

FLORIDA STATE COLLEGE AT JACKSONVILLE Curriculum Proposal Submission Form

Proposal Information

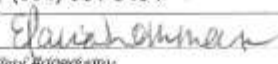
Identify the title of the curriculum proposal and place an "X" in the box next to the actions identified within the proposal.

Title	Honors Seminar (IDH 2001) Course Modification					
Action(s)	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>	Modify Course	<input type="checkbox"/>	Inactivate Course
	<input type="checkbox"/>	New Program	<input type="checkbox"/>	Modify Program	<input type="checkbox"/>	Other <i>Use this space to describe action.</i>


Signatures (Faculty)

Signatures must be obtained through appropriate School/Executive Chair/Campus President.


Faculty Member(s)

Name(s)	Dr. Elaina Lommason		
Telephone No.	(904) 381-3464	Email	Elaina.Lommason@fscj.edu
Signature			Date May 23, 2017
<i>Faculty Support (See Faculty Handbook)</i>			

Dean(s)

Name(s)	Dr. Jeff Hess, Dean of Communications					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature				Date	5/31/17	

School Executive Chair/Campus President

Name(s)	Dr. Ian Neuhard, Executive Chair/Campus President, School of LACE					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature				Date	5/31/17	

Proposal Submission

Once Curriculum Services receives a complete proposal with the necessary signatures, a tracking number will be assigned, and a thorough technical review will be performed with findings communicated to the originator(s).

Proposal Tracking (Curriculum Services Use Only)

Date Received by Curriculum Services	5/23/2017 with Revisions on 5/31/2017	Proposed Assigned Tracking Number	2016-42
Comments			

Signatures (Curriculum Services)

Curriculum Services must obtain signatures through Provost/Vice President of Academic Affairs

SACSCOC Accreditation Liaison

The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change which is a significant modification or expansion in the nature and scope of an accredited institution. See Addendum V for further information

Name(s)	Dr. Carrie Henderson					
Provisions	<input type="checkbox"/>	Does not constitute a substantive change	<input type="checkbox"/>	Possibly constitutes a substantive change; liaison will request further information	<input type="checkbox"/>	Constitutes a substantive change; liaison will request further information
Comments	N/A					
Signature	N/A			Date	N/A	

Associate Vice President or Executive Dean

Name(s)	Dr. Nancy Webster					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature	<i>Nancy K. Webster</i>			Date	6/12/17	

Curriculum Committee Chair (Faculty Senate President)

Name(s)	Dr. John Woodward					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments						
Signature	<i>Approved via electronic vote</i>			Date	6-15-2017	

Provost/Vice President of Academic Affairs or Designee

Name(s)	Dr. John Wall					
Provisions	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/>	Do Not Support	<input type="checkbox"/>	Support with Conditions Noted
Comments	<i>Can we change Catalog course description to begin "This seminar course..."</i>					
Signature	<i>J. Wall</i>			Date	7/5/17	

Instructions

Originator(s) is/are required to complete this entire section for all actions identified within the proposal. Specific questions pertaining to programs and courses are located in their respective sections of the form.

Implementation Term

In the space provided, add the two-digit academic year, and then place an "X" in the box next to the requested academic term for implementation of the actions identified within the proposal.

NOTE: All new programs and substantially modified programs require the College's District Board of Trustees, SACSCOC and Financial Aid approval. Please review the current Curriculum Committee calendar for critical due dates. Implementation term(s) for specific course(s) is/are also identified in the course section of this form.

Academic Year	2017- 2018	Academic Term	x	Fall	<input type="checkbox"/>	Spring	<input type="checkbox"/>	Summer
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Proposal Summary

Provide a brief summary narrative and rationale of the actions identified within the proposal.

The enclosed course proposal entails a modification to IDH 2001: Honors Seminar. As a foundational course in the first term of the redesigned Honors Program, IDH 2001 reflects an enhanced interdisciplinary and epistemological focus as well as newly embedded learning outcomes and assessments for service learning—a signature programmatic component. Additionally, by providing the foundation for a successful honors student experience, the modified IDH 2001 course is designed to support the creation of course- and program-level outcomes within the Honors Associate in Arts/General Education degree program.

Strategic Goals

Identify strategic goal(s) with which the actions in the proposal best align. Place an "X" in the box next to the selected strategic goal. New programs and substantially modified programs should support at least one (1) Strategic Goal. Please review the College's [Strategic Planning](#) webpage in regard to Strategic Goals information.

Strategic Goal 1	Promote access and equity.	<input type="checkbox"/>
Strategic Goal 2	Enhance rigorous and relevant learning opportunities.	X
Strategic Goal 3	Increase retention and completion.	<input type="checkbox"/>
Strategic Goal 4	Contribute to workforce and economic development.	<input type="checkbox"/>
Strategic Goal 5	Cultivate institutional efficiency and effectiveness.	<input type="checkbox"/>

Curriculum Collaborations

Identify any business partnerships, grant requirements, or faculty collaborations that support the actions identified within the proposal. Place an "X" in the box next to appropriate selection(s). Provide a brief statement about the partnership and its collaborators.

Business Partnerships		<input type="checkbox"/>
Grant Requirements		<input type="checkbox"/>
Faculty Collaboration	A draft of the curriculum proposal was shared for feedback from the members of the Faculty Senate Outcomes-Assessment Committee for the A.A./General Education Degree with Honors.	X
Other		<input type="checkbox"/>

Cost Analysis

Identify any new cost(s) to the College based on the actions identified within the proposal. Place an "X" in the box next to the appropriate item(s). Provide a brief cost analysis statement.

NOTE: Please do not include special fees in this section. Special fees attached to courses are addressed in a separate section of the proposal.

Faculty Resources	N/A	<input type="checkbox"/>
Equipment/Supplies	N/A	<input type="checkbox"/>
Materials/Software	N/A	<input type="checkbox"/>
Other/None	N/A	<input type="checkbox"/>

Student Impact

Identify any student impact based on the actions identified within the proposal. Place an "X" in the box next to the appropriate response(s). Provide a brief statement in response to each question.

Are currently enrolled and/or past term students affected by the actions identified within the proposal?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify any concerns and how you plan to communicate the actions to currently enrolled and/or past term students.</i>		
Are the actions identified within the proposal based on student cohorts?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</i>	The Honors A.A./General Education degree program will be delivered via a cohort model. The inaugural cohort for the 2017-2018 academic year (graduating class of 2019) will consist of 20 students whose academic program road map and guaranteed two-year class schedule begins with IDH 2001: Honors Seminar.	
Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the methods used to assess and/or evaluate the actions.</i>	Embedded within the Associate in Arts/General Education degree, the Honors Program will have an outcomes-assessment plan for general education and A.A. elective courses. The Faculty Senate Outcomes-Assessment Committee for the A.A./General Education Degree with Honors, in collaboration with the Honors Advisory Council, will develop course, general education, and/or program outcomes for the respective honors courses, including IDH 2001.	
Will the actions identified within the proposal meet a specific workforce, university transfer or other student success need?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the specific workforce, partner institution and/or student success needs.</i>	As an Honors Seminar, IDH 2001 is designed to introduce students to interdisciplinary and epistemological studies, thereby facilitating students' success within the Honors Program as well as within upper-division study and/or upon university transfer.	

<p>Will the actions identified within the proposal impact a specific student success need in terms of the workforce; upper-division student at FSCJ or another Florida College System (FCS) Institution; or university transfer?</p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<p><i>If YES, identify the way in which the proposal meets the student success need.</i></p>	<p>Please see the previous response.</p>	

ADDENDUM: Southern Association of Colleges and School Commission on Colleges (SACSCOC)

In order to maintain the College's continued accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all programs are required to complete this section to determine if additional action is required. To minimize the possibility of implementation delay, please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at the beginning of the proposal process to discuss the specific requirements for your proposal change.

Based on SACSCOC policy, many new programs are required to submit a prospectus and obtain approval from SACSCOC prior to implementation.

Additionally, some existing programs with major changes require a prospectus to be submitted and approved by SACSCOC prior to implementation.

- Increasing/decreasing the total program hours by $\geq 25\%$
- Adding coursework to the program that requires new faculty, equipment, facilities, library or other resources
- Changing from clock hours to credit hours (or vice versa)
- Offering $\geq 50\%$ of the program at an off-campus location

If you answer YES to one or more of the questions below, complete the substantive change intake form found on the [OIEA website](#). Once complete, return it, along with a copy of the curriculum proposal form, via email to oiea@fscj.edu.

SACSCOC Substantive Change Assessment

Based on the information provided within the proposal, please answer the following questions related to your change.

Do the actions identified within the proposal involve the development of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve a contract, MOU, grant or consortium for the development or construction of all or part of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the inactivation of a degree or certificate program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal increase or decrease the total degree or certificate program hours by $\geq 25\%$?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal add coursework to the program that requires new faculty, equipment, facilities, library or other resources?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal change the program from clock hours to credit hours or vice versa?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Below is a list of common SACSCOC substantive changes and their requirements for approval. This list should serve as a guideline to help you prepare for your change. Please contact the Office of Institutional Effectiveness and Accreditation for information specific to your proposed change.

Types of Substantive Change	Timeline for Contacting OIEA	Timeline for Submission to SACSCOC	Instrument to be submitted to SACSCOC
New Programs*	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Altering program length by >25%	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Modified Prospectus (15+ page document describing how institution will administer change)
Initiating degree completion programs	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Closure of a program	3-6 months prior to planned implementation	Immediately following internal decision to close (DBOT approval)	Letter of Notification. Must describe how students, faculty, and staff will be affected
Offering 25-49.9% of a program at an off-campus location	6 months prior to planned implementation	3 months prior to planned implementation	Letter of Notification
Offering 50%+ of a program at an off-campus location	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)

*Not all new programs will qualify for substantive change.

ADDENDUM: Articulation Agreements(s)

Identify any new and/or existing internal or external (inter-institutional) articulation agreements that may be affected by the actions identified within the proposal. Current internal and external articulation agreements are available online as a point of reference.

- Liberal Arts and Sciences and Articulation: Courses intended for transfer to another institution and external upper-division articulations (2+2).
- Workforce Education and Economic Development: Internal articulations such as PSAV/Clock Hour/Workforce to Associate in Science and external articulations such as industry certifications to Associate in Science.

ADDENDUM: Articulation Agreements(s)

ACKNOWLEDGED BY:

Liberal Arts and Sciences and Articulation Office or Workforce Education and Economic Development Office

Name(s)	N/A		
Provisions	<input type="checkbox"/>	Acknowledged – N/A Course Only	
Comments	N/A		
Signature	N/A	Date	N/A

COURSE PROPOSAL

Instructions

Complete this section if the actions identified within the proposal are any of the following:

- New course development not included within a specific program
- Course modification and/or inactivation not included within a specific program
- New course development for inclusion within specific program
- Course modification/inactivation currently included within a specific program

If the actions identified within the proposal are for new course development and/or course modification/inactivation included within a specific program, then complete the PROGRAM section also.

Course Section

The Florida Department of Education [FLDOE](#) compiles a curriculum framework for each program which includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The [Statewide Course Numbering System](#) (SCNS) will assist with course prefix and course number assignment. For assistance with the SCNS, contact Curriculum Services at curriculum@fscj.edu.

Course Information

Identify the course(s) which are affected by the actions identified within the proposal. Include course prefix/number and course title. Place an "X" in the box that best describes the required action: new, modify, or inactivate. Include the implementation term for each course.

NOTE: Carefully consider any impact a new/modified/inactivated course may have on current and/or future term students. If additional rows are needed in the table, then click on the left of the last row, highlight the row and select "control > insert new row below."

Prefix/Number	Title	New	Modify	Inactivate	Implementation Term
IDH 2001	Honors Seminar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fall Term 2017 (20181)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Course Eligibility

Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal.

Gordon Rule of Writing Requirement		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.			
Earn Credit More than Once		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.			

Course Impact

Identify any impact the course actions identified within the proposal may have on other courses. Provide a brief summary statement.

Will additional courses be impacted by the actions identified within the proposal?		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		ENC 1101 must be taken as either a prerequisite to or a corequisite with IDH 2001. If taken as a corequisite with ENC 1101, IDH 2001 invites interdisciplinary curricular and instructional development of the respective course content.	

ADDENDUM: Special fees

Identify any new and/or existing special fees attached to course(s) that may be affected by the actions identified within the proposal. To determine if the course(s) identified within the proposal is/are eligible for new and/or modified special fees, complete a Finance Special Fee Request form and submit directly to Finance for processing.

**ADDENDUM: Special Fees
ACKNOWLEDGED BY:**

Finance Office

Name(s)	N/A		
Provisions	<input type="checkbox"/>	Acknowledged – N/A – Online fee only	
Comments	N/A		
Signature	N/A	Date	N/A

Course Outline (Exhibit “B”)

Each course is required to attach a copy of the current College course outline as “Exhibit B.” Each course must demonstrate requested changes based on the actions identified within the proposal using **red font** or **yellow highlight** to add information and the strike-through feature to remove information. All courses must follow the College’s standard course outline template. For assistance with the College course outline format, please contact Curriculum Services at at curriculum@fscj.edu. The current course outline(s) are available [online](#) as a point of reference.

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: IDH 2001

COURSE TITLE: Honors Seminar

PREREQUISITE(S): ENC 1101 ~~or ENC 1101G~~ with a grade of "C" or better higher

COREQUISITE(S): ENC 1101 ~~or ENC 1101G~~ with a grade of "C" or better higher

STUDENT ADVISING NOTES: Admission to the Honors Academy Program. Students enrolling in the IDH 2001 course should have successfully completed ENC 1101 ~~or ENC 1101G~~ with a grade of "C" or better higher OR be currently enrolled in ENC 1101 ~~or ENC 1101G~~.

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3 (Combination of both lecture and discussion)

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

~~This course focuses on the development of the academic acumen of the student and will be offered on varying topics by faculty from across the curriculum. The course content serves to: Increase the student's ability to think critically about information; form hypotheses; conceive of the processes for researching an answer to those hypotheses in an ethical manner with an awareness of global responsibility; and effectively communicate those ideas. IDH2001 is designed to be taken by Honors students in their first semester and will serve as an academically rigorous foundation for a successful college career for those seeking to follow academic pursuits at the Associate's degree level and above.~~ This seminar course provides an academically rigorous foundation for honors students pursuing an associate in arts degree in preparation for upper-division study and/or university transfer. By exploring broad areas of knowledge--the human condition, the global and historical, the cultural and aesthetic, the communicative, the mathematical, the scientific, and/or the technological this course focuses on the development of students' intellect, scholarship, and leadership. Additionally, the course content serves to enrich students' ability to communicate effectively, research ethically, and think critically while cultivating cultural awareness and civic engagement. A selection

from “The Great Books” (or other selection) will form the basis of class readings, discussions, assignments, and assessments throughout the honors seminar. This course, moreover, involves a service learning component to be determined by the faculty member of record.

SUGGESTED TEXT(S):

Instructor-selected book from “The Great Books” (or other selection)

List of readings will be provided by instructor according to course topic.

IMPLEMENTATION DATE:

Fall Term, 2014 (20151) – Proposal 2014-22

REVIEW OR MODIFICATION DATE:

Fall Term, 2014 (20151) – Proposal 2014-25
Fall Term, 2017 (20181) – Proposal 2016-42

COURSE TOPICS	CONTACT HOURS PER TOPIC
<p>I. Communication Through an Interdisciplinary Academic Lens</p> <p>A. The Recursive Processes of Effective Communication Within One or More Academic Disciplines</p> <p>B. Recognition of Communication Context and Requirements</p> <p>C. Informal Communication Opportunities and Practices</p> <p>D. Sharing of Completed Assignments and/or Works in Progress Leading to a Final Individual or Group Presentation</p> <p>E. Creation of a Well-Developed Final Project Using the Appropriate Verbal, Written, or Non-Verbal Modes of Expression</p>	10
<p>II. Research The Scholarship of Learning</p> <p>A. Identification of a Research Question or Problem Relevant to One or More Academic Disciplines</p> <p>B. Proper Research Techniques Responsibly and Ethically Applied to a Specific Field of Inquiry</p> <p>1. Web Resources and Proper Citation Adhering to a Discipline-Specific Guide (e.g., MLA, APA)</p> <p>2. Library/Published Literature Resources and Proper Citation</p> <p>3. Non-Traditional Primary Sources Including but not Limited to Movies, Performances, Interviews, and Proper Citation</p> <p>4. Note-Taking and Research Management Skills</p> <p>C. Collection of Relevant Data</p> <p>D. Formulating a Hypothesis or Original Idea</p>	15
<p>III. The Foundations of Critical Thinking Within the Disciplines</p> <p>A. Understand and Discern the Differences Between Types of Claims</p> <p>B. Uncover Assumptions/Presuppositions and Identify Sound Premises</p> <p>C. Make Logical Inferences and Proper Judgments</p> <p>D. Recognize and Understand Common Fallacies</p> <p>E. Synthesize Knowledge</p> <p>F. Reaching an Evidence-Based Conclusion or Solution to the Proposed Problem Supported by Evidence</p>	15 10
<p>IV. Cultivating Cultural Awareness and Civic Engagement</p> <p>A. Culture as Interpretive Lens</p> <p>B. Politics and Bias of Culture</p> <p>C. Relationship of Self and Culture</p> <p>D. The Importance of Civic Engagement in a Globally and Culturally Diverse Society</p> <p>E. Service Learning: Service as an Act of Leadership</p>	5 10

INTENDED OUTCOMES:

Students will be able to:

1. Demonstrate the ability to communicate their thoughts and ideas effectively through any combination of written, oral, expressive, creative, and technological modalities culminating in a developed final project
2. Understand and consider how scholars from a variety of disciplines and across the curriculum think about problems, formulate hypotheses, conduct research, and draw conclusions supported by evidence. Further, they will be able to operate within the ethical standards and documentation systems set by the appropriate disciplines including but not limited to proper citation
3. Analyze information from a variety of sources and apply appropriate processes to arrive at sound judgments.
4. ~~Understand the consequences and implications of the expression of ideas for themselves and others, and recognizing the impact of such on the world~~ Demonstrate an understanding that the way in which individuals express their ideas—that is, the way in which they use language--affects both themselves and others within a culturally diverse society.
5. Demonstrate an understanding of the importance of civic engagement in a culturally diverse setting.

Florida State College at Jacksonville

Course Learning Outcomes and Assessment

SECTION 1			
Course Prefix and Number:	IDH 2001	Semester Credit Hours (Credit):	3
		Contact Hours (Workforce):	
Course Title:	Honors Seminar		

SECTION 2a (To be completed for General Education courses only.)	
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)	
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)

SECTION 2b					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input checked="" type="checkbox"/>	A.A. Elective	<input type="checkbox"/>	A.S. Required Course	<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.A.S. Professional Elective	<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Development Education	<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Other:	If selected, use this space to title "other" option.	

SECTION 3									
INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)									
<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Critical Analysis	<input type="checkbox"/>	Qualitative Skills	<input checked="" type="checkbox"/>	Scientific Method of Inquiry
<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Ethical Judgement	<input checked="" type="checkbox"/>	Working Collaboratively

SECTION 4 (To be completed for General Education courses only.)					
GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>		<input type="checkbox"/>	Natural Sciences

SECTION 5 (To be completed for General Education courses only.)					
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy
<input type="checkbox"/>	Scientific and Quantitative Reasoning	<input type="checkbox"/>		<input type="checkbox"/>	Global Sociocultural Responsibility

SECTION 6		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Students will demonstrate the ability to effectively communicate effectively .	Course	In-class, out-of-class assignments that may include one or more of the following: homework, quizzes, tests, oral or written presentations, article critiques, reports/minute papers, reflective writing on service learning activities , portfolios or projects

SECTION 6 (Continued)

LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Students will understand the process of formal research and argument	Course	In-class, out-of-class assignments that may include one or more of the following: homework, quizzes, tests, oral or written presentations, article critiques, reports/minute papers, reflective writing on service learning activities , portfolios or projects
Students will demonstrate the ability to analyze information and come to formulate sound judgments.	Course	In-class, out-of-class assignments that may include one or more of the following: homework, quizzes, tests, oral or written presentations, article critiques, reports/minute papers, reflective writing on service learning activities , portfolios or projects
Students will gain the awareness of the role of culture and the power of ideas Students will gain awareness of the role of culture and the importance of civic engagement in a diverse society.	Course	In-class, out-of-class assignments that may include one or more of the following: homework, quizzes, tests, oral or written presentations, article critiques, reports/minute papers, reflective writing on service learning activities , portfolios or projects

SECTION 7

Faculty name(s):	Dr. Elaina Lommason	Date:	05/23/2017
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CS20150615