

# UNIVERSITY STUDIES COURSE APPLICATION

1. Attach a proposed course syllabus which includes Student Learning Outcomes.
2. Attach department minutes.
3. Provide electronic copies of this form and attachments to the University Studies chair one week prior to consideration.

Course Title \_\_\_\_\_ Subject \_\_\_\_\_ Number \_\_\_\_\_

Faculty Proposing Course \_\_\_\_\_ Department \_\_\_\_\_

Department sponsoring this course \_\_\_\_\_

Date submitted to University Studies \_\_\_\_\_

**1. Check the box(s) next to the University Studies category being requested for the course listed above.**

Core Requirements:     Writing     Math & Computer Science     Communicating Arts  
                                   Health & Human Performance

Knowledge Category:    **(choose only one within the Knowledge Category)**

Humanities:     History     Literature     World Language, Culture & Philosophy

Social Sciences:   

Natural & Physical Science:     Environmental     Lab Science

Fine & Applied Arts:     Art History, Criticism & Appreciation     Aesthetic Experience

Diversity & Nonwestern Category:     Diversity     Nonwestern

**Rationale for the category/ies chosen (see Appendix 1):**

**2. Is there a prerequisite for this course?**     Yes     No

If yes, why is the prerequisite necessary? (e. g. foreign language competency)

- 3. Explain how this course will support the mission statement of the University Studies Program (see Appendix 2). What best practices will be utilized to promote engaged student learning? Please address this question for both on campus and Distance Learning versions if applicable.**
- 4. The learning outcomes for every University Studies course must include the Student Learning Outcomes designated for a particular category (see Appendix 3). Please describe the elements of the course design that will contribute to the attainment of the Student Learning Outcomes for the Core or Knowledge Category for which you are applying.**
- 5. For a course to be accepted and to remain within the University Studies Program, the department agrees to participate in periodic collaborative assessment of the courses within the category in question. Agreeing to participate in assessment must be reflected in the Departmental minutes.**  
 Agree



**University Studies Committee Decision:**    Approved    Denied

**University Studies Committee Decision Rationale:**

The course meets the supports the University Studies program as checked below:

- This course supports engaged and active learning as stated in the University Studies mission statement.
- Core Requirements: this course supports the learning outcomes required for this category.
- Knowledge Category: this course supports the learning outcomes required for this category; the area of study is central to the course design.
- Diversity & Non Western category: this course supports the outcomes required for the specific designation (Diversity or Non Western) as well as the required learning outcomes in any other knowledge category.

OR

This course does not meet the specific goals for University Studies certification because:

- This course did not sufficiently address the University Studies mission statement.  
Specifically:
  
- This course did not address the learning outcomes required for the category sought.

The University Studies Committee requests that your proposal be re-submitted with the areas checked above addressed

\_\_\_\_\_  
University Studies Chair (printed name)

\_\_\_\_\_  
University Studies Chair Signature

\_\_\_\_\_  
Date

# Appendix 1. University Studies Core and Knowledge Category Descriptions.

## Core Requirements

### 1. College Writing (WRIT 102 and 209)

Improves students' abilities to read critically and write analytically and clearly; develops their rhetorical skills; enables them to see research as a means of discovering ideas, information, and evidence and to conduct library research; helps them learn to properly acknowledge, cite, and document sources; helps them learn to recognize various persuasive appeals in the arguments of others and to incorporate appropriate, reasoned appeals into their own arguments.

### 2. Communicating Arts (COMM 110)

Helps students develop essential interpersonal communication, group communication, and public speaking competencies through practice, analysis, and critical exploration of diverse human interactions.

### 3. Mathematics and Computer Science (MATH & CSCI)

Develops the skills necessary for analytical and quantitative problem-solving in all subjects, using central concepts and methods from mathematics and computer science, including number systems, symbolic representation, formal languages, mathematical modeling, and logical reasoning.

### 4. Health and Human Performance (HHP 102)

Provides students with a knowledge base, creating a positive attitude and lifelong skills concerning the seven dimensions of wellness:

- Physical
- Intellectual
- Emotional
- Spiritual
- Career
- Social
- Environmental (personal health)

## Knowledge Categories

### HUMANITIES

#### History

Enables students to recognize that reasoned interpretations of the human past must be consistent with verifiable historical evidence and are, nonetheless, contested as they are reshaped to serve the concerns of the present; and empowers students to create personal meaning by developing their own reasoned interpretations of the human past.

#### Literature

Instills the joy of reading literature; stimulates the power of the imagination; promotes the analysis of various types of literary expression; and explores different traditions and modes of telling stories.

#### World Language, Culture, and Philosophy

Encourages students to make connections across all areas of knowledge, different modes of communication, and diverse cultural, linguistic, and conceptual traditions; and encourages students to develop empathy and understanding for other cultural, linguistic, and conceptual traditions.

### SOCIAL SCIENCES

Enables students to examine human behavior or interaction using the methods and assumptions of social science research.

## **NATURAL AND PHYSICAL SCIENCE**

### **Environmental Course**

Enables students to understand our natural environment and the effects of human interactions on it.

### **Lab Course**

Enables students to understand the nature of science and scientific inquiry through hands-on experiences.

## **FINE AND APPLIED ARTS**

### **Fine Arts History, Criticism, and Appreciation**

Helps students to analyze, evaluate, and relate artists, creative artifacts, and artistic productions of diverse cultures from ancient times to the present.

### **Aesthetic Experience**

Gives students practical experience in developing their own creativity in one or more genres of expression, and augments appreciation for the diversity of creative communication.

### **Diversity & Non-Western Categories**

#### **Diversity Requirement**

Promotes understanding of issues arising from diversities such as racial, ethnic, linguistic, class, religious, rural/urban/suburban, gender, sexual orientation, abilities, and national origin.

#### **Non-Western Requirement**

Promotes empathetic thinking about the world and its challenges through the study of at least one non-European or non-Euro-American society, country, or region.

## **Appendix 2. University Studies Mission Statement.**

*The University Studies Program advances engaged learning so that students actively pursue and acquire knowledge from a variety of disciplinary perspectives; develop intellectual capacities to be creative, flexible, and critical thinkers; and develop academic skills to succeed in major/minor fields and life in an increasingly diverse society with global challenges and opportunities.*

## **Appendix 3. Required Student Learning Outcomes for University Studies Courses.**

### **Core Requirements**

#### **WRIT 102**

Creative and Critical Thinking: Students will analyze information to answer specific questions.

Creative and Critical Thinking: Students will use evidence to reach and present innovative conclusions or produce original work.

#### **WRIT 209**

Communication: Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience.

Communication: Students will clearly express themselves to achieve a purpose

#### **COMM 110**

Communication: Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience.

Individual and Social Responsibility: Students will apply ethical reasoning in the academic and community learning experiences.

#### **MATH/CSCI**

Creative and Critical Thinking: Students will articulate important questions, theories, and creative processes.

Creative and Critical Thinking: Students will analyze information to answer specific questions.

#### **HHP 102**

Individual and Social Responsibility: Students will engage in thoughtful analysis that fosters well-being and holistic self-development.

Individual and Social Responsibility: Students will practice healthy interdependence and mutual respect for others through teamwork.

### **Knowledge Categories**

#### **Humanities: History**

Creative and Critical Thinking: Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work.

Creative and Critical Thinking: Students will use evidence to reach and present innovative conclusions or produce original work.

#### **Humanities: Literature**

Creative and Critical Thinking: Students will articulate important questions, theories, and creative processes.

Creative and Critical Thinking: Students will use evidence to reach and present innovative conclusions or produce original work.

#### **Humanities: World Language, Culture, and Philosophy**

Communication: Students will civilly engage in an exchange of ideas integrating diverse perspectives.

Creative and Critical Thinking: Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work.

## Social Sciences

Creative and Critical Thinking: Students will articulate important questions, theories, and creative processes.

Creative and Critical Thinking: Students will evaluate assumptions and biases associated with a project, practice, or process.

## Natural and Physical Sciences: Environmental Science

Creative and Critical Thinking: Students will analyze information to answer specific questions.

Creative and Critical Thinking: Students will consider multiple, diverse, and global perspectives to answer important questions or produce original work.

## Natural and Physical Sciences: Laboratory Science

Creative and Critical Thinking: Students will analyze information to answer specific questions.

Creative and Critical Thinking: Students will use evidence to reach and present innovative conclusions or produce original work.

## Fine and Applied Arts: Art History, Criticism, and Appreciation

Communication: Students will identify the essential components of a work/presentation and describe their relationship to each other and to the broader context.

Communication: Students will civilly engage in an exchange of ideas integrating diverse perspectives.

## Fine and Applied Arts: Aesthetic Experience

Communication: Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience.

Creative and Critical Thinking: Students will articulate important questions, theories, and **creative processes**.

## Diversity

Creative and Critical Thinking: Students will consider multiple, **diverse**, and global perspectives to answer important questions or produce original work.

## Non-Western

Creative and Critical Thinking: Students will consider multiple, diverse, and **global perspectives** to answer important questions or produce original work.