**Arts and Science Credit**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter and approach of a course offered by an academic unit outside of the College of Arts and Sciences satisfies the college’s definition of an Arts and Sciences course. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments.

The content and approach of non-Arts and Sciences courses accepted to count for Arts and Sciences credit must be consistent with the college’s definition of an Arts and Sciences course, which states

*Arts and Sciences courses are intended to impart knowledge for its own sake. They belong to a long intellectual tradition, known as the Liberal Arts, associated with developing an educated citizenry. Grounded in disciplinary frameworks, whether arts, languages, humanities, social sciences, or natural sciences, they include the study of historically defined and emerging topics, development of creative expression, and the creation of new knowledge through experimentation. Skills are means for acquiring knowledge rather than ends in themselves. Assessment in such courses emphasizes critical thinking and levels of mastery.*

The following questions request information that will help the evaluation committee to assess the fit between the curriculum of the nominated non-Arts and Sciences course and the college’s conception of the course content and approach distinctive to courses offered in the College of Arts and Science. Again, please refer directly to the syllabus where appropriate, to indicate how this course fits the above description of an Arts and Sciences course. The expectation is that nearly every response below will refer to the syllabus.

1. Explain the disciplinary framework that grounds this course (i.e., arts, languages, humanities, social sciences, natural sciences).
2. What bodies of knowledge and/or methodologies does this course make use of? Please use specific examples from the syllabus.
3. How do the means of assessment gauge students’ critical thinking, levels of mastery, and/or creative development?
4. For skill-based courses, how do the assessments in the course (a) incorporate critical reflection on that skill and its context, or (b) investigate the foundation of knowledge or scientific method on which this skill is based?
5. Explain how the content and rigor of this course led your unit to offer this course at the lower-division (1000 or 2000) level or the upper-division (3000 or 4000) level.

**SIGNATURES**

Course nominated by (faculty name typed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Box ; Phone: ; E-mail address:

Signature of nominator:

; Date: .

Signature of department chair or program director endorsing this course:

; Date: .

If course is cross-listed, signature of other department chair or program director:

; Date: .

Curriculum Committee:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Date: \_\_\_\_\_\_\_\_\_\_\_.