**RESIDENTIAL COLLEGE SEMINAR PROGRAM**

**Course Proposal Form**

***Complete this application and save the document with the file name last name\_proposal (e.g. “smith\_proposal.doc”). Send this form along with your c.v./resume and course syllabus, as three attachments in a single email to*** ***college.seminar@yale.edu***

**Please complete all fields within the form; do not direct reader back to the syllabus**

**First Name: Last Name:**

**Preferred Name: Pronouns:**

**Phone Number: Alt. Phone Number:**

**Email address:**

**Street Address:**

**City: State: Zip Code:**

**Are you a Fellow or Associate Fellow of a residential college at Yale? \_\_\_Yes \_\_\_No**

**If Yes, which college?**

**Was this proposal solicited by a residential college? \_\_\_Yes \_\_\_No**

**If Yes, specify the college and solicitor:**

**Have you previously taught in the College Seminar Program? \_\_\_Yes \_\_\_No**

**If Yes, specify the most recent term:**

**If Yes, are you submitting a new course proposal, or a previously taught course?**

**Occupation (if a Yale graduate student, indicate department):**

**Education (list degree, institution, and year):**

**Letters of Recommendation** (Letters should only be submitted if the applicant has not applied to or taught in the program in the last three years).

**Recommender 1:**

**Recommender 2:**

**Course Title:** (*This title, with a* ***maximum of 100 characters****, appears in the YCPS and should succinctly represent the nature of the course.)*

**Course catalog description:** (*Provide a brief description, suitable for publication, of* ***50 to 200 words****, with focus on the scope and content of the course. For more information, see* [*Proposals for New Courses in the Instructors’ Handbook*](http://catalog.yale.edu/handbook-instructors-undergraduates-yale-college/courses/proposals-new-changes-existing/)*).*

**Course Prerequisites:**

**First time teaching in Yale College? YES/NO**

**Syllabus** (Include as a separate attachment)

**CV** (Include as a separate attachment)

**Required course materials: principal readings, textbooks, course packets, etc., organized by week or topic:**

**Number of pages of reading per week:**

**Describe** **assignments and assessments in the table below,** including approximate page count for all written work. Provide a percentage-based breakdown of how each requirement will factor into the overall grade and the approximate week due (\*note that classes usually meet 13 times in a term).

Please note that instructors are required to return some graded feedback to students by week 7 of the term and in advance of the midterm date.

Most seminars assign papers. 20-25 pages of total writing per term is typical, unless it is a writing course. Up to 2 one-hour exams are permitted during class time. Final exams must be scheduled during exam week. Class participation/attendance can account for no more than 20% of the final grade. No final examination or final paper or project should count for more than 50% of the student’s course grade. For additional guidance, see the [Handbook for Instructors of Undergraduates in Yale College 2022–2023](http://catalog.yale.edu/handbook-instructors-undergraduates-yale-college/)

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| **Assignment number** | **Title/Brief Description** | **Percentage** | **Approximate week due** |
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**Describe work that will be used to provide graded midterm feedback by the end of 7th week:**

 **Describe end-of-term work:**

**Describe activities outside of regular classroom/meeting time, such as discussion sections, film screenings, performances, and field trips.** Regrettably, funds are not available to support field trips or guest speakers.

**Academic Integrity:** Describe how academic integrity will be addressed with your students in the classroom and in the syllabus.

**Describe how accommodations for students with disabilities will be addressed in your syllabus including, but not limited to, a link to Yale’s Student Accessibility Services** [**https://sas.yale.edu/**](https://sas.yale.edu/)**.**

**Describe how diversity, inclusion, equity and belonging will be addressed in your syllabus and in the classroom, including, but not limited to, classroom climate, agreed upon values for conversation, standards of engagement, and so on.**

**Returning instructors:** Please provide a brief note reflecting an updates or changes in your syllabus since the last time you taught the course, taking into particular account any feedback you received in your course reviews.