# Curriculum Proposal Template The American University of Paris

# general guidelines**[[1]](#footnote-2)**

**SEQUENCE FOR SUBMISSIONS:**

# **proposal (admissions director consultation) department/department chair council of chairs Provostcurriculum committee senate[[2]](#footnote-3)**

* New proposals are approved in the home department before submission to the CC. Minutes of the relevant meeting(s) must be included in the proposal packet. Once approved, the department chair adds his/her signature to the proposal cover sheet.
* The department chair presents the proposal to the Council of Chairs for comments and/or feedback (not for approval) prior to submission to the Curriculum Committee. The date of the Council of Chairs meeting and commentary, if any, must be included in the proposal packet.
* While members of the faculty are welcome to present and/or to elaborate upon their proposals before the Curriculum Committee, the CC does not vote in their presence. Discussion and votes occur in committee, after the invited guests have left the meeting.
* All packets must include the summary of resource and personnel implications, if any, for other departments, e.g.:
  + for a new course: will it be cross-listed, multidisciplinary, replace another course, co-taught, etc.?
  + for a new major/minor: will it include courses listed as core or elective courses for another major/minor, will it be hosted in more than one department, draw faculty from more than one department, etc.?
* Syllabi for new courses should include Learning Outcomes (see help document in appendix 2).
* **Deadlines:** please complete checklist and submit all documents via Blackboard (<https://blackboard.aup.edu>) at least two weeks prior to the relevant Curriculum Committee meeting. Incomplete proposals and proposals that have not been presented to the Council of Chairs will not be put to a vote.

# checklist for proposal packets

NEW COURSES

* Cover sheet completed with all signatures
* Catalog course description (60 words or less) including prerequisites
* Longer course description (200 words or less)
* The title translated into French
* The complete syllabus, along with the learning outcomes and assessment methodology[[3]](#footnote-4) for the course
* A description of how the course fits into the department's major/minor programs
* A summary of implications for other departments (cross-listed, multidisciplinary/fulfills requirements of other majors/minors, etc.)
* What course(s), if any, will it replace?
* Will new faculty be needed in order to add the course? (If yes, a statement from the Provost indicating how such faculty will be budgeted)
* Minutes from the departmental meeting where the proposal was discussed and approved
* Feedback from Council of Chairs and date of meeting
* New library resources needed: approval by University Librarian (e-mail acceptable)
* New IT resources needed: approval from ITS Director (e-mail acceptable)
* Additional academic resources or support needed (instructional technology, Writing Lab, ARC tutoring): approval from ARC Director (e-mail acceptable)
* Other resources needed: approval from cost center manager (e-mail acceptable)
* Demonstration of existing faculty-staffing resources (course must depend on permanent faculty, not CDDs)
* Evidence, where relevant, of the strategic pedagogical use of Paris or environs in syllabus
* Demonstration of alignment with program learning outcomes using the curriculum alignment matrix for the program or programs (including general education) that this course will serve.
* Credit hour verification[[4]](#footnote-5)

NEW MAJOR or MINOR

* Cover sheet completed with all signatures
* All proposals must include a French translation of the title or program name, for the “Rectorat”
* Rationale, and how the new program aligns strategically with the Institutional Learning Outcomes and AUP’s academic master plan. All new programs – majors, minors and Master’s – require approval by Provost before consideration by the Curriculum Committee.
* Demonstration of potential market - from Admissions and personal research.
* Will new faculty be needed in order to offer the new major/minor? (If yes, a statement from the Provost indicating how such faculty will be budgeted)
* Description of major/minor requirements
* Filled-in assessment structure (see appendix 1 and 2) approved by the Dean of Assessment, Learning and Institutional Research
* A summary of implications for other departments (please identify this information for all courses included): are they cross-listed, do they currently fulfill core or elective requirements of other majors/minors, etc.
* New course proposal and translated title for each new required course (see above)
* Description of the new major/minor - suitable for inclusion in the catalog
* Minutes from the departmental meeting where the proposal was discussed and approved
* Feedback from Council of Chairs and date of meeting
* New library resources needed: approval by University Librarian (e-mail acceptable)
* New IT resources needed: approval from ITS Director (e-mail acceptable)
* Additional academic resources or support needed (instructional technology, Writing Lab, ARC tutoring): approval from ARC Director (e-mail acceptable)
* Other resources needed: approval from cost center manager (e-mail acceptable)
* Evidence, where relevant, of the strategic pedagogical use of Paris or environs in syllabus
* Demonstration of alignment with program learning outcomes using the curriculum alignment matrix for the program or programs (including general education) that this course will serve.
* Consult with director admission to verify viability of the new major, minor or program within the current academic context
* Sunset clause[[5]](#footnote-6)

REVISION OF EXISTING MAJOR OR MINOR

* Cover sheet completed with all signatures
* Rationale for the change
* Description of change in major/minor requirements (core courses, electives, credits)
* Description of the changes needed to the assessment structure of appendix 1 or justification of why such changes are not needed
* All proposals must include a French translation of the title or program name, for the “Rectorat”
* New course proposal for each new required course (see checklist for new courses)
* Revised description of the new major/minor - suitable for inclusion in the catalog
* New library resources needed: approval by University Librarian (e-mail acceptable)
* New IT resources needed: approval from ITS Director (e-mail acceptable)
* Additional academic resources or support needed (instructional technology, Writing Lab, ARC tutoring): approval from ARC Director (e-mail acceptable)
* Other resources needed: approval from cost center manager (e-mail acceptable)
* Evidence, where relevant, of the strategic pedagogical use of Paris or environs in syllabus
* Demonstration of alignment with program learning outcomes using the curriculum alignment matrix for the program or programs (including general education) that this course will serve.
* Consult with director admission to verify viability of the new major, minor or program within the current academic context

MINOR CHANGES TO CURRICULUM (COURSE TITLE, PREREQS)

* Cover sheet completed with all signatures[[6]](#footnote-7)
* Clear indication of change showing “From” and “To” and rationale for the change
* All changes in course titles must include a French translation of the new title for the “Rectorat”

**APPENDIX 1 – ASSESSMENT STRUCTURE FOR NEW MAJORS**

**Department: <DEPT NAME>**

**Department's Mission statement**

**<PROGRAM NAME>**

**Learning outcomes[[7]](#footnote-8) of the major**

If the learning outcomes of the program have changed in the period being assessed, please create more tables with the set of learning outcomes holding in each period

|  |  |
| --- | --- |
| ***learning outcomes <PROGRAM NAME>*** | |
| **Learning outcome** | **Assessment methodology for learning outcome[[8]](#footnote-9)** |
| <PROGRAM LO> | * <ASSESSMENT METHODOLOGIES> |
| <PROGRAM LO> | * <ASSESSMENT METHODOLOGIES> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Program alignemnt Matrix (see help in appendix 2)*** *(Place a mark when the program learning outcome contributes to the institutional learning outcome)* | | | | |
| **Institutional learning outcome / Program learning outcome (from matrix above)**  **Our students will:** | <PROGRAM LO[[9]](#footnote-10)> | <PROGRAM LO> | <PROGRAM LO> | <PROGRAM LO> |
| Communicate well in a world of many languages |  |  |  |  |
| Think critically |  |  |  |  |
| Develop creative interdisciplinary approaches to important contemporary challenges |  |  |  |  |
| Be both technologically and culturally literate in a world of swift-paced change |  |  |  |  |
| Understand the ethical imperatives of living in a world of swift-paced change |  |  |  |  |
| Take their places as responsible actors in communities, civil societies, and countries around the globe |  |  |  |  |

**Course Sequence <PROGRAM NAME – COURSE SEQUENCE NAME>**

Optional narrative

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Curriculum Alignment Matrix[[10]](#footnote-11)***  ***<PROGRAM – COURSE SEQUENCE>  I = introduced (the student understands this but will not be able to do this properly) P = practiced (the student is expected to use this but not to have fully mastered it)  D = demonstrated (the student can be expected to do this consistently and accurately)*** | | | | | | | | |  |
| **learning outcome[[11]](#footnote-12)** | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | COURSE | **ELECTIVES GROUP** | THESIS / INTERNSHIP |
| <PROGRAM LO> | I |  |  |  |  |  |  |  |  |
| <PROGRAM LO> |  |  |  |  |  |  |  |  |  |
| <PROGRAM LO> |  |  |  |  |  |  |  |  |  |
| <PROGRAM LO> |  |  |  |  |  |  |  |  |  |

APPENDIX 2 – ASSESSMENT HELP

Sample help document for assessment   
(more details will be available online)

# Mission Statement

A broad statement of the goals, values and aspirations of the unit, department, or program.

Example for an academic department: *The Psychology Department has an active faculty and involved students. Through research and coursework, independent theses and informal interactions, the psychology faculty offer students a superior undergraduate experience and strive to fulfill the mission of the college as well as addressing the goals outlined below.*

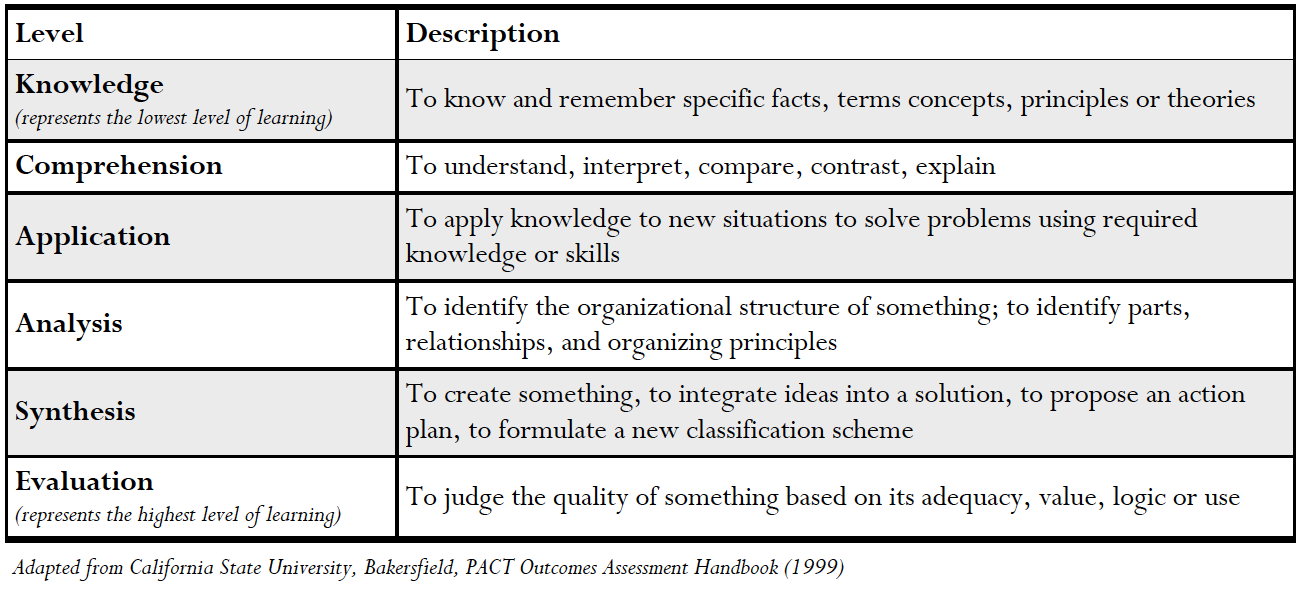
# Learning Outcomes

Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

You should develop 3-5 learning outcomes for your program. MSCHE provides guidelines in chapter 2 of the handbook on [Student Learning Assessment: Options and Resources (2nd Edition, 2007)](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf). I would reccomend however this more practical [guide of the University of Richmond](http://www.nyu.edu/content/dam/nyu/academicAssessment/documents/Student%20Learning%20Outcomes/Creating%20Learning%20Outcomes-University%20of%20Richmond.pdf) (see section 3 on creating learning outcomes). Here is a quick summary:

* Learning outcomes should be specific and well defined
* Learning outcomes should be realistic
* Learning outcomes should rely on active verbs in the future tense
* Learning outcomes should be framed in terms of the program instead of specific classes that the program offers
* Learning outcomes should align with the program’s curriculum (see alignment matrices: for alignemnt of program to institution and alignment of courses to programs)
* Learning outcomes should be simple and not compound
* Learning outcomes should focus on learning products and not the learning process

Bloom’s Taxonomy of Educational Objectives (1956) is one traditional framework for structuring learning outcomes. Levels of performance for Bloom’s cognitive domain include knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories are arranged in ascending order of cognitive complexity where evaluation represents the highest level. The table below presents a description of the levels of performance for Bloom’s cognitive domain.



**Sample Learning Outcomes**

* Languages and Literature:
  + Students will be able to apply critical terms and methodology in completing a literary analysis following the conventions of standard written English.
  + Students will be able to locate, apply and cite effective secondary materials in their own texts.
  + Students will be able to analyze and interpret texts within the contexts they are written.
  + French students will be able to demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency.
  + French students will be able to produce written work that is substantive, organized, and grammatically accurate.
  + French students will be able to accurately read and translate French texts.
* Humanities and Fine Arts:
  + Students will be able to demonstrate fluency with formal vocabulary, artistic techniques and procedures of two dimensional and three-dimensional art practice.
  + Students will demonstrate in-depth knowledge of artistic periods used to interpret works of art including the historical, social and philosophical contexts .
  + Students will be able to critique and analyze works of art and visual objects .
  + Students will be able to identify musical elements, take them down at dictation, and perform them at sight.
  + Students will be able to communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.
  + Students will be able to perform a variety of memorized songs from a standard of at least two foreign languages.
  + Students will be able to apply performance theory in the analysis and evaluation of performances and texts.
  + Students will be able to analyze and interpret scripts.
  + Students will demonstrate in-dept knowledge and understanding of contemporary theatre forms and artists.
  + Students will be able to demonstrate proficiency in a variety of dance styles, including ballet, modern dance, jazz, and tap
* Physical and Biological Sciences:
  + Students will be able to demonstrate an understanding of core knowledge in biochemistry and molecular biology.
  + Students will be able to apply critical thinking and analytical skills to solve scientific data sets.
  + Students will be able to apply the scientific method to solve problems.
  + Students will be able to demonstrate written, visual, and/or oral presentation skills to communicate scientific knowledge.
  + Students will be able to acquire and synthesize scientific information from a variety of sources.
  + Students will be able to apply techniques and instrumentation to solve problems.
* Mathematics:
  + Students will be able to translate problems for treatment within a symbolic system.
  + Students will be able to articulate the rules that govern a symbolic system.
  + Students will be able apply algorithmic techniques to solve problems and obtain valid solutions.
  + Students will be able to judge the reasonableness of obtained solutions.
* Social Sciences:
  + Students will be able to write clearly and persuasively to communicate their scientific ideas clearly.
  + Students will be able to test hypotheses and draw correct inferences using quantitative analysis.
  + Students will be able to evaluate theory and critique research within the discipline.
* Business:
  + Students will be able to work in groups and be part of an effective team.
  + Students will be able to communicate business knowledge both orally and written.
  + Students will be able to recognize and respond appropriately to an ethical and regulatory dilemma.
  + Students will be able to recognize and diagnose accounting problems.
  + Students will demonstrate disciplinary competence in a field of business.

# Assessment methodology for learning outcomes

Describe how this learning outcome has been (or will be) assessed. The emphasis is on producing **direct evidence** such as creations, research papers, responses to tests.

Examples of direct evidence (taken from the [list of methods for the assessment of students learning](http://www.msche.org/publications/examples-of-evidence-of-student-learning.pdf) recommended on the MSCHE web site):

* scoring of a certain test or presentation using a rubric (for more information [see section "Using Rubrics for Direct Assessment of Student Work" of this document](http://assessment.uconn.edu/primer/how1.html) or, if you are familiar with scoring rubrics and just want a little guidance and some examples, [this document](http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf).
* Portfolios of student work
* Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test “blueprints” describing what the tests assess

**Indirect evidence**, such as students' perceptions of their learning and the educational environment, may also be used.

Examples of indirect evidence (taken from the [list of methods for the assessment of students learning](http://www.msche.org/publications/examples-of-evidence-of-student-learning.pdf) recommended on the MSCHE web site):

* student satisfaction, alumni, and employer surveys
* Course grades
* Assignment grades, if not accompanied by a rubric or scoring guide

NOTE: Indirect methods alone do not provide adequate information about student learning outcomes.

# Curriculum Alignment Matrix

This map should help you identifying how various courses contribute to the achievement of the learning outcomes and ensure that all your outcomes are sufficiently covered in your courses.

For example:

* I = introduced (the student understands this but will not be able to do this properly)
* P = practiced (the student is expected to use this but not to have fully mastered it)
* D = demonstrated (the student can be expected to do this consistently and accurately)

# Collected evidence

Collected evidence should match the methodology listed in the "Assessment methodology for learning outcome" column of the learning outcomes matrix.

Links to web pages or files containing the evidence should be included.

1. Once a proposal is approved by the curriculum committee, the chair of the committee is responsible for initiating the process necessary to gain Senate approval; once the Senate has approved the proposal, the chair of the committee will initiate the process that will systematically communicate the change (new course, new program, etc.) to all units involved, which include: AA, library, ITS, editor of the catalogue, director of IR. If a proposal is not approved at some point, the chair of the committee is responsible to initiate the process that will return the proposal, with comments, to the department. [↑](#footnote-ref-2)
2. [↑](#footnote-ref-3)
3. Using a rubric-based grading system as the basis for the course assessment methodology is strongly encouraged [↑](#footnote-ref-4)
4. REQUIRED BY MIDDLE STATES: credit verification, we need to demonstrate that a 4 credit class is worth four credits., etc [↑](#footnote-ref-5)
5. To be discussed: but something that says that if the major or minor isn’t viable in terms of student numbers in the space of 2 years, the major or minor disappears [↑](#footnote-ref-6)
6. maybe not all signatures are needed for small changes such as name changes? [↑](#footnote-ref-7)
7. See appendix 2 for some instructions on how to define your learning outcomes [↑](#footnote-ref-8)
8. Describe how this learning outcome has been (or will be) assessed. The emphasis is on producing **direct evidence** such as creations, research papers, responses to tests.

   Examples of direct evidence (taken from the [list of methods for the assessment of students learning](http://www.msche.org/publications/examples-of-evidence-of-student-learning.pdf) recommended on the MSCHE web site):

   * scoring of a certain test or presentation using a rubric (for more information [see section "Using Rubrics for Direct Assessment of Student Work" of this document](http://assessment.uconn.edu/primer/how1.html) or, if you are familiar with scoring rubrics and just want a little guidance and some examples, [this document](http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf).
   * Portfolios of student work
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   * student satisfaction, alumni, and employer surveys
   * Course grades
   * Assignment grades, if not accompanied by a rubric or scoring guide

   NOTE: Indirect methods alone do not provide adequate information about student learning outcomes. [↑](#footnote-ref-9)
9. These are the learning outcomes defined in the first table [↑](#footnote-ref-10)
10. This matrix should help you identifying how various courses contribute to the achievement of the learning outcome and ensure that all your outcomes are sufficiently covered in your courses. You may, for example, indicate:

    I = introduced (the student understands this but will not be able to do this properly)

    P = practiced (the student is expected to use this but not to have fully mastered it)

    D = demonstrated (the student can be expected to do this consistently and accurately) [↑](#footnote-ref-11)
11. These are the learning outcomes defined in the first table [↑](#footnote-ref-12)