

LAC New Course Nomination Form

COURSE NAME:

PART A: PLEASE CHECK THE LIBERAL ARTS CORE AREA AND OUTCOMES THAT THE COURSE IS DESIGNED TO MEET. MOST COURSES WILL ALSO NEED TO MEET THE RELEVANT GTPATHWAYS OUTCOMES.

LIBERAL ARTS CORE AREA	LEARNING OUTCOMES
<p>Area 1. Communication (Composition)</p>	<ul style="list-style-type: none"> • Employ Rhetorical Knowledge <ul style="list-style-type: none"> a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. b. critique their own work and the work of others • Develop Content <ul style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). • Apply Genre and Disciplinary Conventions <ul style="list-style-type: none"> a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields. • Use Sources and Evidence <ul style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. • Control Syntax and Mechanics <ul style="list-style-type: none"> a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.
<p>Area 2. Mathematics</p>	<ul style="list-style-type: none"> a) Demonstrate good problem-solving habits, including: <ul style="list-style-type: none"> • estimating solutions and recognizing unreasonable results • considering a variety of approaches to a given problem, and selecting one that is appropriate • interpreting solutions correctly b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style d) Apply mathematical concepts, procedures, and techniques appropriate to the course e) Recognize and apply patterns or mathematical structure f) Utilize and integrate appropriate technology g) Demonstrate competency in Quantitative Literacy by being able to: <ul style="list-style-type: none"> 1) Interpret Information <ul style="list-style-type: none"> a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). 2) Represent Information <ul style="list-style-type: none"> a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). 3) Perform Calculations <ul style="list-style-type: none"> a. Solve problems or equations at the appropriate course level.

		<ul style="list-style-type: none"> b. Use appropriate mathematical notation. c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results. <p>4) Apply and Analyze Information</p> <ul style="list-style-type: none"> a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level. b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level. c. Make judgments based on mathematical analysis appropriate to the course level. <p>5) Communicate Using Mathematical Forms</p> <ul style="list-style-type: none"> a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication). <p>6) Address Assumptions (required of statistics courses only)</p> <ul style="list-style-type: none"> a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.
Area 3. Arts and Humanities		
	a. Arts	<ul style="list-style-type: none"> • Respond analytically and critically to works of artistic expression, by addressing all of the following: <ol style="list-style-type: none"> 1) Describe the basic elements and their effects on meaning in a work of art. 2) Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts. 3) Determine how a work reflects or rejects the major values or concerns of a historical era or culture. 4) Interpret themes or major concepts. (GTP Content Criteria for GT-AH1 Courses)
	b. Literature and Humanities	<ul style="list-style-type: none"> • Respond analytically and critically to literary or media works, by addressing all of the following: <ol style="list-style-type: none"> 1) Specific era(s) 2) Specific culture(s) 3) Themes or major concepts 4) Attitudes and values (GTP Content Criteria for GT-AH2 Courses)
	c. Ways of Thinking	<ul style="list-style-type: none"> • Respond analytically and critically to ways of thinking, by addressing one or more of the following: <ol style="list-style-type: none"> 1) Logic 2) Ethics 3) The different questions dealt with by leading philosophers and/or theologians and their position on those questions (GTP Content Criteria for GT-AH3 Courses)
	d. World Languages	<ul style="list-style-type: none"> • Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to: <ol style="list-style-type: none"> 1) Acquire intermediate skills in speaking, aural comprehension, reading,

		and writing in a language other than English, or 2) Acquire skills in American Sign Language. (GTP Content Criteria for GT-AH4 Courses)
	Global Area 3 SLOs Note: All Area 3 courses are to be designed to contribute to providing students with the experience needed to do all three of these things upon completing all the requirements of the Core.	<ul style="list-style-type: none"> • <i>Once students have completed the Core</i>, they should be able to <ol style="list-style-type: none"> 1) Describe at least one of the central differences between the ways in which at least two different cultures and/or historical periods have viewed the world in terms of their art, literature, philosophy, or language itself. 2) Demonstrate a solid basic understanding of at least one way in which art, literature, philosophy, or language itself has contributed substantially to shaping their own experience and/or the experiences of their fellow human beings. 3) Explain at least one salient difference between the artistic, literary, or philosophical approach or approaches to the world that they've studied in this area of the Core and the approaches to the world characteristics of the study of history and/or of the natural and social sciences. (UNC)
	Area 4. History	<ul style="list-style-type: none"> • Demonstrate a basic understanding of historical continuity and change. • Recognize that historical narratives are constructed by historians and change over time. • Recognize the difference between primary and secondary sources and begin to think critically and analytically about the past. • Compose an outside paper, driven by historical arguments, and supported by historical evidence.
	Area 5. Social & Behavioral Sciences	
	a. Economic and Political Systems	<ol style="list-style-type: none"> 1) Address Diversity: Use economic theories to explain diverse perspectives. 2) Civic Engagement: Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government. 3) Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or argument.
	b. Geography & c. Human & Social Systems	<ol style="list-style-type: none"> 1) Build Self-Awareness: Demonstrate how one's own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2) Examine Perspectives: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems. 3) Address Diversity: Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. 4) Critical Thinking: Demonstrate the ability to ask research questions, judge the quality of research sources, and/or use information to explain an issue or arguments
	Area 6. Physical & Life Sciences	<ol style="list-style-type: none"> 1) Explain the fundamental concepts within the scientific field of study at the introductory level. (UNC) 2) Explain relevance of the science content to real world topics affecting humanity. (UNC) 3) Evaluate the quality of evidence in a scientific argument. (UNC)

		<p>4) Select or Develop a Design Process. a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline. (GTP IA 4.)</p> <p>5) Analyze and Interpret Evidence. a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus. (GTP IA 5.)</p> <p>6) Analyze and Interpret Evidence. b. Utilize multiple representations to interpret the data. (GTP IA 5.)</p> <p>7) Draw Conclusions. a. State a conclusion based on findings. (GTP IA 6.)</p> <p>8) Interpret Information. a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). (GTP QL 1.)</p> <p>9) Represent Information. a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). (GTP QL 2.)</p>
	Area 7. International Studies	<ul style="list-style-type: none"> • Demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English languages. • Demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems. • Demonstrate an understanding of different theoretical, cultural and intellectual perspectives within a global context. • Critical and Analytical Thinking: Demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues in the natural and human world in a global context.
	Area 8. Multicultural Studies in the U.S.	<ul style="list-style-type: none"> • Demonstrate a basic understanding of the life experiences and perspectives of individuals and groups with various racial, ethnic, gender, sexuality, class, disability and national identities within the United States • Demonstrate a basic understanding of the interrelationship of various identities within the United States. • Demonstrate knowledge about the historic origins of ethnic pluralism in the United States. • Critical and Analytical Thinking: Demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues related to multiculturalism in the United States.

PART B. PLEASE SUBMIT A COURSE SYLLABUS THAT CONFORMS TO THE LIBERAL ARTS CORE SYLLABUS STANDARDS [\[link\]](#).

PART C. PLEASE COMPLETE NUMBERS 1-2 BELOW.

1. What does this course contribute to the Liberal Arts Core curriculum that adds to the current course offerings?
2. Please provide supporting documents such as course assignments, curriculum guides, or assessments that show how students will demonstrate achievement of/progress toward the area learning outcomes (i.e. how do you know your students learned what you want them to learn?).

PART D. COURSE RESUBMISSION

COMPLETE ONLY IF THIS COURSE IS BEING RESUBMITTED FOR CONSIDERATION IN THE LIBERAL ARTS CORE.

What concerns did the Liberal Arts Council have with the previous submission?

How has the course been modified to address the concerns raised by the Liberal Arts Council?

