**Positioning Your Course in the DKU Curriculum**

**April 2024**

**Factors to Consider**

1. Course Type: CC, DF, ID, D and E: How do they work together to realize the vision of the major?
2. Course Level: 100, 200, 300, 400 (references and tools to determine the level difference)
   1. Syllabus
   2. Assignment (writing, research, lab, reading load, methodology)
   3. Learning outcomes
3. Pre-requisite(s)? Is it a prerequisite for a subsequent course?
4. Alignment with major LOs: AP, ID, D and SW LOs for each major
5. Role in the curriculum: prerequisite, methodology course, coverage of certain topic, junior/senior seminar, lab component?
6. Connection with other majors: serving one major or multiple majors?
7. Thematic pathways: a course in a series that would lead to a focused pathway (e.g., chemistry, quantitative methods, comparative politics).

**Identifying the Basic Parameters of your Course**

Consult with the [2023-2024 Bulletin of DKU Undergraduate Instruction](https://duke.box.com/s/tlu5uqtsgo3wh67jiagzrunyh1tl3n99) to determine the following information about your course:

* Course description (starting from page 217: Course Descriptions)
* Major(s) that your course is associated with (page 84: Majors and Courses)
* Course type (Language, CC, DF, ID, D or E?) (page 84: Majors and Courses):
* Prerequisite(s) required for your course (page 217: Course Descriptions)
* Upper-stream courses that your course is connected to (as a prerequisite) (page 217: Course Descriptions)

Question Prompts

* Anything about the description of your course in the Bulletin might be unclear or confusing? If you may revise the description, what changes do you like to make, and why?
* If your course requires a perquisite or your course serves as a prerequisite to another course, does the prerequisite designation make sense? If not, what changes would you like to make? Any additional information you might need in order to make a fair judgment?

**Understanding the DKU Interdisciplinary Model for the Majors**

Review the materials and information you received from the last LIF session regarding Interdisciplinary Teaching.

Question Prompts

* How will your course connect to other ID and D courses within a major, in terms of content/topics, methodologies, perspectives…?
* What other disciplines could be potentially incorporated to enrich your course? Why and how?

**Aligning your Course with Institutional and Major Learning Outcomes**

Review the [AP and Major Alignment Matrix](https://duke.box.com/s/hlm0w772rlzg33plh6dxf33p2q9qcjkw) and using the Major Learning outcomes and consider how your helps achieve crucial learning outcomes.

Question Prompts

* Anything that jumps out as unusual or surprising to you? Does the selection of APs that are considered by your fellow faculty as essential and most relevant for the major align with your expectations/assumptions?
* Which APs that you think are most relevant to your course?
* What essential skills that you like your students to develop in your course? Can they be taught and scaffolded across the ID and D courses to avoid unnecessary repetition and to build on each other?

**Differentiating the Course Level for your Course**

Generally speaking, 100-level courses should be introductory and focus on basic skills and activities; 200 and 300-level courses go beyond the introductory level without reaching the 400-level, which is reserved for upper-division courses including senior seminars, capstone courses, and advanced subject area courses. More specific guidance is best offered by Division Chairs, who can direct you to appropriate colleagues.

Question Prompts

Consider you course expectations along the following dimensions:

* Students’ prior skills and knowledge
  + Hands-on skills (e.g., lab skills, programming skills…)
* The reading load (e.g., primary source articles, books, number of pages per week…)
* The writing quality and length
* Student independence and creativity (e.g., students develop/create something new, or replicate something based on a model/example…)

**Aligning your course with Students’ Post-graduation goals**   
  
We have a subset of students who wish to pursue advanced graduate work or employment that absolutely requires additional coursework, in addition to the core training we provide in disciplinary expertise married to interdisciplinary creativity and hands-on research experience.

Question Prompts

* Considering the major that your course is affiliated with, which graduate school pathways could it lead to?
* Which graduate school pathway (identified above) do you think your course could contribute to?
* For the imagined graduate school pathway, what advanced courses/topics can your course link to and build on each other, either the existing electives for the major or courses that are currently not offered at DKU?