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| General Information | | | | | | | | | | | | | | |
| *Proposal Date* | |  | | | | | | *15-Day Review End Date* | | | |  | | |
| *Department* | | Geography | | | | | | | | | | | | |
| *Course Designator and Number* | | | | | GEOG 1115 / NR 1115 | | | | | | | | | |
| *Title of Course* | | Seeking Sustainability 1 | | | | | | | | | | | *Credit Hours* | 3.0 |
| *Please refer to Office of University Registrar for guidelines and policy requirements* [*https://www.registrar.vt.edu/faculty/teaching/instructional-minutes.html*](https://www.registrar.vt.edu/faculty/teaching/instructional-minutes.html) | | | | | | | | | | | | | | |
| *Course Transcript Title (ADP)* (30 Character Maximum) | | | | | | Seeking Sustainability 1 | | | | | | | | |
| *Instructor and/or Departmental Contact* | | | | | | Timothy D. Baird | | | | | | | | |
| *Contact Phone* | | 540-231-5116 | | | | *Contact E-Mail* | | | [tbaird@vt.edu](mailto:tbaird@vt.edu) | | | | | |
| **Please count this course toward any of the following scorecard metrics area by inserting an X:** | | | | | | | | | | | | | | |
|  | Study Abroad | |  | Service Learning | | |  | Experiential | |  | Undergraduate Research | | | |
| *Scorecard Metrics Definitions can be found here:* [*http://www.registrar.vt.edu/faculty/forms/scorecard-metrics.html*](http://www.registrar.vt.edu/faculty/forms/scorecard-metrics.html) | | | | | | | | | | | | | | |
| **Please insert an X if this course should count toward First-Year Experience:** | | | | | | | | | | | | | | |
|  | First Year Experience (FYE) | | | | For more information see: [*http://www.fye.vt.edu*](http://www.fye.vt.edu) | | | | | | | | | |

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| Mark ONLY ONE of the following boxes by inserting an X | | | | | | |
|  | **Course** (not to be included in Pathways, fill out Part I only) | | | | | |
|  | New Course |  | Revised Course | | | |
|  |  |  | (*Revision > 20% \_\_\_\_\_\_\_ Revision < 20% \_\_\_\_\_\_\_*) | | | |
|  | **Pathways Course** (fill out Parts I and II) | | | |  | |
|  | New Course & Seeking Inclusion in Pathways General Education | | | | |  |
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|  | Existing non-CLE Course Revised for Inclusion in Pathways | | | Revision > 20% \_\_\_\_\_\_\_ Revision < 20% \_\_\_\_\_\_\_\_ | | |
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| X | Conversion of Existing CLE Course for Inclusion in Pathways | | | Revision > 20% \_\_\_\_\_\_\_ Revision < 20% \_\_\_X\_\_\_\_\_ | | |

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| ***A:*** | **Attach statement** from Dean or Departmental Representative as to whether teaching this course, and/or inclusion of the course in the Pathways will require or generate the need for additional departmental resources. | | | | | | |
| ***B:*** | **Attach appropriate letters of support** from affected departments and/or colleges. | | | | | | |
| ***C:*** | ***Effective Term:***  ***(for CLE as indicated AND ALSO as Pathways effective Fall 2018)*** | | | | Fall 2017 | | |
| ***D:*** | ***Change in Title From:*** | | N/A | | | | |
|  | ***To:*** | |  | | | | |
| ***E:*** | ***Change in Lecture and/or Lab Hours From:*** | | | N/A | | ***To:*** |  |
| ***F:*** | ***Change in Credit Hours From:*** | | | N/A | | ***To:*** |  |
| ***G:*** | ***Percentage of Revision from Current Syllabus:*** | | | N/A | | | |
| ***Revision Summary:*** | | The course itself has not been substantively revised. | | | | | |
| ***H:*** | ***Course Number(s) and Title(s) to be deleted from the Catalog with APPROVAL:*** | | | N/A | | | |

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| Approval Signatures | | | |
| *Department Representative* |  | *Date* |  |
| *College Curriculum Committee Rep* |  | *Date* |  |
| *College Dean* |  | *Date* |  |

# Part I: Course Information

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| Catalog Description |
| [Existing] Definition of, conditions of, and strategies for achieving sustainability. 1115: History, current conditions, and trends of sustainability from ecological, economic, and social perspectives. 1116: Detailed conditions and trends, tools for constructing sustainability, integrative project application. (3H,3C)  [Revised] Strategies to promote sustainability through the identification, description, and analysis of the dominant interconnections within and between environmental, social, and economic systems across local to global scales. Pre: none (3H, 3C) |

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| Learning Objectives |
| By the end of the course, students will be able to:  (1) identify key concepts of the social sciences (Pathways SS – LI #1)  (2) describe the dominant interconnections within and between environmental, social, economic, and integrated complex adaptive systems;  (3) identify interconnections among and differences between components and interactions within and across systems, including interconnections between social institutions, groups, and individuals (Pathways SS – LI #3);  (4) analyze the ways in which values and beliefs relate to human behavior (Pathways SS – LI #4)  (5) identify advantages and challenges of diversity across a range of contexts (Pathways IGA – LI#1)  (6) interpret an intercultural experience both from one’s own and another’s worldview (Pathways IGA – LI #2)  (7) and create and support arguments related to pressing sustainability challenges (Pathways IGA – LI #3) |

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| Justification |
| Virginia Tech defines sustainability as “the simultaneous pursuit of environmental quality, economic prosperity, and social justice and equity, through action, education and engagement to address current needs without compromising the capacity and needs of future generations.”  Sustainability matters. It matters profoundly. And yet, as the term “sustainability” becomes more and more common in our lives, it seems to become less and less powerful. Often, in practice, it is simply associated with recycling or energy efficiency, and inspires little reflection. This two-course series seeks to push back against this growing apathy by refocusing on the ambitious goals enshrined in the idea of sustainability and strengthening students’ desires and capacities to think and learn about issues foundational to sustainability: how things are connected, and how connected things change.  In Seeking Sustainability 1, students will learn about the structures and functions of different types of broad systems, including: environmental, social, economic and complex adaptive systems. Students will then analyze these systems’ attributes, including: resilience, feedbacks, diversity, and emergence. Students will apply these lessons to evaluate specific global interactions and challenges (e.g., economic crises, climate change). Finally, students will develop new arguments to build a more sustainable world in the face of an uncertain future.  Both courses (Seeking Sustainability 1 and 2) are required for the existing Sustainability Natural Environment Minor (CNRE) and the forthcoming Pathways to Sustainability Minor. The courses also serve as electives for Geography degrees. Seeking Sustainability 1 is also being proposed as an elective for a number of other Pathways Minors. These courses are open to all students and is appropriate for students at any level.  This revision of the course includes:  (1) Change to catalog description. While the course has not changed substantively since it was first taught in 2012, the course description is a vestige from before the instructor (Baird) was hired.  (2) General education updates. The learning outcomes have been shifted to reflect the Pathways curriculum, merging the learning indicators for social sciences and intercultural and global awareness with the sustainability content. |

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| Prerequisites and Corequisites |
| No prerequisites or corequisites. |

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| Texts and Special Teaching Aids |
| Many texts will be used. These are required and will be provided to students. |

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| Topic Syllabus |
| Copy-and-Paste or include your future topic syllabus here… that’s the syllabus you will be using upon implementation of this new/revised course. Note: this is not your student syllabus.  Section 1: Perspectives, Values & Strategies 20%  Section 2: Environmental Systems 10%  Section 3: Social Systems 10%  Section 4: Economic Systems 10%  Section 5: Conceptualizing Integrated Systems 20%  Section 6: Resilience, Regime Shift & Diversity 15%  Section 7: Global Crises: Social and Ecological Concerns 10%  Section 8: Transitioning to Next Semester 5%  Total 100% |

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| Old (Current) Topic Syllabus |
| N/A for new courses. For existing, copy-and-paste here the topic syllabus from the proposal on file  Section 1: Perspectives, Values & Strategies 20%  Section 2: Environmental Systems 10%  Section 3: Social Systems 10%  Section 4: Economic Systems 10%  Section 5: Conceptualizing Integrated Systems 20%  Section 6: Resilience, Regime Shift & Diversity 15%  Section 7: Global Crises: Social and Ecological Concerns 10%  Section 8: Transitioning to Next Semester 5%  Total 100% |

# Part II: General Education Information

## Pathways General Education Mission

As a central component of the undergraduate experience at Virginia Tech, the Pathways curriculum will guide students to examine the world from multiple perspectives and integrate their knowledge across disciplines and domains of learning through a hands-on, minds-on approach.

## Pathways General Education Principles

1. Integration. The promotion of integration in students’ learning is crucial to students’ ability to create meaning, explore connections, and build knowledge and skills for their academic, professional, civic, and personal lives. Students will meet many of the learning outcomes by taking sequenced courses that build upon one another, adding a dimension of depth to the curriculum. As they participate in one of three paths through general education, undergraduates will have opportunities to make meaning of their general education curriculum through the integration of diverse ways of knowing, recognizing that the whole is truly greater than the sum of its parts. The incorporation of the integrative learning outcomes--Ethical Reasoning and Intercultural and Global Awareness—throughout the curriculum will further enable students to connect the courses and identify various perspectives on these themes. This ability to integrate new learning into their ways of seeing the world will help students build a competency they will need for the rest of their lives.

*Guiding questions: What are the types of concepts students will be integrating in this course? What opportunities will students have to integrate those concepts?*

1. Inclusivity. The Pathways curricular structure will address the needs and challenges of populations of students and acknowledge the diverse paths they have taken to Virginia Tech, including such groups as first-semester freshmen, first-generation college students, transfer students, and veterans. In turn, the Pathways curriculum will prepare these diverse groups of students to become contributors to the global society in which they will live and work. To support this effort, inclusive pedagogies that foster deep learning in all students will be adopted. Extending this principle, all students will be encouraged to examine issues of diversity and inclusion, such as gender, race, socio-economic status, and sexual orientation. This will be accomplished through the integration of outcomes in intercultural and global knowledge across the Pathways curriculum. Note: this principle speaks to *how* the class is taught (pedagogies, classroom environment, etc.) as much as the *what* is taught.

*Guiding questions: How will this course address the needs and challenges of a variety of students at VA Tech? How will this course offer opportunities to examine issues of diversity and/or be taught in an inclusive way?*

1. Relevance. The Pathways curriculum will be relevant to students' personal development, helping them to integrate new learning into their lives for current and long-term application. The curriculum will challenge undergraduates in fundamental areas of learning, which will be relevant to major courses and activities across the undergraduate years and beyond. Students will also develop the skills they will need for success in every area of their lives: communication, problem-solving, critical thinking, ethical behaviors, inquiry, and creativity.

*Guiding questions: How will this course offer opportunities for students to make relevant connections of the material to their majors, lives, careers, etc.?*

## Pathways General Education *cont.*

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| **Select one of the following by inserting an X:** | | | | | |
|  | New Course | X | Existing CLE Course |  | Existing Course NOT in the CLE |

**Narrative: In the box, describe how this course will fit the mission and each of the three principles (integration, inclusivity, relevance) of Pathways. Use the guiding questions to guide your response.** *Limit your response to less than 400 words.*

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| The course fits the overall mission of Gen Ed by integrating broad concepts and insights from social, behavioral and environmental sciences as well as general theories of change and resilience. Furthermore, this course is designed to be inclusive of students from diverse backgrounds and fields of study and to help students to recognize the challenges and benefits associated with diversity and value the principles of justice and equity. Students will have many opportunities to practice these skills through regular small group work and small and large group discussion. Lastly, this course is designed to be relevant to students’ majors, lives and their personal development. This is achieved through regular homework questions that ask students to reflect on their own lived experiences, connect those reflections to the course material, and share those connections within their groups and the larger class. |

## Outcomes

## Core Outcomes

Please select the outcome(s) this course will meet by inserting an X. Then click on the outcome(s) you need to address to move to that section of the form. A course may be approved for no more than two outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
|  | [Discourse](#Discourse) |  | [Quantitative and Computational Thinking](#QuantandComp) |
|  |  |  |  |
|  | [Reasoning in the Natural Sciences](#NaturalSciences) |  | [Critique and Practice in Design and the Arts](#DesignArts) |
|  |  |  |  |
| X | [Reasoning in the Social Sciences](#SocialSciences) |  | [Critical Thinking in the Humanities](#Humanities) |

## Integrative Learning Outcomes

Please select either or both of the Integrative Learning Outcomes by inserting an X. Then click on the outcome(s) you need to address to move to that section of the form.

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| --- | --- | --- | --- |
|  | [Ethical Reasoning](#Ethical) | X | [Intercultural and Global Awareness](#InterculturalGlobal) |

### Discourse

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Discourse** is the exchange of ideas in writing or speaking, adapted to specific contexts and developed through discovery, analysis, creation, presentation, and evaluation. A student who is competent in discourse demonstrates the ability to reason, write, and speak effectively for academic, professional, and public purposes. In meeting the Discourse LO, students will demonstrate increasing proficiency over the years. All learning indicators would be met in all courses, but expectations for proficiency would be heightened for advanced/applied courses.

**Credit hours:** 9 credits--6 foundational + 3 advanced/applied writing and/or speaking courses

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|  | Is this an advanced/applied course? If so, please put an X in the box. |
|  | *An advanced/applied course is considered to be one at the 2-4000 level that builds on a previous course. For example, a student might take English 1105-1106 at the foundational level and then take a writing or speaking course (2-4000 level) that builds on that knowledge, extends the skillset, and provides practice. The indicators may be met across sets of courses in a curriculum.* |

Choose the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. Courses in the Discourse Outcome will have to meet ALL indicators. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Discover and comprehend information from a variety of written, oral, and visual sources.** |
| Guiding prompts: What are some examples of the types of written, oral, and/or visual sources students will explore in this course? How will students come to comprehend information from these sources? How will you know? | |

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|  | **Analyze and evaluate the content and intent of information from diverse sources.** |
| Guiding prompts: What criteria will students use to evaluate information from diverse sources and how will they determine the intent of the source? In what ways might an instructor evaluate students on the acquisition of this ability? | |

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|  | **Develop effective content that is appropriate to a specific context, audience, and/or purpose.** |
| Guiding prompts: Provide examples of the content students will develop. Describe the context/audience/purpose for which these will be developed. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Exchange ideas effectively with an audience.** |
| Guiding prompts: Provide an example of how students will demonstrate this effective idea exchange. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Assess the product/presentation, including feedback from readers or listeners.** |
| Guiding prompts: Provide an example of the product/presentation students might produce and assess in this course. In what ways might an instructor evaluate students on the acquisition of this skill? | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Quantitative and Computational Thinking

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Quantitative and Computational Thinking** is creative engagement with the world by the manipulation of precisely defined symbolic representations. Quantitative thinking is the formulation of questions that can be addressed using mathematical principles, leading to answers that include reliable and usable measures of accuracy. Computational thinking is the ability to conceive meaningful, information-based representations of the world that can be effectively manipulated using a computer. Courses or course sequences addressing this outcome must meet a majority of the learning indicators. Only the combination and integration of quantitative and computational courses will serve to meet this learning outcome.

**Credit hours:** 9 credits--6 foundational + 3 advanced/applied

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|  | Is this an advanced/applied course? If so, please put an X in the box. |
|  | *An advanced/applied course is considered to be one at the 2-4000 level that builds on a previous course. For example, a student might take English 1105-1106 at the foundational level and then take a writing or speaking course (2-4000 level) that builds on that knowledge, extends the skillset, and provides practice. The indicators may be met across sets of courses in a curriculum.* |

Choose at least a majority of the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Explain the application of computational or quantitative thinking across multiple knowledge domains.** |
| Guiding prompts: Identify the knowledge domains across which students will explain the application of computational or quantitative thinking. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Apply the foundational principles of computational or quantitative thinking to frame a question and devise a solution in a particular field of study.** |
| Guiding prompts: What are some example questions students might explore in this course? What are some foundational principles students will apply to those questions? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Identify the impacts of computing and information technology on humanity.** |
| Guiding prompts: What are some examples of human impact students could explore in this course? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Construct a model based on computational methods to analyze complex or large-scale phenomenon.** |
| Guiding prompts: What are some examples of complex phenomena students might explore in this course? How will students go about constructing models to analyze these phenomena? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Draw valid quantitative inferences about situations characterized by inherent uncertainty.** |
| Guiding prompts: Identify examples of the types of situations students will explore. What will a valid inference look like? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Evaluate conclusions drawn from or decisions based on quantitative data.** |
| Guiding prompts: What are some sample findings students will evaluate? In what ways might an instructor evaluate students on the acquisition of this skill? | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Reasoning in the Natural Sciences

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Reasoning in the Natural Sciences** involves the acquisition of the detailed knowledge of one or more of the natural **sciences**, hands-on experience with how science is conducted, what science can and cannot tell us about the universe, and the relationship between science and society. Courses or course sequences addressing this outcome must meet a majority of the learning indicators.

**Credit hours:** 6 credits (with an additional 2 lab credits for students in some majors)

Choose at least a majority of the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Explain the foundational knowledge of a particular scientific discipline.** |
| Guiding prompts: Describe the particular scientific discipline explored in this course. Include a sample of the ‘foundational knowledge’ students will be required to explain. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Apply principles and techniques of scientific inquiry.** |
| Guiding prompts: Include a sample of the principles and techniques of scientific inquiry students will have opportunities to apply. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Evaluate the credibility and the use/misuse of scientific information.** |
| Guiding prompts: Include some examples of the credibility and use/misuse of scientific information students will have opportunities to evaluate. How will you know the student has met this indicator? | |

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|  | **Analyze the reciprocal impact of science and society.** |
| Guiding prompts: Science impacts society and vice-versa. In what ways will students be able to analyze this relationship? In what ways might an instructor evaluate students on the acquisition of this skill? | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Critique and Practice in Design and the Arts

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Critique and Practice in Design and the Arts** involves a hands‐on, minds-on approach by which students acquire the intellectual tools for a richer understanding and knowledge of the process, meaning and value of the fine, applied and performing arts and creative design. This outcome recognizes that the creative design process can and should be applied to a broad range of disciplines. Courses or course sequences addressing this outcome must meet a majority of the learning indicators. To meet this learning outcome, students will study the arts and design thinking in two courses: either 1 design and 1 arts course, or 2 integrated courses.

**Credit hours:** 6 credits--3 design + 3 arts, or 6 integrated design and arts

Choose at least a majority of the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Identify and apply formal elements of design or the arts.** |
| Guiding prompts: What are some formal elements of design/arts students will identify and apply? In what ways might an instructor evaluate students on the this acquisition? | |

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|  | **Explain the historical context of design or the arts.** |
| Guiding prompts: Identify examples of some historical contexts students will explore. What will an accurate explanation look like? In what ways might an instructor evaluate students on this acquisition? | |

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|  | **Apply interpretive strategies or methodologies in design or the arts.** |
| Guiding prompts: What are some strategies or methodologies students will apply in this course? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Employ skills, tools, and methods of working in design or the arts.** |
| Guiding prompts: Identify examples of the types of skills, tools, and methods students will employ. In what ways might an instructor evaluate students on the acquisition of these skills? | |

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|  | **Produce a fully developed work through iterative processes of design or the arts.** |
| Guiding prompts: Outline an example of a fully developed work students will develop in this course. What would a good one look like? In what ways might an instructor evaluate students on the acquisition of this skill? | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Reasoning in the Social Sciences

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Reasoning in the Social Sciences** is the utilization of quantitative and qualitative methods to explain the behavior and actions of individuals, groups, and institutions within larger social, economic, political, and geographic contexts. Courses meeting this outcome will help students to understand that they are a small part of a larger global community and to engage with diverse individuals, groups, and ideas that have shaped or continue to shape the worlds they inhabit. Courses or course sequences addressing this outcome must meet a majority of the learning indicators.

**Credit hours:** 6 credits

Choose at least a majority of the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

*Note: This class is an ongoing experiment in scaling the seminar. Currently the class size is 90 students. Despite this size, the course is designed as a seminar with daily reading and writing homework as well as in-class small and large group discussion.*

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| **X** | **Identify fundamental concepts of the social sciences.** |
| Guiding prompts: What are some fundamental concepts of the social sciences explored in this course? In what ways might an instructor evaluate students on the acquisition of this knowledge?  In this course, a primary strategy to help students meet this outcome involves the design of the course, especially the arrangement and integration of diverse, engaging examples of fundamental concepts in the social sciences. These **examples** are intended to be relevant to diverse group of students and draw them into the course. In addition, this course includes a consistent pattern of activities and assignments that that are designed to help students to engage the material and meet this indicator. Throughout the course (in fact, nearly every day), students have assigned reading and guided reading questions, which are to be completed and submitted before class. To encourage timely completion of these activities “reading questions” constitute 50% of students’ final grades. Class time is reserved primarily for large and small group discussion. A typical class period may also include a short lecture (no more than 15 minutes) and/or short video or podcast to review the concepts from the reading and/or apply them in new settings.  With reading, reading notes, class discussion, and mixed class activities, I am able to draw attention to **fundamental concepts in the social sciences** and ask that students consider these in terms of their own lives (i.e., frequently guided reading questions and class activities ask student to apply ideas to their own lives.) For **example**, one guided reading question asks students about their parents’ careers and lives and whether they demonstrated awareness of nature more informed by work or leisure activities. Through this question the apply the reading’s lessons about diverse knowledges and values of nature. In another **example**, all students are asked to come to the board and mark their own personal social network clustering coefficient along a continuum from 0 to 1. With this activity, they apply lessons from the reading on the structure and functions of different types of social networks and also learn more about themselves and their classmates.  Through diverse examples, regular reading, guided reading questions and structured, class activities, this course creates scores of “micro-moments” to practice identifying fundamental concepts in social science. **Concepts like**: the evolution of altruism, social network types and functions, social dimensions of diversity (inherent and acquired incl. ethnicity, vernacular, values, etc.), cultural patterns of property and commerce; disturbance and resilience in social settings, and denialism. To **evaluate** students’ acquisition of this knowledge, key homework assignments will be assessed with the Pathways to General Education three-point rubric. | |

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|  | **Analyze human behavior, social institutions and/or patterns of culture using theories and methods of the social sciences.** |
| Guiding prompts: Identify examples of behavior, institutions, or cultural patterns students will explore in this course. What are some theories or methods students will employ to analyze them? In what ways might an instructor evaluate students on the acquisition of this skill?  N/A | |

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| **X** | **Identify interconnections among and differences between social institutions, groups, and individuals.** |
| Guiding prompts: Provide an example lesson that would allow students to identify these interconnections and differences. In what ways might an instructor evaluate students on the acquisition of this skill?  The structure of the entire course is built around the concept of systems, specifically their components, **interactions**, functions and dynamics. Within this structure, we examine the **interactions** within and across environmental, social and economic systems. As with first indicator (i.e., identifying fundamental concepts), the design of the course, including the regular diverse readings, guided reading questions and structured class activities help students to identify **interconnections** among and differences between social institutions, groups and individuals. One specific **example** of a way in which we highlight these **interconnections** and differences is by beginning each class period with a short review (5-8 minutes) of the material from the prior class period so that we can carry former ideas forward into the new material. Another **example** is that guided reading questions frequently ask students to identify the interactions and differences between various phenomena (esp. social phenomena) from prior readings, course activities, and their own lives. Lastly, **the midterm and final exams** are designed to function as hybrid assessment and learning activities. These exams are open book, open note, multi-day group assignments that ask students to present and support a structured argument in response to a question that can’t be definitively answered. The midterm question for this course specifically asks students about the **interconnections and differences** across multiple domains, including social institutions, groups and individuals. To prepare for the exam, students practice these skills through multiple assignments leading up to the exam. One **example** of this type of assignment from the guided reading questions is that, following a reading on the decline of the “American Dream,” students are asked to call a grandparent or older relative and ask him/her about what the “American Dream” was when he/she was the student’s age. Students are then asked to identify how these ideas are similar to or different from their own.  Through diverse examples, regular reading, guided reading questions, structured activities, regular review and course exams, this course creates scores of “micro-moments” to practice identifying interconnections among and differences between social institutions, groups and individuals. **Examples of interconnections** and differences between institutions, groups and individuals include: pre-history hunter gatherer groups, early agriculturalists, Native Americans, colonialists, modern Africa pastoralists, North American ranchers, conservationists, 18th century scientists, 20th century industrialists, TV viewers, conspiracy theorists, and college students and their families.  To **evaluate** students on the acquisition of this skill, they will complete a written midterm exam that asks them identify and describe interconnections between things (including: social institutions, groups and individuals). This is an essay-type exam, which is evaluated with a rubric that focuses on student’s quality of argument, use of evidence/support, organization, and representation of facts. For university-level assessment, this rubric will be mapped to the Pathways to General Education three-point rubric. | |

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| **X** | **Analyze the ways in which values and beliefs relate to human behavior and social relationships.** |
| Guiding prompts: How might students explore this relationship? In what ways might an instructor evaluate students on the acquisition of this skill?  Once again, the structure and design of the course create many opportunities for student to practice analyzing the ways that values and beliefs. The course begins with section on diverse **values** and end with a section on the tension between science and belief. Throughout the course, diverse values are highlighted as a driver of choice, or selection, in social and economic systems, and thus contribute to the evolution of cultural and economic practices and institutions. Guided reading questions help to facilitate a gradual transition, over the course of the semester, from the identification of concepts and interactions, to higher order thinking (e.g., applying, analyzing, and evaluating). Early in the semester the questions focus more on identifying information from the readings whereas later in the semester they focus more on applying and evaluating information. One **example** of this type of assignment from the guided reading questions is that, following a reading on denialism, students are asked apply lessons from the text to interview someone who denies something.  Through diverse examples, regular reading, guided reading questions, structured activities, regular review and course exams, this course creates scores of “micro-moments” to practice analyzing the ways that values and beliefs relate to human behavior and social relationships. **Examples** include values and beliefs surrounding: consumption, education, nature, science, North American ranching, polygamy, individualism, food and climate change.    To **evaluate** students on the acquisition of this skill, students will complete a written final exam that asks them to outline how we can build a more sustainable world in the face of an uncertain future. This exam will be assessed with the Pathways to General Education three-point rubric. Assessment for this learning indicator will focus on students’ appropriate use of course material to the ways in which values and beliefs relate human behavior and social relationships (e.g., Ketcham, Norton, White, Hylton, Cronon, Saitoti, Johnson, Diethlem, Meacham, Barabasi, Liswood). | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Critical Thinking in the Humanities

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Critical Thinking in the Humanities** involves the interpretation and analysis of texts and other created artifacts to understand ideas, values, and identities in various spatial, cultural, and temporal contexts. Courses or course sequences addressing this outcome must meet a majority of the learning indicators.

**Credit hours:** 6 credits

Choose at least a majority of the indicators of learning for this core learning outcome by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Identify fundamental concepts of the humanities.** |
| Guiding prompts: What are some fundamental concepts explored in this course? In what ways might an instructor evaluate students on the acquisition of this knowledge? | |

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|  | **Analyze texts and other created artifacts using theories and methods of the humanities.** |
| Guiding prompts: Identify some example texts and artifacts students will explore in this course. What are some theories and methods students might use to analyze them? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.** |
| Guiding prompts: Identify some example texts and artifacts for which students will interpret within the different contexts. In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Synthesize multiple complex sources and create a coherent narrative or argument.** |
| Guiding prompts: Identify examples of the types of sources students will be working with. Outline a potential product students will produce to demonstrate a coherent narrative or argument. | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you wish for this course to meet two core outcomes)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (as every course must meet at least one integrative outcome)

[Go to end of proposal form](#EndForm)

### Ethical Reasoning

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Ethical Reasoning** is the principled evaluation of moral and political beliefs and practices. In today’s complex and diverse world, ethical behavior requires more than just the desire to do the right thing. Foundational learning of ethical theories, issues, and applications provides tools that enable students to deliberate and to assess for themselves, claims about ethical issues in their personal, public, and professional lives. Courses addressing this outcome must meet a majority of the learning indicators.

**Credit hours:** This learning outcome will be met in conjunction with Core Outcomes. No extra hours will be necessary.

Please choose a minimum of two indicators by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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|  | **Explain and contrast relevant ethical theories.** |
| Guiding prompts: What are some relevant ethical theories students will explore within the context of the core outcome? In what ways might an instructor evaluate students on the acquisition of this knowledge? | |

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|  | **Identify ethical issues in a complex context.** |
| Guiding prompts: What are some ethical issues students might explore that fit within the context of the core outcome? In what ways might an instructor evaluate students on the acquisition of this skill? | |

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|  | **Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.** |
| Guiding prompts: Outline a lesson in which students articulate and defend positions on ethical issues grounded within the context of the core outcome. What would an effective defense look like? | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you want to review the core outcome information)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (if you wish for this course to meet both integrative outcomes)

[Go to end of proposal form](#EndForm)

### Intercultural and Global Awareness

*You can hide this section from viewing and printing by clicking on the section title, then clicking on the little arrow that pops up to the left… unless you are using a Mac, in which case you will just need to delete the sections that don’t apply to you…*

**Intercultural and Global Awareness** supports effective and appropriate interaction with a variety of people and different cultural contexts. Considerations of diversity and inclusion are crucial for students in an increasingly complex world. An important application of this learning is the critical analysis of global systems and legacies and their implications for people’s lives and the earth’s sustainability. Courses addressing this outcome must meet a majority of the learning indicators.

**Credit hours:** This learning outcome will be met in conjunction with Core Outcomes. No extra hours will be necessary.

Please choose a minimum of two indicators by putting an X in the box next to the indicator. As you complete the descriptions, please use real-world examples, particularly to explain discipline-specific vocabulary.

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| **X** | **Identify advantages and challenges of diversity and inclusion in communities and organizations.** |
| Guiding prompts: In what context will students be asked to identify these advantages and disadvantages? In what ways might an instructor evaluate students on the acquisition of this perspective?  The course includes two weeks of readings and class time focused directly on the challenges and opportunities of diversity in communities and organizations. Readings and guided reading questions address these issues in environmental, business and entertainment contexts.  **Specific Examples** of topics include: language and epistemological diversity within the EPA, characteristics of group work, diversity within organizations, cultural expressions of family, and representations of diversity on television. Furthermore, diversity is a recurring theme in the course, which is addressed more indirectly through **several other readings and class discussions**. Group exams also provide excellent opportunities to discuss and reflect on aspects of diversity. In addition, guided reading questions for other readings also address issues of diversity throughout the course. We view the course itself as a community – a type of social network, where diversity exists and must be fostered. Several aspects of the course design and practice reflect this commitment to engaging diversity. First, all students complete a student information sheet at the beginning of the course. This allows them to communicate aspects of the individuality directly to the professor. Second, the professor provides students with a formal, mid-semester, opportunity to rate the course and make suggestions for improvement. The results are then compiled and presented to the students. Generally, the course is adjusted in the second half of the semester to reflect this feedback. Third, small group discussion is a daily component of the course. This creates many opportunities in class for all students to share their perspectives. In a comparatively large class (approx. 90), these practices work well to create space for each student’s voice to be heard.  To **evaluate** students on the acquisition of this perspective, they will complete several reading and written homework assignments that address the advantages and challenges of diversity and inclusion in communities and organizations (e.g., Norton, White, Ketcham, Liswood, Saitoti, Cronon, Johnson). Homework assignments will be assessed with the Pathways to General Education three-point rubric. | |

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| **X** | **Interpret an intercultural experience from both one’s own and another’s worldview.** |
| Guiding prompts: What types of intercultural experiences will students evaluate from different perspectives? In what ways might an instructor evaluate students on the acquisition of this ability?  The aforementioned exercises to interview an older relative and someone who denies something are good **examples** of activities to help students interpret an intercultural experience (like the “American dream,” climate change, or creationism) from one’s own and another’s worldview. Regular small and large group discussions about subjective, sometimes relativistic, topics also provide many opportunities for students to experience other students’ worldviews. We also read passages from an autobiography by a Maasai warrior (Saitoti) from East Africa. This **example** prompts students to consider issues of family, education, and social networks from a radically different perspective than their own. Also, with this example I am able to discuss my personal research and illustrate for the students how we have come to learn (through painstaking research) many things (but not all things) about this resilient East African ethnic group. Throughout the course, reading note questions ask student how Saitoti might respond to various circumstances or ideas.  To **evaluate** students on the acquisition of this ability, students will complete three reading and homework assignments (e.g., Meacham, Saitoti, Deithelm) that ask them to interpret an intercultural experience from their own and another’s worldview. These related to family structure and lived experience, perceptions of the American Dream, and denialism. Homework assignments will be assessed with the Pathways to General Education three-point rubric. | |

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| **X** | **Address significant global challenges and opportunities in the natural and human world.** |
| Guiding prompts: What are some global challenges and opportunities addressed in this course? In what ways might an instructor evaluate students on the acquisition of this skill?  This course focuses on social and natural issues of sustainability in a global context.  To **evaluate** students on the acquisition of this skill, they will complete a written final exam that asks them to outline how we can build a more sustainable world in the face of an uncertain future. This exam will be assessed with the Pathways to General Education three-point rubric. Assessment for this learning indicator will focus on students’ appropriate use of course material to address challenges and opportunities in the natural and human world. | |

[Go back to Core Outcome Table](#CoreOutcomeTable) (if you want to review the core outcome information)

[Go to Integrative Outcome Table](#IntegrativeOutcomeTable) (if you wish for this course to meet both integrative outcomes)

[Go to end of proposal form](#EndForm)

## CLE Approval

As Pathways courses must also map to CLE credit (since there will be students operating under each program simultaneously), mark the appropriate Areas for which you think your course would fit.

If your course is already in CLE, put an X in the first row and mark the Areas in which your course currently resides.

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| --- | --- |
| X | Already in CLE? |
|  |  |
|  | Area 1: Writing and Discourse |
|  |  |
|  | Area 2: Ideas, Cultural Traditions, and Values |
|  |  |
| X | Area 3: Society and Human Behavior |
|  |  |
|  | Area 4: Scientific Reasoning and Discovery |
|  |  |
|  | Area 5: Quantitative and Symbolic Reasoning |
|  |  |
|  | Area 6: Creativity and Aesthetic Experience |
|  |  |
| X | Area 7: Critical Issues in a Global Context |