



ASEM Course Proposal Form
University of Denver
Last Updated: September 2025

To prepare your proposal, please include your responses to the prompts below as well as your course syllabus in a single document and upload it in the "Syllabus" field on CourseLeaf. Instructions for submitting your proposal to CourseLeaf can be found in the Canvas course: Advanced Seminar: New Faculty Proposal Development & Training Modules/Module 6.

The ASEM Committee meets in Fall and Winter quarters and will review your proposal as soon as they can. It may be a few weeks, but you will be informed of the status of your proposal. Once the ASEM Committee approves your proposal, we will send it to your department chair and dean's office for their approval, via email.

(This is a way to confirm that the department is committed to offering the course during the quarter you propose to first teach it.) We then submit the new course proposal into the next Bulletin approval workflow.

If you have questions, contact the Chair of the ASEM Committee, Dr. Rachael Liberman, Rachael.Liberman@du.edu.

Part 1: Faculty & Course Offering Information

Name:

DU ID Number:

Email:

Department:

Name of Department Chair:

Department Chair's email address:

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

Course Long Title (if desired; up to 50 characters/spaces):

Quarter and Year to Be First Offered (for example, "Winter 2025"):

I understand that I'm required to complete the ASEM: New Faculty Proposal & Training Canvas course before I teach an ASEM course. (YES/NO)

Part 2: Course Description and Explanations

1. Please describe your course.

Your narrative should 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

Two learning outcomes are common to all ASEM.

- Demonstrate the ability to integrate and apply content from multiple perspectives to an appropriate intellectual topic or issue.
- Write effectively, providing appropriate evidence and reasoning for assertions.

In addition to these two learning outcomes, faculty will create additional learning outcomes specific to their course and include all learning outcomes on their syllabus.

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

Students in ASEM courses must “demonstrate the ability to 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 your 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.”)

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 second outcome of 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:

- 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.
- 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.
- Students will revise some of their work based on feedback from their professor.
- 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 as a document in the Canvas training and on the ASEM website.

Part 4: Catalog Description

Please provide a brief course description, 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 institutions, not just students. Include any prerequisites (unenforced or enforced) in the course description.

Part 5: Syllabus

Include your syllabus at the end of your responses to this form in a Word or .pdf document. Your proposal will not be considered without a fully developed syllabus.