

<u>Registrar's Office Use Only</u>	
Processed: _____	
Init: _____	DAY/EVE _____

Philadelphia University

Request for Course by Appointment (CBA)

Name: *(print)* _____ Student ID # _____

Phone _____ E-mail _____ Anticipated Graduation _____

- Check one: Course not available on WebAdvisor or cancelled by the University
 Request initiated by the student

****If student is a full- or part-time employee of the university, student must contact Student Accounts****

Course Number & Name _____ **Semester** _____

The course **must currently exist in the Philadelphia University Catalog**, i.e. course number and course name already have been created by the Registrar. All prerequisites must have been met prior to the CBA. The University reserves the right to identify courses that may not be taken by appointment regardless of scheduling conflict or anticipated date of graduation.

Proposal: A written **proposal** (prepared by the faculty supervisor & student) containing the following information must be completed and attached to this form **before** obtaining any signatures:

- a. Course catalog description
- b. Programmatic outcomes to be met upon successful completion of the course (....following the pattern normally required for the course)
- c. Week-to-week schedule of mutually agreeable meeting times and activities throughout the term (...adequate to meet the required "seat" time of 14 hours per credit [*see below]). Equivalent instruction should be planned that meets the following criteria:
 - Related **directly** to the objectives of the course/program,
 - Should be measurable for grading purposes.
 - Should have the direct oversight or supervision of the faculty member teaching the course
 - Should, in some form, be equivalent of an activity conducted in the classroom. Note that listed "activities" should not include time spent on homework, assignments or the amount of time spent on accomplishing a "task". Suggested activities are listed on the following page.
- d. Attendance policies (....following the pattern normally required for the course)
- e. Policy concerning penalties for late or missing work (....following the pattern normally required for the course)
- f. Academic Integrity Policy
- g. Deadlines for examination(s), major projects, &/or homework.
- h. Grading scale, e.g. 73-77%=C, and weight each assignment/exam carries toward final grade, e.g. Homework=25% of final grade (....following the pattern normally required for the course)

(*) Note that the required 14 hr/cr "seat" time does not include review days, exams or holidays. Suggested activities are listed on the following page

It is the responsibility of the student to obtain the signatures of the following individuals:

Student's Signature _____ Date _____

Faculty Supervisor's Signature: _____

(Agrees to oversee the work as proposed)

Print name: _____ Date _____

Academic Advisor's Signature: _____

(Justifies the necessity of offering the course over any alternative options)

In the event the Academic Advisor is also the Faculty Supervisor, the signature of the Associate Dean is required.

Print name: _____ Date _____

Manager of Academic Operations (MAO).....

...or.....Executive Director's of CPS signature: _____

(Approves the plan and agrees to pay the normal stipend to the faculty supervisor)

Print name: _____ Date _____

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Deadline: Submission of the form by the student to the Registrar's Office must be completed before the end of the period allowed for schedule changes at the beginning of the term. Only the Director of the Learning & Advising Center or the Exec. Director of CPS may approve any exceptions to this deadline.

Copies required: Students must provide completed copies of the proposal and this form by the deadline to the (1) Registrar's Office, (2) Supervising Faculty member and (3) MAO of the College in which the credits will be awarded or the Director of CPS. Each student should also keep a copy of the completed form & proposal for their own records.

Listed below are examples of activities and guidelines considered to be instructional and student engaging (*adapted from Misericordia University and PDE document*)

- Asynchronous online Discussion/"Discussion Board structured to provide guided or instructor-mediated threaded discussion with specified timeframes and expectations for participation;"
- Synchronous online Discussion/"Chat rooms for class or group projects that provide opportunities for collaborative learning and that have specific expectations for participation and feedback;"
- Case studies and problem solving scenarios relative to course goals and objectives and utilizing higher order analytical skills with instructor and class designed feedback;
- Blogs, journals, or logs in which students share the most relevant aspects with instructor and classmates,
- Web Quest activities in which students find Internet sites that address specific course objectives and are shared with class and instructor mediated;
- Library research in which instructor directs students to locate certain information or resources either online or in situ and relate them to course objectives and present them to class in a designated manner;
- Lecture materials – written transcripts or audio recordings- from which students are expected to develop questions, comments, or observations shared with class and instructor through discussion board postings or participation in chat rooms;
- Instructional CDs to be utilized in one way or another;
- Field trips or tours in which students may participate as an individual or group in analyzing an activity (concert, museum, art exhibit, religious service, political debate, etc.) and prepare a paper or presentation to share with instructor and class;
- Final group projects which represent a culmination of learning objectives and by which students collaborate via e-mail, chat rooms, discussion boards, and face to face contact to research, analyze, synthesize, and prepare projects with instructor receiving updates and providing guidance to group.