensive writing on that topic. This course must be taken at the University of Denver.  Students must complete all other common curriculum requirements before taking the Advanced Seminar.

ASEM courses are capped at 15-20 students, to foster interaction between professors and students and to allow significant writing. Faculty are required to participate in a Seminar on Teaching ASEM. (See offerings below). Except in extraordinary circumstances, ASEMs may not appear in the DU course schedule until after their professors have completed a seminar. Those who complete a Seminar will receive an $1000 stipend. Occasionally, additional course development funds are available to faculty who have completed the ASEM seminar and who are developing a new course, after they’ve taught three offerings. Additional professional development funding is regularly available, and faculty may apply for funding to support speakers, trips, materials, and so on.

**Proposal Process**

Please complete the online ASEM Course Proposal Form at

<https://udenver.qualtrics.com/jfe/form/SV_cNLoy2gBGwDhZu6>

After we receive your completed proposal, we will send it to your department chair for her/his approval via email. We're making sure that the department is committed to offering the course during the quarter you propose first to teach it.  We will then send it to your dean's office for similar email approval.  Following that, the ASEM committee, which meets once per quarter, generally two or so weeks after each deadline, will review proposals. If you have questions about any aspect of the process, contact the staff assistant for ASEM at 1-7448 or writing@du.edu, or contact the chair of the ASEM committee, Doug Hesse, dhesse@du.edu.

Information Required in the Online Proposal Form

Following is the information you’ll be asked to provide in the form. You’ll probably be more productive if draft your responses in a Word document first, then copy and paste from that document into the online Proposal Form. You’ll also be asked to upload a separate document: your syllabus. Together, these materials should reflect sufficient thought and preparation to guide the ASEM Committee in their review.

**Part 1: Basic Information **

Name of Proposer

DU ID Number

Email and Phone

Department

Name of Department Chair

Chair’s Email

Short Course Title (no longer than 30 characters, including spaces)

Longer Course Title (if desired)

Quarter and year to be first offered

Whether you’ve completed a Teaching ASEM Workshop

If “no,” agreement to attend a required to attend a Workshop before teaching an ASEM course.

 (Dates of ASEM Workshops will be listed on the ASEM Portfolio Page: <http://portfolio.du.edu/ASEM>)

Whether the proposed course is based on an already-existing course ( and, if yes, to explain).

**Part 2: Course Descriptions **

1. Please provide a narrative description of your course that will provide ASEM Committee members who are not familiar with your topic a clear understanding of the content, objectives, and approaches of the course. (150-300 words.)

2. Please explain how the course will include multiple perspectives. There is no definitive rule as to what constitutes “multiple perspectives.” You might, for example, include different viewpoints or bodies of knowledge, different theoretical lenses, different methodological approaches, different disciplinary orientations, or so on. Please highlight how students will understand that this course includes multiple perspectives. (50-200 words.)

3. Please explain how the course will be attractive and appropriate for students coming from an array of disciplines and interests, presuming no detailed prior knowledge or disciplinary orientation. (50-200 words.)

**Part 3: Course Learning Outcomes **

**4. Please list your course Student Learning Outcomes and how you will assess them.**

Students in ASEM courses must “demonstrate the ability integrate and apply knowledge and skills gained from multiple perspectives to an appropriate intellectual topic or issue.” This requirement should be manifest in course learning outcomes. Please list two to four course learning outcomes and describe how you will assess each. (For an explanation of learning outcomes, the options available for assessment, and some examples, please see “Learning Outcomes for ASEM” on the ASEM Portfolio page.) Note: Learning outcomes should be stated NOT in terms of “what students will be exposed to” or “what the course will do,” BUT in terms of “what knowledges, skills, and practices” students will demonstrate as a result of the class.

**5. Please explain how the Course will help students write effectively.**

A goal for all ASEM courses is that students will “write effectively, providing appropriate evidence and reasoning for assertions.” To those ends, ASEM courses must include four writing elements:

1. Students will write a minimum of 20 pages (about 6000 words), some of which may be informal, but some of which must be revised, polished, and intended for an educated readership.

2. Students will complete a minimum of three writing projects that are distributed over the quarter; exceptions might include a cumulative project completed in multiple stages.

3. Students will revise some of their work based on feedback from their professor.

4. There will be some instructional time devoted to writing.\*

Describe how your course will include these elements and help students write effectively. Probably the best way to do this is to describe each assignment, describe how revision will be built into the course, and explain some of the class activities you plan to include.

\*For a discussion of each criterion, including illustrations and explanations, especially of “instructional time given to writing,” please see “Features of Writing in ASEM Courses,” included on the ASEM Portfolio Page.

**Part 4: Catalog Description **

Please provide a brief description, generally 50-80 words, suitable for the *DU Bulletin*. Course descriptions should be written in present tense (avoid future tense terms such as "students will") and with the audience to include outside constituencies, not just students.

**Part 5: Syllabus **

Please upload a syllabus for the course. That should include a description, learning outcomes, course readings (fairly specific please, not simply, “readings posted in Canvas”), grading criteria (including writing requirements), and a draft schedule for the course.

**Further information (some of it redundant) **

Once again, the ASEM Proposal Form is at

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Once again, after we receive your completed proposal, we will send it to your department chair for her/his approval via email. We're making sure that the department is committed to offering the course during the quarter you propose first to teach it.  We will then send it to your dean's office for similar email approval.  Following that, the ASEM committee, which meets once per quarter, generally two or so weeks after each deadline, will review proposals.

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fter the ASEM Committee approves a course, we submit it further through the DU course development process. It goes to the Vice Provost for University Academic Programs for approval (and, in exceptionally rare cases, to the Undergraduate Council), and then it goes to the Registrar’s office for processing. At that point, the ASEM will be assigned a course number, entered into the bulletin, and be ready for your department/college to schedule. The ASEM Committee Chair will let you know when the Registrar has entered the course. The process from Committee approval to the course being ready for scheduling can take up to two weeks, if the Registrar is flooded. Departments handle the scheduling of ASEM courses.

If you have questions about any aspect of the process

Contact the staff assistant for ASEM at 1-7448, writing@du.edu,

or

Contact the chair of the ASEM committee, Sheila Carter-Tod, Sheila.Carter-Tod@du.edu.