
**GUIDELINES FOR CREATING A COURSE APPROVAL DOCUMENT
(CAD)**

Department(s): list department(s) of
course proposer(s)

Course No. ____ level (100, 200, 300, 400, or 500)

Revision: ____ **New:** ____ **Date:** ____

Perspective(s):

Category(ies):

Title of Course:

The course title should convey the true nature of the course and reflect its liberal education intent. For 300-, 400-, and 500-level courses, choose a course title that reflects the interdisciplinary nature of the course.

I. Descriptions and Credit Hours of Course:

The catalog course description must meet the 20-word limit set by the Registrar's office, excluding credit hours and prerequisites. Use of the phrase "an introduction to" implies that the course has been developed for purposes other than University Studies. If the course is a 300-, 400-, or 500-level course, it is not necessary to refer explicitly to the course as interdisciplinary, although it is probably desirable to mention disciplines or fields involved. Indicate credit hours in parentheses [e.g., (3)].

II. Prerequisite(s):

List any courses that are prerequisites. Prerequisites outside the University Studies curriculum are discouraged. Supply evidence that the prerequisite(s) represent categories consistent with the content of the proposed course.

III. Purposes or Objectives of the Course:

Enumerate what the course will do with regard to students' knowledge, understanding, abilities and skills, attitudes, beliefs, and values.

IV. Student Learning Outcomes:

List the Student Learning Outcomes that will be used to assess student learning.

V. Expectations of Students:

Enumerate what is expected of students.

VI. Course Outline:

- A. Outline the content of the course as it will be covered.
- B. At the right-hand margin indicate the number of hours that will be allocated for each unit. Hours for the course should total 45 for a 3 credit hour course.

VII. Textbook(s) and Course Materials:

Citations should provide complete bibliographic information.

VIII. Basis of Student Evaluation:

- A. All aspects of student work that are evaluated should be found here, and weights (percentages or points) should be indicated.
- B. Specify the number of and format for examinations.
- C. Minimum numbers of requirements, rather than "some," should be indicated.
- D. All components of student evaluation should conform to university policy, which does not allow attendance to affect directly the course grade.

THE FOLLOWING PORTIONS ARE ONLY FOR COURSES TO BE INCLUDED IN UNIVERSITY STUDIES:

US 1. Extensive Course Description:

A more extensive course description is needed for the University Studies Handbook that is distributed to students and faculty to facilitate advising and selection of courses.

US 2. Interdisciplinary Nature of the Course:

100- and 200-level courses:

This section should be left blank for 100-200-level course proposals.

300-, 400-, and 500-level courses:

- a. Avoid phrases such as "the course is inherently interdisciplinary." Instead, provide support for the assertion that the content is being explored "through the spectacles" of all identified disciplines. Provide examples that demonstrate the interdisciplinarity of the course.
- b. Address the subtheme, Integration of Knowledge: Living in an Interdependent Universe. The categories/perspectives should be specifically addressed in the justification of objective 6.

300-level courses:

- a. For a 300-level course, describe how the course integrates subject matter and approaches from areas representing more than one category in the 100-200-level core curriculum.

400- and 500-level courses:

- a. For a 400- or 500-level course, describe how the course integrates subject matter and approaches from areas representing more than one perspective in the 100-200-level core curriculum.
- b. Note that in 400- and 500-level courses, students are expected to demonstrate the ability to research interdisciplinary topics and issues, to analyze, to interpret, and to present the findings in both oral and written forms. These expectations should be cited in this section.

US 3. Purposes or Objectives of the Course:

- A. The same purposes and objectives of the course that are listed in Section III are to be repeated here and then mapped to the relevant University Studies (US) objectives that are emphasized (significant or some) in the course. US objectives that are not emphasized should not be included.
- B. University Studies (US) objectives should clearly and naturally pertain to the course objective. It is very difficult for one course objective to meet many US objectives.
- C. 300-, 400-, and 500-level courses: objectives should reflect the interdisciplinary nature of the course.

US 4. Student Learning Outcomes:

- A. The same Student Learning Outcomes (SLOs) that are listed in Section IV are to be repeated here and then mapped to the relevant US objectives that are emphasized (significant or some) in the course. US objectives that are not emphasized should not be included.
- B. University Studies (US) objectives should clearly and naturally pertain to the SLO. It is very difficult for one SLO to meet many US objectives.
- C. 300-, 400-, and 500-level courses: SLOs should reflect the interdisciplinary nature of the course.

US 5. Course Outline:

- A. The same course outline that is detailed in Section VI is to be repeated here and then mapped to the relevant US objectives that are emphasized (significant or some) in the course. US objectives that are not emphasized should not be included.
- B. 300-, 400-, and 500-level courses: provide sufficient detail of the nature of the course and its interdisciplinary emphasis.

US 6. Justification for Inclusion in the University Studies Program:

Create a separate section for each of the nine objectives of the University Studies Program. Include a separate heading for each course component addressed (Content, Teaching Strategies, Student Assignments, and Student Evaluation) under each objective. For those US objectives that are not emphasized, there is no need to address these components.

Example:

US Objective 1: Demonstrate the ability to locate and gather information

Emphasis: (significant, some, not emphasized)

A. Content:

B. Teaching Strategies:

C. Student Assignments:

D. Student Evaluation:

- A. See **Appendix A** for detailed explanation of levels of significance and guidance in developing the course components. Authors are encouraged to be mindful of the perspective(s) and category(ies) of the course while addressing the components.
- B. See **Appendix B** for specific criteria required in addressing each objective.
- C. 100- and 200-level courses: Significant emphasis for Objectives 1, 2, and 3 is required.
- D. 300-, 400- and 500-level courses: Significant emphasis for Objectives 1, 2, 3, and 6 is required.
- E. 400- and 500-level courses: It is expected that the class be research intensive and utilize a seminar format.
- F. 400- and 500-level courses: Students are expected to demonstrate the ability to research interdisciplinary topics and issues, to analyze, to interpret, and to present the findings in both oral and written forms. These expectations should be cited in this section.
- G. Concerning student assignments, proposers should be as specific and detailed as is practical (how many pages are expected in a paper, of what skills should the students demonstrate mastery, etc.).

US 7. Background:

Describe the expertise and the background needed for any instructor teaching the course. It is never assumed that any given instructor will teach a given course. The only criterion for evaluating who may teach the course is the content of the Course Approval Document.

US 8. Class Size:

The Course Approval Document must state the optimal class size for the course and justify the size. Maximum optimal class size for

- 100- and 200-level courses is considered to be 25;
- 300-level courses is considered to be 20;
- 400- and 500-level courses is considered to be 15, except at the discretion of the instructor.

The course will be evaluated, in part, on the class size selected. The Course Approval Document must justify any deviation of the class size from these guidelines.

OTHER CONSIDERATIONS:

In general, discipline-specific language or jargon should be kept at an absolute minimum and used only when required to demonstrate the connections between the disciplines included in the course and specific University Studies objectives.

Course proposers should thoroughly screen their CADs to insure not only that content and process meet the CAD guidelines, but also to insure that the document is typographically and syntactically correct.

All Course Approval Documents must be submitted with a completed CAD Cover Sheet.

The Course Approval Document must be dated and labeled in the upper right corner of the first page as new or a revision. (If the document is a proposed revision of an existing CAD, please see separate document that addresses that process.)

The originating academic department and respective College Council must approve all CADs before the documents are submitted to the School of University Studies for consideration as a University Studies course (i.e., the proposed CAD must be a final, approved document). If a course also needs to be approved by an additional body (such as the College of Education Council or the Graduate Council), these review processes can happen concurrent to the US Council approval process. Subsequent to approval by the University Studies Council, courses are submitted to the Office of the Provost by the college or department in which the course originated for campus-wide 30-day review.

Deadlines: September 15th for courses to be scheduled the following Fall Semester. **February 15th** for courses to be scheduled the following Spring Semester.

Approved by US Council 11/26/2012

APPENDIX A

LEVELS OF EMPHASIS FOR UNIVERSITY STUDIES OBJECTIVES

Three levels of emphasis are possible for University Studies Objectives. However, course proposers should keep in mind the following:

- 100- and 200-level courses: Significant emphasis for Objectives 1, 2, and 3 is required.
- 300-, 400- and 500-level courses: Significant emphasis for Objectives 1, 2, 3, and 6 is required.

Significant emphasis

The Objective should receive emphasis in the course as it is taught in the classroom, not merely be addressed in the theme of the course as conceived by the course proposer. In the Justification for Inclusion in the University Studies Program, the course component sections should be written with this in mind.

To that end:

- A. **Content:** The Objective should be explicitly included in the course content.
- B. **Teaching Strategies:** Teaching strategies should be chosen that allow the Objective to be addressed in class sessions and/or activities.
- C. **Student Assignments:** A variety of meaningful assignments should be identified and their relationship to the Objective clarified. Assignments should be demonstrated to be learning opportunities, allowing the process as well as the product to be used to accomplish the Objective. Written criteria for assignments should be given to the students.
- D. **Student Evaluation:** Examples of how the evaluation of student activities/assignments contribute to meeting the Objective should be given, including how written criteria will be applied to assess student achievement of the Objective.

Some emphasis

The Objective should be apparent in the theme of the course as conceived by the course proposer. It may be woven throughout the course, rather than serve as a focus of assignments and evaluation. However, assignments that reflect the Objective, and the evaluation of those assignments, should be included in the course for “some” emphasis, just as they are for “significant” emphasis.

- A. **Content:** The inclusion of the Objective should be incorporated into the course content.
- B. **Teaching Strategies:** Teaching strategies should be chosen that allow the incorporation of the Objective into class sessions and/or activities.
- C. **Student Assignments:** Assignments should be used which have an identifiable relationship to the Objective. Assignments should be demonstrated to be learning opportunities, allowing the process as well as the product to be used to accomplish the Objective. Written criteria for assignments should be given to the students.
- D. **Student Evaluation:** Examples of how the evaluation of student activities/assignments contribute to meeting the Objective should be given, including how written criteria will be applied to assess student achievement of the Objective.

Not emphasized

A course proposer may choose not to address some of the Objectives as part of a course. Or he/she may include some reference to the Objective that is appropriate for the course but does not meet the criteria for Some emphasis or Significant emphasis. This category may be used for either situation. The Objective should be designated as not emphasized on the cover page, but may be addressed in some fashion in the Justification section if the course proposer deems it appropriate. Course proposers should not feel compelled to emphasize all nine objectives.

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APPENDIX B

SPECIFIC CRITERIA FOR EMPHASIS OF EACH OBJECTIVE

Below are the criteria for emphasis of each objective. Authors are encouraged to review the *Core Curriculum Category Review* which relates each of the 9 Objectives to three perspectives within University Studies. It also contains operational definitions developed for each of the categories within these perspectives.

Objective 1: Demonstrate the ability to locate and gather information.

Emphasis requires that instruction in the use of course-related information resources and tools is included and explicitly stated. For upper level courses, significance means students must demonstrate the ability to access and use resources appropriate to the disciplines.

Objective 2: Demonstrate capabilities for critical thinking, reasoning and analyzing.

Emphasis requires that both analysis and synthesis be addressed explicitly in the statement of justification. To be met significantly for upper level courses, students must demonstrate critical thinking skills appropriate to the courses. Examples of specific skills and the teaching strategies and activities that are to be used to achieve these skills must be described in the Course Approval Document.

Objective 3: Demonstrate effective communication skills.

Emphasis requires opportunities for development of oral, written, and interpersonal communication skills through challenging and rigorous presentations and writing assignments. Faculty members must provide oral or written guidelines for communication projects. In 400-level courses, both written and oral communication assignments are required. Written assignments should require students to participate in the process of revision of papers, projects, etc.

Objective 4: Demonstrate an understanding of human experiences and the ability to relate them to the present.

Emphasis requires that attention be given to the historical context of the subject matter and that this be explained in the justification. To be met significantly for upper level courses, students must demonstrate the ability to describe and explain, with specification and sophistication, the historical context of the subject matter.

Objective 5: Demonstrate an understanding of various cultures and their inter- relationships.

Emphasis requires that explicit reference be made to various cultures and the relationships between the various cultures. To be met significantly for upper level courses, students must demonstrate the ability to identify how culture has affected the subject matter and how the subject matter has affected culture.

Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.

Emphasis requires that explicit reference must be made to the integration of various disciplines in addition to integration of content within a discipline. To be met significantly at the 400-level, this ability must be demonstrated in the research project.

Objective 7: Demonstrate the ability to make informed, intelligent value decisions.

Emphasis requires that students be given the opportunity to assess the basis and nature of their existing values, and then be given the opportunity to identify moral issues in an ethical dilemma. The emphasis should be placed on the process by which a decision is reached, not on the decision itself. The degree to which students are able to identify ethical/moral issues is appropriate for evaluation. To be met significantly for upper level courses, students must demonstrate the ability to identify the values explicit in the subject matter, to describe the issues and values involved in complex dilemmas and to provide rational solutions to the dilemmas posed.

Objective 8: Demonstrate the ability to make informed, sensitive aesthetic responses.

Emphasis requires that students demonstrate the ability to critically analyze and assess the order, organization or unity that the subjects under study bring to the concerns of humanity or its most profound ideas. For example, in a course that combines Social Systems, Literary Expression, and Development of a Major Civilization, the student would be expected to demonstrate the ability to integrate the order or organization that those ways of seeing bring to understanding the human condition.

Objective 9: Demonstrate the ability to function responsibly in one's natural, social and political environment.

Emphasis requires that students demonstrate an understanding of their responsibilities as members of society. This should include critical discussion and analysis of global issues, based on written authorities and standards relevant to the theme of the course.

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