

Course Designation Form
College of Arts and Sciences



Proposer Information

Proposer _____ Email _____
Department _____ Date _____

Current Course Information

Primary Department _____ Prefix _____ Course Number _____ Credits _____
Secondary Department _____ Prefix _____ Course Number _____ Credits _____
Course Title _____

Area(s) being addressed (*please check all that apply*):

- | | | |
|----------------------------------------------------|-----------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Student Learning Outcomes | <input type="checkbox"/> Diverse Perspectives | <input type="checkbox"/> Civic Engagement |
| <input type="checkbox"/> Focal Studies | <input type="checkbox"/> International Perspectives | <input type="checkbox"/> Blended/Online Courses |

Student Learning Outcomes (*complete only if information has changed*)

Current Learning Goals:

Proposed Learning Goals:

Focal Studies (*complete only if relevant and new*)

Are there focal studies in which this course is currently listed, but should be removed? Yes No (*select one*)

Should this course be considered for inclusion in other focal studies? Yes No (*select one*)

If yes, please list below the appropriate focal studies and give a short rationale for including this course. Please include the focal study number, name, and description.

Focal Study number/name/description/cluster: _____ Approved Denied

Rationale (include rationale for cluster if applicable):

Focal Study number/name/description/cluster: _____ Approved Denied

Rationale (include rationale for cluster if applicable):

Focal Study number/name/description/cluster: _____ Approved Denied

Rationale (include rationale for cluster if applicable):

Diverse Perspectives (*complete only if relevant and new*) Approved Denied

Explain how the course has significant content devoted to the analysis of domestic diversity, such as culture, race, religion, age, disability, ethnicity, gender, sexual orientation, and social class. Note: most of the course must consist of in-depth treatment of diverse perspectives.

Check which of the following are met by the course. At least one must hold.

- Helps students understand the historical or contemporary experiences of underrepresented groups in U.S. society.
- Introduces students to the ways in which diversity in America enriches our intellectual, social, and cultural lives.
- Assists students in their preparation for both professional and civic life, by providing them perspective and insight on the diversity they will encounter in their workplaces and communities.
- Provides students the foundation for asking and answering insightful questions about the ways in which diverse peoples interact with each other and the consequences of these interactions.

Explanation of checked items above:

International Perspectives (*complete only if relevant and new*) Approved Denied

Explain how the course fulfills each of the following criteria. Note: most of the course must consist of in-depth treatment of cultures/experiences/world views outside of the United States.

Provides students with sustained exposure to cultures/experiences/world views outside of the United States.

Requires students to immerse themselves in and reflect upon diverse cultures/experiences/world views outside of the United States.

Includes meaningful connections to contemporary cultures/experiences/world views outside of the United States.

Describe the CE project to be incorporated into the course, including the problem(s) or issue(s) students will be working on and how their efforts serve the common good.

Describe the depth of the CE experience, indicated by the number of hours students will be spending on the project (i.e. direct contact with clients, indirect service, preparation, class discussions, assignments, etc.) and/or complete integration into the course (i.e. the CE experience is inseparable from course content). How will you ensure that students have appropriate orientation, preparation for the project, and opportunity for thoughtful reflection?

List the learning objectives/outcomes for your course and explain how the CE project is related to these course objectives.

Clearly indicate how the course will engage students with the campus community or the broader world. If the course involves partnering with campus or community organizations, please describe how you intend to collaborate, the status of your partnership, and the significance of the project to the partner's work.

How will you assess the CE experience? Describe how you will incorporate the civic engagement component into your grading scheme and any other forms of assessment you will use. Please note that students fulfill the CE Cornerstone requirement with a C grade or better, so their performance in the class should also reflect their performance on the CE project.

Describe how you will share the results of the project with the Center for Civic Engagement (e.g. provide access to student work, send photos or other evidence, film events, etc.).

Blended Courses/Online Courses/Fully Online Courses (*complete only if relevant and new*)

Describe the significance of the online component's contribution to student learning or engagement. Please explain how this component is a more effective engagement tool than traditional face-to-face learning.

Describe how the learning activities provide opportunities for interaction that support active learning.

Approval

Department Chair _____ Date _____

School Director _____ Date _____

Curriculum Committee Chair _____ Date _____