*For non-Pathways courses, form can be found here:* [*https://registrar.vt.edu/governance.html*](https://registrar.vt.edu/governance.html)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General Information | | | | | | | | | | | | | | |
| *Proposal Date:* | |  | | | | | | *Department:* | |  | | | | |
| *Course Designator and Number (Cross-listed Course Designator and Number):* | | | | | | | | |  | | | | | |
| *Title of Course:* | |  | | | | | | | | | | | *Credit Hours:* |  |
| *Course Transcript (ADP) Title (30 Characters & Spaces Maximum):* | | | | | | | |  | | | | | | |
| *Instructor and/or Departmental Contact:* | | | | |  | | | | | | | | | |
| *Contact Phone:* | |  | | | | *Contact E-mail:* | |  | | | | | | |
| *Please refer to Office of University Registrar for guidelines and policy requirements:*[*https://registrar.vt.edu/governance.html*](https://registrar.vt.edu/governance.html) | | | | | | | | | | | | | | |
| **Please count this course toward any of the following Scorecard Metrics areas:** | | | | | | | | | | | | | | |
|  | Study Abroad | |  | Service Learning | | |  | Experiential | | |  | Undergraduate Research | | |
| *Scorecard Metrics Definitions can be found here:*  [*https://registrar.vt.edu/faculty-toolbox/scorecard-metrics.html*](https://registrar.vt.edu/faculty-toolbox/scorecard-metrics.html) | | | | | | | | | | | | | | |
| **Please insert an X if this course should count toward First-Year Experience:** | | | | | | | | | | | | | | |
|  | First Year Experience (FYE) *Include approval letter from FYE Director. More information can be found here:* [*http://www.fye.vt.edu*](http://www.fye.vt.edu) | | | | | | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Select **ONE** of the following boxes | | | | | |
|  | **PATHWAYS Course** (fill out Parts I and II) | | | |  |
|  | New Course |  | Revised Course Revision > 20% \_\_\_\_\_\_\_ Revision < 20% \_\_\_\_\_\_\_ | | |
|  |  | | |  | |

*For* ***non-Pathways*** *courses, form can be found here:* [*https://registrar.vt.edu/governance.html*](https://registrar.vt.edu/governance.html)

***\*Please include a summary of course revisions to the Justification section of proposal***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| ***A:*** | ***Attach statement from Dean or Departmental Representative*** as to whether teaching this course, and/or inclusion of the course in the Pathways General Education will require or generate the need for additional departmental resources. | | | | |
| ***B:*** | ***Attach appropriate letters of support***(e.g., prerequisite, corequisite, or cross-list memo) from affected departments and/or colleges. | | | | |
| ***C:*** | ***Effective Semester:*** | | | | |
| ***D:*** | ***Change in Title From:*** |  | | | |
|  | ***To:*** |  | | | |
| ***E:*** | ***Change in Transcript Title (ADP) From:*** | |  | ***To:*** |  |
| ***F:*** | ***Change in Credit Hours From:*** | |  | ***To:*** |  |
| ***G:*** | ***Change in Lecture and/or Lab Hours From:*** | |  | ***To:*** |  |
| ***H:*** | ***Course Number(s) and Title(s) to be deleted from the Catalog with APPROVAL:*** | |  | | |

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

# Part I: Course Information

|  |
| --- |
| Catalog Description |
|  |

|  |
| --- |
| Learning Objectives |
| Having successfully completed this course, the student will be able to:  *NOTE: If you are also applying for Pathways approval, please indicate which of the Pathways core and/or integrative concepts correspond to each learning objective. For example, “ Students will be able to make a compelling oral presentation that demonstrates their understanding of the ethical implications associated with driverless cars [Discourse 1,2,5; Ethical Reasoning 2]” You may also simply align the Pathways concept language with your learning objectives.* |

|  |
| --- |
| Justification |
|  |

|  |
| --- |
| Prerequisites and Corequisites |
|  |

|  |
| --- |
| Texts and Special Teaching Aids |
| Please identify specific examples and whether these are Required or Recommended. If no required text, provide justification and include examples of “Recommended” materials that will be used. |

|  |
| --- |
| Topic Syllabus |
| Topic Percent of Course    Example Topic 1  Example Topic 2  Subtopic, as applicable when topics are >20%  Subtopic  Total: 100% |

|  |
| --- |
| Old (Current) Topic Syllabus |
| N/A for new courses. For an existing course that is being revised with a new course number, including the syllabus can be helpful. Copy-and-paste the topic syllabus from the proposal on file. |

# 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 concepts 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.*

**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. Use the headings of ‘Mission’, ‘Integration’, ‘Inclusivity,’ and ‘Relevance’ to organize your response.** *Limit your response to less than 400 words.*

|  |
| --- |
|  |

## 

## Outcomes

## Core Concepts

Please select the concept(s) this course will meet by inserting an X. Then click on the concept(s) you need to address to move to that section of the form. A course may be approved for no more than two core concepts. Instructors of the course will be responsible for the assessment of each concept and student learning outcome checked.

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

## Integrative Concept

Please select either or both of the Integrative Concept by inserting an X. Then click on the concept(s) you need to address to move to that section of the form. Instructors of the course will be responsible for the assessment of each concept and student learning outcome checked.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **From Pathways Curriculum Plan:**  Many existing courses will be immediately ready to meet one of these concepts. However, given that this aspect of Pathways may require more significant course redesign for some faculty, there will be a two-year period during which those faculty will develop strategies to include these concepts meaningfully in their general education courses. Special attention will be paid to those courses in which integration of these concepts might be perceived as particularly challenging. Courses not initially ready to meet one of these concepts may be provisionally approved for inclusion in general education so that there will be no interruption in availability of necessary courses to students. Within two years of the implementation of the curriculum, courses can be permanently approved through demonstration that they are meeting one of the concepts as demonstrated through assessment data. | | | |
|  |  |  |  |
|  | Check this box if seeking a provisional approval and will submit by Fall 2019 the portion of the proposal form that addresses the Integrative Concepts. | | |

### Discourse

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 student learning outcomes 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

|  |  |
| --- | --- |
|  | Is this an advanced/applied course? If so, please put an X in the box. If foundational, leave blank. |
|  | *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 student learning outcomes may be met across sets of courses in a curriculum.* |

Courses in the Discourse Concept will have to meet ALL student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |
| --- |
|  |

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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? | |

|  |  |
| --- | --- |
|  | **5. 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 Concept Table](#CoreOutcomeTable) (if you wish for this course to meet two core concepts)

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

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

### Quantitative and Computational Thinking

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 concept must meet a majority of the student learning outcomes. Only the combination and integration of quantitative and computational courses will serve to meet this concept.

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

|  |  |
| --- | --- |
|  | Is this an advanced/applied course? If so, please put an X in the box. If foundational, leave blank. |
|  | *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 a minimum of four of the student learning outcomes for this core concept by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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? | |

|  |  |
| --- | --- |
|  | **5. 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? | |

|  |  |
| --- | --- |
|  | **6. 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 Concept Table](#CoreOutcomeTable) (if you wish for this course to meet two core concepts)

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

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

### Reasoning in the Natural Sciences

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 concept must meet a majority of the student learning outcomes.

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

Choose a minimum of three of the student learning outcomes for this core concept by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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 Concept Table](#CoreOutcomeTable) (if you wish for this course to meet two core concepts)

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

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

### Critique and Practice in Design and the Arts

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 concept must meet a majority of the student learning outcomes. To meet this learning concept, students will study the arts and design thinking in two courses: either 1 design and 1 arts course.

**Credit hours:** 6 credits--3 design + 3 arts

Please mark if this course will meet “arts”, “design”, or both.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Arts |  | Design |  | Both Design AND Arts |

Choose a minimum of three of the student learning outcomes for this core concept by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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 this acquisition? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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? | |

|  |  |
| --- | --- |
|  | **5. Produce a fully developed work through iterative processes of design or the arts.** |
| Guiding prompts: Outline an example of a fully developed work students could 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 Concept Table](#CoreOutcomeTable) (if you wish for this course to meet two core concepts)

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

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

### Reasoning in the Social Sciences

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 concept 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 concept must meet a majority of the student learning outcomes.

**Credit hours:** 6 credits

Choose a minimum of three of the student learning outcomes for this core concept by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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? | |

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

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

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

### Critical Thinking in the Humanities

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**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 concept must meet a majority of the student learning outcomes.

**Credit hours:** 6 credits

Choose a minimum of three of the student learning outcomes for this core concept by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. Identify fundamental concepts of the humanities.** |
| Guiding prompts: What are some fundamental concepts explored in this course and how do they relate to the humanities? In what ways might an instructor evaluate students on the acquisition of this knowledge? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

|  |  |
| --- | --- |
|  | **4. 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 Concept Table](#CoreOutcomeTable) (if you wish for this course to meet two core concepts)

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

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

### Critical Analysis of Equity and Identity in the United States

*If you are not planning to address this concept, please delete the entire section from the proposal.*

**Critical Analysis of Equity and Identity in the United States** explores the ways social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses, influence the human condition and experience, with focus on the United States in particular or in comparative perspective.  It recognizes that people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context and in the context of Ut Prosim, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society. Students will gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.

**Credit hours:** This concept is worth 3 credits that can be double-counted with another core concept.

Please choose a minimum of three of the student learning outcomes by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students have the opportunity in the course to analyze how these elements intersect? How might an instructor evaluate student acquisition of this ability? | |

|  |  |
| --- | --- |
|  | **2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.** |
| Guiding prompts: How might students have the opportunity in the course to analyze social equity and diversity in the US? How might an instructor evaluate student acquisition of this competency? | |

|  |  |
| --- | --- |
|  | **3. Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).** |
| Guiding prompts: What are some examples of ‘creative works’ that students might explore in this course and how do they help students reimagine diversity in human experience in the US? How might an instructor evaluate student acquisition of this ability? | |

|  |  |
| --- | --- |
|  | **4. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students in the course demonstrate how aesthetic and cultural expressions mediate these elements? How might the instructor evaluate performance in this competency? | |

|  |  |
| --- | --- |
|  | **5. Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).** |
| Guiding prompts: How might students in the course analyze this interactive relationship? How might the instructor evaluate student acquisition of this capacity? | |

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

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

[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 concept must meet a majority of the student learning outcomes.

**Credit hours:** This integrative concept will be met in conjunction with Core Concepts. No extra hours will be necessary.

Please choose a minimum of two student learning outcomes by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.** |
| Guiding prompts: How might students have an opportunity in the course to articulate and defend positions on ethical issues? How might the instructor evaluate mastery of this ability? | |

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

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

[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 concept must meet a majority of the student learning outcomes.

**Credit hours:** This integrative concept will be met in conjunction with Core Concepts. No extra hours will be necessary.

Please choose a minimum of two student learning outcomes by putting an X in the box next to the outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

|  |  |
| --- | --- |
|  | **1. 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? | |

|  |  |
| --- | --- |
|  | **2. 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? | |

|  |  |
| --- | --- |
|  | **3. 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? | |

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

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

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

## CLE Approval

As Pathways courses will nearly always also map to CLE credit (since there will be students operating under each program simultaneously), mark the appropriate Area(s) for which you think your course would fit. A course can be approved for a MAX of two Areas.

If your course is already in CLE, put an X in the first row and mark the Area(s) in which your course currently resides. Please double-check that this is accurate.

|  |  |
| --- | --- |
|  | Already in CLE? |
|  |  |
|  | Area 1: Writing and Discourse (only applies to intro COMM and ENGL sequence) |
|  |  |
|  | Area 2: Ideas, Cultural Traditions, and Values |
|  |  |
|  | Area 3: Society and Human Behavior |
|  |  |
|  | Area 4: Scientific Reasoning and Discovery |
|  |  |
|  | Area 5: Quantitative and Symbolic Reasoning |
|  |  |
|  | Area 6: Creativity and Aesthetic Experience |
|  |  |
|  | Area 7: Critical Issues in a Global Context |