

Course Proposal Checklist

(Submitted for general course framework)

Course Abbreviated Title: _____ **109**

Course Complete Title: **First-Year Colloquium**†

† Courses in the First-Year Colloquium will be open to any of the disciplines currently available within the General Education Curriculum (provided they are approved by the FYE Interdisciplinary Coordinator and the Department Chair); in addition, the possibility of offering First-Year Colloquium courses through the Colleges of Education and/or Business Administration may be pursued as they could be aligned within the guidelines and framework of General Education. AY 2007-2008 includes offerings in ANTH, ART, CMT, CS, DANC, EDFN, ELAD, ENGL, ESCI, G&ES, HPER, JUST, LING, LLAS, MUS, PSCI, PSYC, SOC.

Average Weekly Contact Hours: 3.0

<input type="checkbox"/> Discussion _____ ✓	Field Experience _____ ✓
<input type="checkbox"/> Lecture _____ ✓	Independent Study _____
<input type="checkbox"/> Student Teaching _____	Web-Based Course _____

Course Description (100 words maximum for catalog)

The First-Year Colloquium provides an opportunity for freshmen to actively engage in Northeastern's unique make-up as a diverse, urban campus and community. The core theme, "Diversity in Chicago", is explored through the lenses of different disciplines as they apply to the deeper understanding of Chicago as an environment for discovery and learning. The focus on students' preparation for general academic expectations accompanied by some type of discipline-specific field experience (e.g., research component, service learning) situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

N.B. The courses offered under the general title of First-Year Colloquium will carry the course number "109" Core components identified in this proposal must be integrated within the syllabus of the individual course offerings and approved by the home departments and the First-Year Experience Program as appropriate for the discipline and the FYE.

Proposals for new courses, for changes to courses, or changes in mode of course delivery are initiated by department faculty. Each proposal should be accompanied by 1) the Curricular Proposal Transmission Form, 2) this Checklist, 3) a rationale for the proposal, and 4) other supporting materials, including syllabi. Syllabi must accompany the proposal for any of the following:

- **A new course** ✓
- A change in course level
- A change in course title
- A change in course credit hours
- A change in course description

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- A change in mode of course delivery

Course Proposal Checklist

Before submitting a proposal, please indicate whether each of the following tasks have been fulfilled.

	Yes	No	N/A
1. Does the course proposal include a rationale?	✓		
2. Does this proposal require coordination with other departments in the College or University? If so, please attach supporting documentation.	✓		
3. Are there adequate library resources (print and media) to support this proposal? If not, state how resources would be developed or how the proposal would be affected.	✓		
4. Are additional resources (staff, fiscal, or technical, including lab space and equipment) required to support this proposal? If so, please identify the resources. If those resources are not available, state how the proposal would be affected.		✓	
5. Has academic computing been consulted regarding the adequacy of resources (lab space, hardware and software) to support this proposal? If computing resources are not available, describe how those resources would be developed or how the proposal be affected.			✓
6. If this proposal concerns a 300-level course to be offered for graduate credit, is the required academic rationale attached?			✓
7. Is a course syllabus attached in support of this proposal? (See attached syllabus requirements)	✓		
8. Are all supporting documents attached?	✓		

REQUIREMENTS FOR A RATIONALE

Content

1. Explain the importance to the program of proposing this new course, revising an old one, or changing the course's mode of delivery.

The First-Year Experience Program is a multi-faceted, university-wide initiative that engages students in a comprehensive series of activities designed to ensure their success in higher education. It offers students an initial opportunity to explore new areas of study, to develop wider intellectual interests and improve their analytical and communicative abilities. At the center of the first-year experience program is the First-Year Colloquium. Courses in the First-Year Colloquium series provide an opportunity for freshmen to explore the university experience

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through the lenses of different disciplines. The focus on students' preparation for general academic expectations accompanied by some type of field experience (e.g., civic engagement, research component, service learning) situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

There are five basic areas that the First-Year Experience and its associated courses in the First-Year Colloquium attempt to address: Future Planning, Integral Preparation, Research, Self-discovery, and Transitions. While not all of these can be addressed to the same extent in the curricular component of the First-Year Experience, this proposal will discuss the extent to which they are realized in the context of the courses of the First-Year Colloquium.

Future Planning: Demographic data obtained from censuses over the past several decades indicate that more students from more diverse segments of American society are entering higher education. At the same time, those data specific to American colleges and universities suggest that as many as 2/3 of incoming freshmen have little to no idea about their intended majors. Furthermore, data on retention and persistence indicate that the largest percentage of dropouts occur during the first and second years of university. By linking in class learning with out of class discovery, as well as co-curricular components with the course content, the First-Year Colloquium will enable students to situate their learning as part of their personal growth and as part of a process of lifelong learning rather than an isolated experience, disparate from the rest of their lives outside the University. The incorporation of collaborative learning within the course also will develop an understanding of the benefit of teamwork. Finally, connecting experiential learning within the course will give students insight into the links between the courses they undertake as part of a study program and the type of careers that emerge from those disciplines.

Inquiry: All First-Year Colloquium courses include a field experience. The field experience facilitates students' general academic preparation by adding a practical component to classroom work through research, civic engagement, service learning, or some other type. Furthermore, it situates the FYE Colloquium as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

Readiness: Research in education has demonstrated that setting high, but achievable goals for students from an early stage of their development creates a mindset wherein students continually push themselves to meet higher standards toward excellence in their academic pursuits and in life. By linking its goals to the General Education curriculum, the First-Year Colloquium will prepare students for academic achievement that spans across the curriculum in terms of the development of critical thinking skills as well as improved written and oral expression.

Self-Discovery: The general theme, "Diversity in Chicago", will enable students to come to know themselves: as individuals, as members of a community, and as citizens of the

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larger global context (i.e., Chicago as a global city). Through engaged pedagogy and collaborative learning, students will have opportunities to understand their own place in society and develop a deeper understanding and appreciation for the diversity that pervades all aspects of the city and environs of Chicago (through the particular disciplinary lens), their own place within that system, and its position as a global center.

Transitions: Research has shown that students who take part in extracurricular events at a university tend to develop a sense of connectedness and desire to persist at that institution. Courses in the First-Year Colloquium series will reinforce information about the University provided to incoming freshmen during advising and orientation by making connections between their class (as a microcontext) and general university requirements and expectations (as a macrocontext), both in and out of the classroom. In so doing, students will be able to understand the purpose of the General Education curriculum (see Academics above) and the need for becoming engaged students at the University.

Goals from the General Education Curriculum to be addressed through the First-Year Colloquium are:

- A. The ability to communicate both in writing and orally;
- B. The skills required to gather, analyze, document and integrate information;
- C. An understanding of historical processes and cultural differences; aesthetic and literary sensitivity
- D. An understanding of the modes of thought, concerns and methodologies of one of the respective disciplines (i.e., fine arts, the humanities, the social and behavioral sciences, and the natural sciences).
- E. The ability to use quantitative and/or qualitative methods in the natural, social and behavioral sciences.

Assessment:

2. Indicate which course objectives contribute to specific program goals. Explain the objectives of the course: e.g. what knowledge or understanding of the principles, modes of inquiry, or content of a discipline should students gain? What should students know or be able to do as a result of having completed the course? While this may be presented in a narrative form, a table of objectives/goals (or for course changes, old/new, each with rationale) is suggested.

See First-Year Colloquium Matrix below.

3. For each objective, provide *performance criteria* against which students' work will be measured.

See "Performance Criteria" under First-Year Colloquium Matrix below.

4. What various instruments will the instructor use to measure students' success in reaching the above objectives (e.g. papers, exams, journal-writing, listserv participation, oral presentation)?

See "Measurement" under First-Year Colloquium Matrix below.

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5. How will the information about student performance gathered in (3) be used to improve teaching and student learning?

See “Feedback Loop” under First-Year Colloquium Matrix below.

First-Year Colloquium Course Matrix

The First-Year Experience Program (FYE) will attempt to serve the needs of all first-year students through its goals of Future-Planning, Academics, Self-Discovery, and Transitions. In addition, the courses in the **First-Year Colloquium** as the academic arm of the FYE will align themselves with the goals of the General Education Program as follows:

1. First-Year Colloquium Goals	2. General Education Goals	3. Performance Criteria	4. Measurement	5. Feedback Loop
<p>I. Future Planning</p> <p>A. Students will situate their learning as part of their personal growth and as part of a process of lifelong learning.</p> <p>B. Students will gain insight into the links between the courses they undertake as part of a study program and the type of careers that emerge from those disciplines.</p>	<p>C. An understanding of historical processes and cultural differences; aesthetic and literary sensitivity</p> <p>D. An understanding of the modes of thought, concerns and methodologies of one of the respective disciplines</p>	<p>To apply ideas and processes beyond the classroom.</p> <p>To address representative areas of study include, but are not limited to: basic human thought processes (e.g. conceptual systems, symbolic representation of the world, knowledge acquisition, judgment and decision-making, problem-solving); personal identity; group identity; family and kinship structure; religious, political, economic, and legal institutions; individual freedom and social control; ethical and moral principles; and ideas of social justice. This list is not meant to be exhaustive, and it is not expected that any single course will necessarily span all the areas above.</p> <p>To read and understand basic scientific literature from popular sources such as magazines and newspapers.</p>	<p><i>The following direct and indirect measurements will be reviewed to assess effectiveness of the Freshman Colloquium:</i></p> <p>Student retention data and reports;</p> <p>Student GPAs (both for Freshman Colloquium courses and cumulative);</p> <p>GPA results from writing courses;</p>	<p><i>The following activities will be carried out and reviewed to report on progress and, if necessary, adjust components within the First-Year Experience Program:</i></p> <p>Freshman Colloquium Task Force and its meeting minutes (at least 2 meetings per semester) (Note: the dissolution of this Task Force may morph into the convocation of participating faculty and staff related to the Freshman Colloquium);</p> <p>Workshops and their agenda, minutes, etc. (held at least once a year) to address</p>
<p>II. Research</p> <p>Students will prepare for academic achievement that spans across the curriculum in terms of the development of critical thinking skills as well as improved written and oral</p>	<p>A. The ability to communicate both in writing and orally</p> <p>B. The skills required to gather, analyze, document and integrate information</p>	<p>To use appropriate vocabulary in writing and speaking about artistic works.</p> <p>To have an informed opinion about socio-cultural problems and issues, which can be expressed orally or in writing, and based on knowledge about social, cultural, political, economic, philosophical, and/or religious theory.</p>	<p>Student evaluations of Freshman Colloquium courses;</p> <p>Samples of quizzes, tests, and/or exams, from Freshman Colloquium courses;</p> <p>Samples of written</p>	<p>Workshops and their agenda, minutes, etc. (held at least once a year) to address</p>

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expression.			assignments and oral presentations (videotaped) of research carried out as part of Freshman Colloquium course assignments;	development;
III. Inquiry Students will apply acquired academic skills in some form of field component (e.g., civic engagement, service learning, field research).	B. The skills required to gather, analyze, document and integrate information E. The ability to use quantitative and/or qualitative methods in the natural, social and behavioral sciences.	To design experiments, generating and analyzing actual data, using abstract reasoning to interpret these, formulating and testing hypotheses with emerging scientific rigor. To present data in tables, graphs, and charts, as well as performing appropriate mathematical calculations and data analysis.	As part of pilot program, student enrollment as a measurement of interest in the Freshman Colloquium series will be used along with comparative measures of academic achievement for students who participate and those who do not participate in the Freshman Colloquium; External constituents' evaluation of student involvement in service learning activities.	
IV. Self-Discovery Students will come to know themselves better as they explore and come to know the city in which they live better.	B. The skills required to gather, analyze, document and integrate information C. An understanding of historical processes and cultural differences; aesthetic and literary sensitivity	To identify and analyze similarities, differences, and interrelationships. To analyze how perceptions, values, beliefs, and customs influence individual and societal behavior and to use these analyses before judging. To identify and define their own world view, compare and contrast their world view with other world views, and through written and oral communication present and defend their world view. To identify and analyze basic formal elements, principles and compositional structures in literature and/or the arts. To identify and analyze the impact of cultural and historical factors on the creation and reception of artistic works. To evaluate the significance of artistic works both metaphorically and in larger cultural contexts.		
V. Transitions Students will be able to	A. The ability to communicate both in writing and orally	To identify references and allusions to the periods, ideas, people, artifacts, and events generally felt to have been important in the past.		

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understand the purpose of the General Education curriculum and the need for becoming engaged students at the University.	C. An understanding of historical processes and cultural differences; aesthetic and literary sensitivity	<p>To understand the characteristics of college life.</p> <p>To understand the organizational structure of the University.</p> <p>To recognize the responsibilities of students to the University and the responsibilities of the University to the students.</p> <p>To become familiar with academic support services.</p>		
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E. Information Required On an FYE Course Syllabus

General

1. Course number, title, course description (100 words maximum)

All courses in the Freshman Colloquium series must meet the following conditions:

- **Courses must carry the course number “109”;**
- **Courses must incorporate the name “Chicago” in the title;**
- **Courses must include (and integrate) the text and components identified in the partial syllabus below;**
- **Courses must adhere to the general theme “Diversity in Chicago” (although the interpretation of this theme will depend on the individual discipline);**
- **Courses and their instructors must be approved by the First-Year Experience Interdisciplinary Coordinator;**
- **Course syllabi must be approved by both the home department and Chair, and the First-Year Experience Interdisciplinary Coordinator.**
- **Course objectives must be aligned with FYE Program and general Freshman Colloquium Goals, as well as General Education Goals as linked to FYE.**

Title: **First-Year Colloquium (Title Varies within Disciplines)**

General Description

The First-Year Colloquium provides an opportunity for freshmen to actively engage in Northeastern’s unique makeup as a diverse, urban campus and community. The core theme, “Diversity in Chicago”, is explored through the lenses of different disciplines as they apply to the deeper understanding of Chicago as an environment for discovery and learning. The focus on students’ preparation for general academic expectations accompanied by some type of discipline-specific field experience (e.g., research component, service learning) situates the course as a bridge to the university experience and higher education, as well as a matrix for future development and active participation in society.

2. Instructor's name, office hours, telephone extension, e-mail

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Instructor:
Office hours:
Telephone:
E-Mail:

3. Required texts and other materials

Required Texts (for all offerings, regardless of discipline): **NEIU First-Year Experience** (Custom text produced for NEIU FYE Program).

Learning Outcomes: See **First-Year Colloquium Course Matrix** above.

4. What are students expected to know and be able to do after taking the course that contributes to their attainment of Program Outcomes? May include some of, but is not limited to, the following:

- Basic knowledge or understanding of the principles of field ✓ (relative to discipline)
- Basic content of a discipline ✓ (dependent on discipline that offers the course)
- Basic modes of inquiry ✓ (relative to discipline)
- Academic writing ✓ (required in all courses/disciplines)
- Problem-solving ✓ (critical thinking required in all courses/disciplines)
- Future career roles ✓ (treatment of possibilities for careers emerging from the particular discipline is required in all courses/disciplines)
- Life-long learning skills ✓ (collaborative learning techniques, situated learning, and efforts to link particular content and skills to other courses, the extant General Education curriculum, and a liberal arts education are required in all courses/disciplines)

Teaching and Student Learning Objectives: See **First-Year Colloquium Course Matrix** and description of the core components (i.e., Future Planning, Integral Preparation, Research, Self-Discovery, and Transitions) above.

5. What specific measurable performance criteria will the instructor(s) use to assess attainment of course objectives in the proposed course?

General guidelines listed in **First-Year Colloquium Course Matrix** above.

6. Student Task Requirements (Undergraduate):

- Participation in Class Discussions
- Oral Presentations
- Reading of Assigned Materials
- Written Assignments (e.g., homework, journals, research reports, etc.)
- Research Project, Field Project, Service Learning, and/or Civic Engagement required in all courses/disciplines

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- Standard Assessments (e.g., tests, exams, quizzes) to be determined by individual instructors.

Also, see **First-Year Colloquium Course Matrix** above.

7. Grading Policies and Formulae

The following general guidelines will be used:

GRADE	PERCENTAGE/POINTS
A (“excellent”)	90-100
B (“good”)	80-89
C (“average”)	70-79
D (“below average”)	60-69
F (“failing”)	Below 60

Participation in Class Discussions = ? %**

Oral Presentations = ? %**

Reading of Assigned Materials = ? %**

Written Assignments (e.g., homework, journals, research reports, etc.) = ? %**

Research Project = ? %**

Standard Assessments = ? %**

** Weighting for individual elements will be decided by faculty members within the specific discipline.

8. Course policies (general guidelines for First-Year Colloquium offerings):

- **Attendance is mandatory.** You must be present to engage in the learning process. You should always arrive in class and be prepared to start promptly. Continual late arrivals and multiple absences will negatively affect your grade; furthermore, in accordance with university policy, less than 75% attendance will automatically result in a failure for the semester, regardless of your grade for assignments.
- **Participation is essential to learning.** Being physically present in class is not enough. Learning is not a passive process; it is an active one. You must take part in class discussions and always do your share in partner or group work. Don’t be afraid to make mistakes; they are a part of learning and they also help your instructors to understand what you need. Don’t wait to be called; that’s not participation. Ask questions when you don’t understand and offer your opinions when it is appropriate. It is only asked that you remember to be as much an active listener as an active participant; that is, give others a chance to participate, too.
- **Assignments are always due as assigned on the syllabus.** The syllabus indicates all assignments with their page numbers. Unless otherwise indicated, homework must always be done as indicated, presumably for the next class meeting. Even if you aren’t

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completely sure of the answers, try to finish the homework. Incomplete and late work will be reduced in grade.

- **Plagiarism in any form will not be tolerated.** All assignments—including exercises in the book—are expected to be your own work. Quotations and citations must be properly referenced. Any work that has been copied from any other source (e.g., a book, a magazine, the Internet, or even a classmate)—will receive an immediate failing grade without question. If necessary, additional steps will be taken; please be aware that the university’s policy on academic integrity states that a student may be expelled for plagiarism.

9. Weekly course outline (**THIS OVERVIEW IS INTENTIONALLY INCOMPLETE AND ONLY REPRESENTS THE COMMON ELEMENTS TO BE INCLUDED IN ALL FRESHMAN COLLOQUIUM OFFERINGS. IN ADDITION, PLEASE REVIEW NOTES INCLUDED BELOW AS THEY SERVE AS INITIAL GUIDELINES FOR FACULTY DEVELOPING COURSES FOR THE FRESHMAN COLLOQUIUM**)

Week	Topic/Material covered	First-Year Colloquium Goal	Readings (ALL READINGS BELOW ARE INCLUDED IN THE NEIU FYE CUSTOM TEXT)
1	*College Makes the Difference (**visit from Academic Advisor & Student Affairs)	Self-Discovery; Transitions	Rogat Loeb, Paul. <i>Generation at the Crossroads: Apathy and Action on the American Campus</i> (Rutgers University Press, Brunswick, NJ. (Ch. 6, pp. 56-67) ISBN 0-8135-2256-0
2	*Learning Styles & Personality/Active Learning (**visit from Learning Center tutor)	Self-Discovery; Readiness; Future Planning	Santrock, John W., & Halonen, Jane S. <i>Your Guide to College Success</i> (pp. 90-118) ISBN 1-4130-3192-7 Gordon, Virginia N., & Minnick, Thomas L. <i>Foundations</i> (pp. 99-107; 108-114) ISBN 1-4130-3287-7
3	*Listening, Note-Taking, & Participating/Writing & Speaking for Success (**visit from Writing Lab tutor)	Readiness; Inquiry	Santrock, John W., & Halonen, Jane S. <i>Your Guide to College Success</i> (pp. 157-162; 187-196; 216-240) ISBN 1-4130-3192-7 Gardner, John N., & Jewler, A. Jerome. <i>Step by Step</i> (pp. 64-67) ISBN 1-4130-3076-9
4	*Time Management/Taking Tests (**visit from Learning Center tutor)	Readiness; Transitions	Dillon, Ann. <i>Making Connections</i> (pp. 36-44; 50-58) ISBN 1-4130-1410-0
5	*Critical Thinking/ (**visit from Librarian)	Readiness; Inquiry; Future Planning	Dillon, Ann G. <i>Get Connected</i> (Ch. 4) ISBN 1-4130-3051-3 Gardner, John N., & Jewler, A. Jerome. <i>Step by Step</i> (pp. 34-35) ISBN 1-4130-3076-9

NOTES:

* The coverage of core First-Year Colloquium components is **NOT** intended for the first few weeks is *for display purposes only*; the fully developed syllabus for each disciplinary offering should integrate the particular components into the rest of the curriculum, making it linked and relevant, rather than separate and decontextualized. The instructor will need to determine, in consultation with the FYE Interdisciplinary Coordinator the extent to which he/she feels comfortable and capable of addressing the common elements; in some cases, a “learning community” within the same class (e.g., an instructor and an academic support professional) may be advised, though the structuring of the syllabus will be a joint venture that integrates the skills throughout the semester and in relation to the content and its evaluation as determined by the instructor.

** “Visits” identified in the syllabus above are only suggestions; again, determination will be made by the instructor of how to incorporate common components, whether he/she will deliver this part of instruction or a visitor will be arranged, and how student achievement will be assessed (within the department and the FYE framework). In all cases, however, ‘skills’ must be closely tied to the content being covered by *General Freshman Colloquium Course Proposal-Revised 3-10-08 (2)*

the instructor, relevant to the particular discipline, and assessed in conjunction with the assignments given by the instructor (e.g., a written assignment may be assessed using two different rubrics and, correspondingly, receive two grades: one for the content and one for the writing skill).