CAP Course Proposal Tips

Section 2 and **Section 4** of the Course Proposal Form contain critical items for a successful CAP course proposal. These elements will be a particular focus of the CAPC when considering proposals. The following tips related to the items identified are meant to provide guidance as you formulate your proposal.

Section 2: Course Content Information

Items 2.1, 2.2 & 2.3
Course Goals, Course Objectives & Course Content

Section 4: Proposal for CAP

Item 4.1 & 4.2
CAP Components and How Course Will Satisfy Them

Items 4.3 & 4.4
UD SLOs and How Course Will Achieve Them

Item 4.5
How Instructor CAN Determine Students Have Achieved SLOs

Item 4.6
How Course Will Provide Foundation, Build Upon, Complement/Enrich Other Courses & Experiences in CAP

Section 2: Course Content Information

Items 2.1, 2.2 & 2.3
Course Goals, Course Objectives, and Course Content

- The broad course descriptions in Section 2 should reflect some of the content and objectives that you will explain in detail in section 4.

- For an existing course, the revised Section 2 descriptions should reflect the CAP component content and the UD CAP student learning outcomes.

Section 4: Proposal for CAP

Items 4.1 & 4.2
CAP Components and How Course Will Satisfy CAP Component(s) Identified

- Carefully read and study Academic Senate DOC-10-04, The Common Academic Program, pages 11- 20, to clearly understand the full requirements of the component(s) selected.

- The description in 4.2 needs to address all elements of the component definition as found in DOC-10-04:

  [For example, the definition of the "Advanced study in religious studies, philosophy, and history" includes the sentences, "The fields of philosophy and religious studies, together with historical study are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional, and civic lives and also for the just transformation of the social world." Thus, a proposal for one of these CAP components needs to describe how the course is designed to further this Catholic intellectual tradition understanding for students.]

Items 4.3 & 4.4
UD SLOs and How Course Will Achieve the UD SLO(s) Identified

- Read and study the descriptions of the seven core student learning outcomes for the CAP. These are found in DOC-10-04 on pages 7-8.

  o The definitions are very specific and a proposal must explain how the proposed course will address some or all of each SLO's definition.

      ▪ [For example, it is probably inadequate to indicate that the UD SLO "community" will be achieved because part of the course is designed for student team activity unless the course also contains lectures or readings or reflections or evaluations on effectively working with others to accomplish goals.   Note that the definition of "community" in 10-04 includes a number of specific community values and skills that are a part of this UD SLO.]

- Note that in 4.3, proposers are also asked to identify the developmental level the course will achieve for each UD SLO identified—introduce, expand knowledge, or demonstrate/apply advanced understanding.

- Remember that the First-year Humanities component will introduce the seven student learning outcomes.

- A later CAP course will perhaps continue to introduce an SLO but likely will expand students' knowledge/understanding of a UD SLO.

- An advanced course (certainly capstone courses) is likely to achieve the highest level -- students demonstrate or apply advanced understanding of the UD SLO.

Item 4.5
Examples of How Instructor Can Determine Students Have Achieved Each UD SLO

- Course design needs to include methods for measuring whether the UD SLOs have been achieved.

- Describe the proposed methods for each of the UD SLOs identified.

Item 4.6
Explain How Course Will Provide a Foundation for, Build Upon, Complement and/or Enrich Other Courses and Experiences in CAP.

- Place the proposed CAP course within the overall CAP program. The chronological or developmental sequence of CAP components is *generally* the following:

1st Year	• Humanities Commons (PHL, REL, HST,ENG) • Oral Communication, • Math • Art • Natural Sciences (1)
2nd Year	• 2nd Year Writing • Social Science • Natural Science 2, • Crossing Boundaries Course(s) • Perhaps others
3rd Year	• Crossing Boundaries Course(s) • Perhaps others
4th Year	• Advanced Studies Courses (REL, HST, PHL) and/or Diversity & Social Justice *(both of which may count for other components)* • Perhaps others • Major Capstone