

Proposal for New and Revised General Education Courses

General Information			
Proposal Date		Department	
Course Designator and Number (Cross-listed Course Designator and Number)* <i>*General Education courses are normally 100 to 200 level courses</i>			
Title of Course			
Credit Hours** <i>**General Education courses are typically at least 3 credit hours (discipline dependent)</i>			

Alabama General Studies Curriculum (AGSC) Area: [Check box]

Area I: Written Composition

Area II: Humanities and Fine Arts

Area III: Natural Science and Mathematics

Area IV: History, Social, and Behavioral Sciences

Part I. Course Information

A. Catalog Description

B. Learning Outcomes
<i>Please indicate which of the USA General Education Student Learning Outcomes correspond to each learning objective. For example, "Students will be able to make a compelling oral presentation that demonstrates their understanding of a contemporary societal issue [Oral Communication: 1, 2]"</i>

Having successfully completed this course, the student will be able to:

- 1.
- 2.

C. Justification for Inclusion

Please indicate briefly how this proposal course aligns with the [goals and purpose of the General Education Curriculum at USA](#).

D. Prerequisites and Corequisites

E. AGSC Course Guidelines

Please indicate briefly how this proposal course aligns with the AGSC course guidelines for the corresponding Area ([I](#), [II](#), [III](#), [IV](#)).

[Crosswalk for AGSC course guidelines and USA General Education Student Core Curriculum Learning Outcomes](#)

Part 2: General Education Student Core Curriculum Learning Outcomes

Please use the space provided to briefly explain how the proposed course aligns with the course learning outcomes identified in Part 1, Section B

Written Communication

If you are not planning to address Written Communication, please ignore this section.

Courses in Written Communication will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will apply correct linguistic conventions (including grammar, diction, punctuation, and spelling).

Prompts to consider: Please describe the assignments, activities, or assessments that require students to demonstrate proficiency in standard written English. How does this course provide instruction and feedback on grammar, diction, punctuation, and spelling? How are these linguistic conventions assessed in student work?

Students will apply appropriate conventions associated with genres of communication.

Prompts to consider: Explain how the course introduces students to the conventions of one or more specific genres of writing. What instructional materials, activities, or assignments help students understand and apply the formal and stylistic conventions of these genres?

Students will respond effectively to the rhetorical situation (audience, purpose, argument, and form).

Prompts to consider: Provide examples of the kinds of written content students will produce. Describe the context, audience, or purpose for which this content will be produced. How will you assess students on the acquisition of this skill?

Students will perform research necessary to satisfy information needed.

Prompts to consider: What are the kinds of information sources that students will use to satisfy their information needs? How will they engage with these sources? How will you

<i>know they did?</i>

Aesthetic and Critical Interpretations

If you are not planning to address Aesthetic and Critical Interpretation please ignore this section.

Courses in Aesthetic and Critical Interpretation will have to meet the following student learning outcome. As you complete the description, please use examples, particularly to explain discipline-specific vocabulary.

Students will relate creative or analytical works to their genre or their cultural, logical, social, or historical contexts.
<i>Prompts to consider: As a result of your course, how will students be able to relate creative or analytical works to a genre or to cultural, logical, social, or historical contexts? What particular skills (e.g. interpretative, creative, or analytic skills) will students acquire in your course? How will your course facilitate the acquisition of these skills? How will you assess whether students have acquired these skills?</i>

Oral Communication

If you are not planning to address Oral Communication, please ignore this section.

Courses in Oral Communication will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will deliver messages with attention to audience, vocal variety, articulation, and nonverbal signals.
<i>Prompts to consider: Consider the assignments, activities, or assessments in which students are required to deliver a message to an audience. How does your course instruct students on adapting their delivery for a specific audience, utilizing vocal variety, ensuring clear articulation, and employing effective nonverbal signals? How are these specific delivery skills assessed?</i>

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Students will appropriately deliver ideas with a compelling central message, clear organization (introduction, body, and conclusion), and appropriate supporting evidence.
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<i>Prompts to consider: Explain how the course curriculum guides students in constructing a well-organized message with a clear central thesis and sufficient supporting evidence. What specific instructional materials, activities, or assignments teach students to structure their oral presentations logically with a distinct introduction, body, and conclusion? How will this be assessed?</i>
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Scientific Reasoning

If you are not planning to address Scientific Reasoning, please ignore this section.

Courses in Scientific Reasoning will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will explore issues in the natural sciences and collect relevant data.

<i>Prompts to consider: What specific natural science discipline(s) will be the focus? What specific research and data collection techniques will students learn?</i>

Students will analyze data based on natural phenomena that result in informed conclusions/judgments.
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<i>Prompts to consider: What data analysis skills will be developed? Will this include statistics, graphing, or the use of specific software? How will students learn to formulate a testable hypothesis and design a valid experiment? What ethical considerations related to scientific research and data collection will be addressed? How will this be assessed?</i>
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Quantitative Reasoning

If you are not planning to address Quantitative Reasoning, please ignore this section.

Courses in Quantitative Reasoning will have to meet the following student learning outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will demonstrate mathematical literacy through interpretation of mathematical forms and performing calculations.

<i>Prompts to consider: Will students learn to interpret and explain quantitative data presented in mathematical forms, such as equations, graphs, diagrams, and tables?</i>
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<i>Will students learn to create and use mathematical and/or statistical models to predict or analyze (simple or complex) real-world phenomena?</i>

<i>Will students learn to determine when computations are necessary and execute the appropriate ones?</i>

<i>Will students learn to make judgments and draw appropriate conclusions based on a quantitative analysis of data? How will this be assessed?</i>
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Historical Interpretations

If you are not planning to address Historical Interpretation, please ignore this section.

Courses in Historical Interpretation will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will read critically and evaluate primary and secondary sources concerning historical issues and problems.

<i>Prompts to consider: Please describe the assignments, activities, or assessments in which students are required to critically read and evaluate primary and secondary sources. How does this course instruct students on methods for source evaluation, such as identifying bias, understanding historical context, and corroborating information? How is this critical evaluation assessed?</i>

Students will organize and synthesize evidence to reveal an understanding of the complexity of human experience across time and/or space.

<i>Prompts to consider: Explain how the course assignments and activities guide students in organizing and synthesizing diverse forms of historical evidence (e.g., texts, images, material objects). What specific instructional materials or assignments teach students to construct a historical narrative or argument that demonstrates the complexity of human experience across different times or places?</i>
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Social Science Literacy

If you are not planning to address Social Science Literacy, please ignore this section.

Courses in Social Science Literacy will have to meet the following student learning outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will evaluate a claim using social scientific knowledge.

<i>Prompts to consider: Describe the assignments, activities, or assessments in which students are required to evaluate a claim using social scientific knowledge. How does the course introduce students to the methods of inquiry and standards of evidence within the social sciences? How will students learn to apply theoretical concepts and empirical evidence to assess the validity of claims about human behavior, social structures, or institutions? How will this be assessed?</i>
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Part III. Additional Submission Materials

1. Course syllabus [File upload]
2. Letter of Support from the Department Chair [file upload]