



EPC PROPOSAL FORM

Originating Academic Unit: Core Curriculum Committee

Date Proposal Submitted: April 6, 2021

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Manager (facgov@plu.edu).

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, see '2. *Flowchart of Usual Procedure for Curriculum Revision*' and '5. *Checklist for Developing Proposals*' in the EPC Manual, found in the [Faculty Handbook](#) (Section III, Part VI).

PROPOSAL SUMMARY

Provide a summary of the proposal.

Proposal to add Learning Outcomes to the core curriculum.

To add to the coherence and cohesion of our core curriculum, the CCC proposes to assign assessable learning goals to each general education core element (e.g., SO, NS, LT, and so on). These outcomes will be required of any course that counts for credit in the core.

Faculty will apply to have their course count for the element by explaining how the course meets the particular learning outcomes required for the element (see the attached handout). CCC will review these proposals and approve courses based on student enrollment. Priority will be given to courses that are offered at least once every two years and courses that are offered at the 100- and 200-level. However, approximately 20% of core courses need to remain at the 300-level to serve the needs of transfer students working to meet the 40-hour rule.

Outcomes are drawn directly from the learning objectives currently published for each element in our distributional core (see the attachment for a draft of individual outcomes). Currently, element-specific learning outcomes range in number from 3 to 19 (per element). This proposal limits each element to 3 clearly assessable outcomes in an effort to promote more coherence and cohesion and to make the assessment process much easier. At least one assignment in every course carrying any particular element must provide students with an opportunity to demonstrate learning in these required outcome areas.

Importantly, the outcomes included in this realignment will be required for the assessment of the Core only. Individual faculty members, as well as departments and programs, may elect to include additional (course- and discipline-specific) learning outcomes in any course carrying a general education core element. This would include learning outcomes relevant for students taking the course for credit in the major or minor (if the course also counts in those programs). However, the CCC will only assess outcomes listed for the core. Assessment of each element will take place on a 5-year cycle following NWCCU accreditation standards. This assessment process will allow us to refine these outcomes and identify the central learning students complete in the core. These learning objectives will improve as we move through the assessment cycle.

By clearly defining learning goals, we can work intentionally to design tools for generating meaningful and appropriate measures of student learning across courses and disciplines. Further, aligning distributional elements to learning outcomes will facilitate a clear, convenient, and sustainable assessment cycle based on particular elements.

TYPE OF PROPOSAL

Check all the appropriate boxes.

TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- Change course number
- Change course title
- Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- Prerequisite change within the academic unit only
- Catalog correction (editorial)

[] TYPE 2: SUBSTANTIVE CHANGES [complete all sections, including signatures]

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|--|--|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Add GenEd Element to existing course** |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Revise curriculum** | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: Add Learning Outcomes to general education courses | |

[] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL [complete all sections, including signatures]

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> New Degree** | <input type="checkbox"/> New Major** | <input type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | | | |
| <input checked="" type="checkbox"/> Other: Adding Learning Outcomes to the General Education description | | | |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

** A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

The general education core is our best opportunity to create a solid liberal arts foundation for learning in the major and in professional contexts after graduation. General education is central to our mission of educating well-rounded students who think, lead, and serve for the common good.

Also pressing (though subordinate to the quality of the education we provide), our accreditor has called on us to make substantive change to how we think about program design and assessment. Specifically, they have called for 3 changes:

1. Employ meaningful and appropriate measures for indicating the achievement of identified student learning outcomes (Standard 4.A.1)
2. Implement a more comprehensive and effective system of documentation of program learning outcomes achievement (Standard 4.A.3)
3. Clarify the alignment, correlation, and integration of general education outcomes with the Integrative Learning Outcomes (Standard 4.A.4 and 4.B.2)

Our revised core learning objectives present a vision of general education that is more clearly focused on student learning in that it emphasizes transparent core standards. These standards can be conveniently assessed on a regular basis.

From an assessment perspective, the program as currently designed and delivered is unsustainable. Our existing program is a distributional arrangement, and is based on departmental and divisional program outcomes. The result is a total of more than 191 learning outcomes articulated for the whole core, ranging from 3 to 19 for a given general education element. Additionally, there are 5 Integrated Learning Outcomes, which are written with at least 3 sub-outcomes each. Between the ILOs and the department/division outcomes our core program has more than 206 published learning objectives.

In addition to this problem of scale, students have trouble understanding the value of each required course; advisers have trouble explaining the goals of courses in the program; and faculty sometimes view the core as an entity largely in service to their major (e.g., for recruitment or for filling seats in courses that are required for a major) or of little relevance or import to their particular program (if it does not offer courses that count in the core).

For all these reasons, we know little about the strengths and limitations of our general education curriculum. This EPC proposal is designed to provide more focused learning objectives and assessment in order to improve our understanding of student learning in the general education program.

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

PLU's General Education Program prepares graduates to ask significant questions, engage relevant knowledge, and wrestle with complex issues. The program is rooted in the classical liberal arts and sciences as understood within the Lutheran educational tradition, and is grounded in an understanding of scientific perspectives, mathematics, languages, and the long-standing traditions of critical discourse about nature, humanity, and the world. The array of academic disciplines has developed as a set of lenses through which we view the world. Through exposure to current

procedures, methods, and accumulated knowledge of those disciplines, PLU welcomes students into on-going conversations about nature and the human condition. While immersed in these rigorous conversations, students are challenged to think critically, discern and formulate values, express themselves effectively and creatively, interact with others respectfully, and understand the world from various perspectives. By this means, PLU educates students for courageous lives: lives of thoughtful inquiry, service, leadership, and care—for other people, their communities, and the earth.

The following are the specific elements of the PLU General Education Program.

- **Embracing the Life of the Mind: First-Year Experience Program (4):** This program prepares students for successful participation in PLU's distinctive academic and co-curricular culture by promoting critical thought, impassioned inquiry, and effective expression in learning communities that are both supportive and challenging.
 - **Writing Seminar (FW) (4):** *These seminars focus on writing, thinking, speaking, and reading. Students encounter writing as a way of thinking, of learning, and of discovering and ordering ideas; working with interdisciplinary themes, students practice the various academic conventions of writing.*
 - **Inquiry Seminar (F):** *These four credit seminars introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program.*
 - **J-Term:** *These four credit J-Term courses are a unique opportunity for students to engage in the intensive study of one subject and to participate in the broader co-curriculum of the campus.*
 - **Note:** Inquiry and J-Term courses may concurrently fulfill another GenEd and/or major/minor requirement.
- **Engaging Arts and Performance (8):** The study and experience of art, music, theatre, communication, and movement engage self-discovery and creativity while cultivating an appreciation for shared traditions of human expression.
 - **Art, Music, Theatre (AR) (4):** The arts celebrate creative expression through an exploration of individual talents, masterworks, and the role of artistic voice in building community and culture. Students are invited to study and/or produce artistic works.
 - i. **Art:** *provides students with a foundation relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. We are educating students to have an intricate role in art and society for the 21st Century.*
 - i. **Music:** *brings together students, faculty, and the public to explore, understand, present and appreciate the musical arts in all forms, genres and cultures.*
 - i. **Theatre:** *through a combination of scholarship and practice, the PLU program in Theatre creates opportunities for students to develop a critically reflective appreciation of the enduring challenges of the human condition through text and performance, and to understand the centrality of theatrical performance as a mode of knowing across cultures and societies.*
 - **Physical Activity (PE) (4):** Physical activity provides the opportunity to explore, understand, cultivate, and appreciate the values, skills, and abilities that support a commitment to being physically active throughout the lifespan. Participation in these courses encourages the integration of the whole person in body, mind, and spirit.
- **Interpreting Living Traditions for a Humane Future (16):** Drawing on the rich traditions of languages and literatures, religion, and philosophy, the Humanities cultivates an intellectual and imaginative connection between a living past and the global challenges of our future. Humanities courses engage the complex traditions that shape the ways we think about and act in the world.
 - **Literature (LT) (4):** *Literary study explores how writers from a vast array of cultural*

traditions have used the creative resources of language—in fiction, poetry, drama, and non-fiction prose—to explore the entire range of human experience. The practice of reading literary texts exercises the imagination, cultivates a capacity for understanding ambiguity and complexity, and instills a sensitivity to the diversities of human existence. Literary study builds skills of analytical and interpretive argument, helping students become creative and critical writers.

- **Philosophy (PH) (4):** *Philosophy cultivates, through reasoned argument, the individual ability to develop responses to life’s deepest questions and most significant decisions. Students engage collectively in a sustained and systematic examination of fundamental concepts about meaning, thought, and action important to human existence.*
- **Religion (8):** *The study of religion at PLU builds on the historic strengths of Lutheran higher education and enhances global perspectives that reflect our commitment to human communities and the world. This discipline engages students in the scholarly study of sacred texts and practices, histories, theologies, and ethics. Students are invited to investigate the historical and cultural relevance and implications of religion for individuals, communities, and the earth. Students take one course in Christian Traditions and one course in Global Religious Traditions.*
- . **Christian Traditions (RC) (4):** *examines diverse forms of Christianity within their historical, cultural, and political context.*
- i. **Global Religious Traditions (RG) (4):** *highlights PLU’s commitment to local-global education through analysis of diverse religions, both here and abroad.*
 - **Language Study:** *PLU encourages the study of a second language either on campus or through a study away program. Knowledge of a language other than one’s own is a hallmark of a well-rounded liberal arts education, a pathway to global citizenship, a relevant skill in the global workplace, and a requirement for many graduate programs.*
- **Exploring Nature and Number (12):** *These courses invite exploration of the natural world around and within us and provide expression of our human inclination to order what we see and to think in quantitative terms.*
 - **Mathematical Reasoning (MR) (4):** *Study in mathematics sharpens the mind for lifelong service by developing a command of logical argument, abstract reasoning, pattern recognition, and quantitative analysis. The ability to work with quantitative information lies at the heart of informed citizenship in the twenty-first century; it opens the doors to many traditional and new careers; and it enables the individual to navigate in the increasingly complicated quantified world.*
 - **Natural Sciences, Computer Science, or Mathematics (NS) (4):** *The universe beyond the earth, the earth itself, living organisms, the details of molecules, atoms, subatomic particles—all can be awe-inspiring when we have information and know descriptive and mathematical relationships to explain them. To begin to gain an appreciation for this complex world and its relationships, students take one course from the following disciplines:*
 - . **Biology:** *develops an understanding and appreciation for the unity and diversity of life and the integrative nature of biological science.*
 - i. **Chemistry:** *involves the study of matter at the atomic and molecular level. Concepts and tools of chemistry are used to study the composition, structure, reactivity, and energy changes of materials in the world around us.*
 - i. **Computer Science:** *sharpens the ability to critically analyze problems and to precisely state the logic of their solutions, whether those solutions are embedded in machine code or neuron connections in an organic brain.*
 - i. **Geosciences:** *studies the Earth’s features, processes, history, human resource use and its impact on the Earth, and geologic hazards and their impact on human societies.*

1. **Math:** *develops skills of logical argument, abstract reasoning, pattern recognition, and quantitative analysis necessary for wise citizenship in an increasingly quantitative twenty-first century.*
1. **Physics:** *investigates, at the most fundamental level, the structure of matter and the laws of nature at work in our universe.*
- **Science and Scientific Method (SM) (4):** Scientists make observations and study the observations of others. They imagine explanations for what they observe (create hypotheses) and design experiments or other means to test those explanations. They sharpen and deepen their explanations based on the experimental results. This laboratory-rich course is an invitation to be a scientist for a while—to learn to apply scientific thinking to solve problems.
 - **Investigating Human Behavior, Culture, and Institutions (SO) (8):** The social sciences investigate individual and collective human behavior, and the history, development and variation of human culture and institutions. To assure exposure to a wide variety of social science concepts, theories, and methods, students must select at least two courses chosen from different disciplines.
 - **Anthropology:** *studies human cultural and biological similarities and differences from prehistory to the present.*
 - **Economics:** *studies human behavior, institutions, and policies with the objective of using limited resources efficiently.*
 - **History:** *studies variation and development over time and space within human societies, cultures, and institutions.*
 - **Political Science:** *studies power relations, within and between societies and other units of human organization.*
 - **Psychology:** *studies mental processes, brain, and behavior, and the relationships among them.*
 - **Social Work:** *studies the relationships among individuals, families, groups, communities and organizations to facilitate change and promote social justice.*
 - **Sociology:** *studies social structure and social interaction, and the social factors contributing to change in each.*
 - **Encountering Perspectives on Diversity (8):** Study of diversity promotes awareness that different cultural perspectives exist within our own society and around the world. This element of the program offers students critical tools for assessing values within a cultural context. Viewing our own values in the larger comparative context provides an opportunity for introspection that allows students to question values and arrive at informed commitments.
 - **Alternative Perspectives (A):** *This element of the program creates an awareness and understanding of diversity in the United States, directly addressing issues such as ethnicity, gender, disability, racism, or poverty.*
 - **Cross-Cultural Perspectives (C):** *This element of the program enhances cross-cultural understandings through examination of other cultures.*

Students complete four credits from each of the two lines. The A-designated course may concurrently fulfill another GenEd or major/minor requirement. The C-designated course may concurrently fulfill another GenEd or major/minor requirement.
 - **Producing and Presenting Culminating Scholarship:** Senior Seminar/Project (SR): A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student's field. These credits count in the major.

Total Program Specific Semester Hours: 48

General education matters for who you are and who you will become. We invite you to see the way in which this program intersects with your major and electives and prepares you for meaningful careers and courageous lives.

Proposed Catalog Language: (note changes in **Blue Bold** and ~~Blue Strikeout~~)

PLU's General Education Program prepares graduates to ask significant questions, engage relevant knowledge, and wrestle with complex issues.

The program is rooted in the classical liberal arts and sciences as understood within the Lutheran educational tradition, and is grounded in an understanding of scientific perspectives, mathematics, languages, and the long-standing traditions of critical discourse about nature, humanity, and the world. The array of academic disciplines has developed as a set of lenses through which we view the world. Through exposure to current procedures, methods, and accumulated knowledge of those disciplines, PLU welcomes students into on-going conversations about nature and the human condition. While immersed in these rigorous conversations, students are challenged to think critically, discern and formulate values, express themselves effectively and creatively, interact with others respectfully, and understand the world from various perspectives. By this means, PLU educates students for courageous lives: lives of thoughtful inquiry, service, leadership, and care—for other people, their communities, and the earth.

The following are the specific elements of the PLU General Education Program.

A. Embracing the Life of the Mind: First-Year Experience Program (4): This program prepares students for successful participation in PLU's distinctive academic and co-curricular culture by promoting critical thought, impassioned inquiry, and effective expression in learning communities that are both supportive and challenging.

Writing Seminar (FW) (4): *These seminars focus on writing, thinking, speaking, and reading. Students encounter writing as a way of thinking, of learning, and of discovering and ordering ideas; working with interdisciplinary themes, students practice the various academic conventions of writing. After completing the First-Year Writing Seminar (or an equivalent WR course):*

- **Students will employ rhetorical strategies effective for a specific context, purpose, and audience.**
- **Students will articulate, develop, and support an argument, point of view, or position, effectively using evidence relevant to the context.**
- **Students will implement strategies for revising the content, structure, and organization of their ideas.**

Inquiry Seminar (F) (4): *These for credit seminars introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program. After completing the First-Year Inquiry Seminar:*

- **Students will identify the topics of study, the kinds of questions scholars pursue, and what counts as valid evidence in the discipline/field.**
- **Students will identify and practice the strategies used for the communication of knowledge in a discipline/field.**

J-Term: *These four credit J-term courses are a unique opportunity for students to engage in*

the intensive study of one subject and to participate in the broader co-curriculum of the campus. As part of the First-Year Experience Program, first-year students are required to complete a course on campus.

Note: Inquiry and J-Term courses may concurrently fulfill another GenEd and/or major/minor requirement.

B. Engaging Arts and Performance (8): The study and experience of art, music, theatre, communication, and movement engage self-discovery and creativity while cultivating an appreciation for shared traditions of human expression.

Art, Music, Theatre (AR) (4): The arts celebrate creative expression through an exploration of individual talents, masterworks, and the role of artistic voice in building community and culture. Students are invited to study and/or produce artistic works. **By completing the AR course:**

- Students will comprehend the various artistic skills and processes that contribute to a finished production or product.
- Students will evaluate aesthetic quality through analysis and judgment about works of art in a given medium.

Art: provides students with a foundation relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. We are educating students to have an intricate role in the art and society for the 21st Century.

Music: brings together students, faculty, and the public to explore, understand, present, and appreciate the musical arts in all forms, genres and cultures.

Theatre: through a combination of scholarship and practice, the PLU program in Theatre creates opportunities for students to develop a critically reflective appreciation of the enduring challenges of the human condition through text and performance, and to understand the centrality of theatrical performance as a mode of knowing across cultures and societies.

Physical Activity (PE) (4): Physical activity provides the opportunity to explore, understand, cultivate, and appreciate the values, skills, and abilities that support a commitment to being physically active throughout the lifespan. Participation in these courses encourages the integration of the whole person in body, mind, and spirit.

By completing the PE 100 requirement:

- Students will know how to plan and engage in physical activity that supports active living.
- Students will identify how health behaviors (e.g. nutrition, stress management) impact overall health and well-being.

By completing 3 Activity Courses students will:

- Students will learn the basic knowledge and skills necessary for successful participation in the activity.
- Students will explain how participation in a range of physical activities supports lifelong physical activity and wellness.

C. Interpreting Living Traditions for a Humane Future (16): Drawing on the rich traditions of languages and literatures, religion, and philosophy, the Humanities cultivates an intellectual and imaginative connection between a living past and the global challenges of our future. Humanities courses engage the complex traditions that shape the ways we think about and act in the world.

Literature (LT) (4): Literary study explores how writers from a vast array of cultural traditions have used the creative resources of language—~~in fiction, poetry, drama, and non-fiction prose~~— to explore the entire range of human experience. ~~The practice of reading literary texts exercises the imagination, cultivates a capacity for understanding ambiguity and complexity, and instills a sensitivity to the diverse human existence. Literary study builds skills of analytical and interpretive argument, helping students become creative and critical writers.~~ **By completing the LT requirement:**

- **Students will use relevant interpretive strategies to pose critical questions about literary texts.**
- **Students will identify and explain how the formal elements of language and genre shape meaning in literary texts.**
- **Students will draw conclusions that consider multiple perspectives and prioritize relevant evidence in the development of well-reasoned arguments.**

Philosophy (PH) (4): Philosophy cultivates, through reasoned argument, the individual ability to develop responses to life's deepest questions and most significant decisions. ~~Students engage collectively in a sustained and systematic examination of fundamental concepts about meaning, thought, and action important to human existence.~~ **By completing the PH requirement:**

- **Students will identify and justify the beliefs and values that inform their decision making.**
- **Students will interpret complex philosophical texts.**
- **Students will critique the arguments of others, fairly and respectfully.**

Religion (8): The study of religion at PLU builds on the historic strengths of Lutheran higher education and enhances global perspectives that reflect our commitment to human communities and the world. ~~This discipline engages students in the scholarly study of sacred texts and practices, histories, theologies, and ethics. Students are invited to investigate the historical and cultural relevance and implications of religion for individuals, communities, and the earth.~~ Students take one course in Christian Traditions and one course in Global Religious Traditions.

Christian Traditions (RC) (4): **By completing the RC requirement:**

- **Students will locate Christian traditions within their historical, cultural, or political contexts.**
- **Students will analyze the way in which Christian traditions have shaped human purpose, meaning, or action.**
- **Students will apply a method from the academic study of religion as they create well-supported written or verbal arguments.**

Global Religious Traditions (RG) (4): **By completing the RG requirement:**

- **Students will locate one or more global traditions within their historical, cultural, or political contexts.**

- Students will be able to explain “religion” as a category of analysis, and identify how it shapes human purpose, meaning, or action.
- Students will apply a method from the academic study of religion as they create well-supported written or verbal arguments.

Language Study: PLU encourages the study of a second language either on campus or through a study away program. Knowledge of a language other than one’s own is a hallmark of a well-rounded liberal arts education, a pathway to global citizenship, a relevant skill in the global workplace, and a requirement for many graduate programs.

D. Exploring Nature and Number (12): These courses invite exploration of the natural world around and within us and provide expression of our human inclination to order what we see and to think in quantitative terms.

Mathematical Reasoning (MR) (4): Study in mathematics sharpens the mind for lifelong service by developing a command of logical argument, abstract reasoning, pattern recognition, and quantitative analysis. ~~The ability to work with quantitative information lies at the heart of informed citizenship in the twenty-first century; it opens the doors to many traditional and new careers; and it enables the individual to navigate in the increasingly complicated quantified world.~~ **By completing the MR requirement:**

- Students will reason and solve quantitative problems.
- Students will demonstrate the ability to work with mathematical notations, techniques, and concepts.

Natural Sciences, Computer Science, or Mathematics (NS) (4): The universe beyond the earth, the earth itself, living organisms, the details of molecules, atoms, subatomic particles—all can be awe-inspiring when we have information and know descriptive and mathematical relationships to explain them. ~~To begin to gain an appreciation for this complex world and its relationships, students take one course from the following disciplines.~~ Students will take one NS course from **Biology, Chemistry, Computer Science, Geosciences, Math, of Physics.**

- ~~*Biology: develops an understanding and appreciation for the unity and diversity of life and the integrative nature of biological science.*~~
- ~~*Chemistry: involves the study of matter at the atomic and molecular level. Concepts and tools of chemistry are used to study the composition, structure, reactivity, and energy changes of materials in the world around us.*~~
- ~~*Computer Science: sharpens the ability to critically analyze problems and to precisely state the logic of their solutions, whether those solutions are embedded in machine code or neuron connections in an organic brain.*~~
- ~~*Geosciences: studies the Earth’s features, processes, history, human resource use and its impact on the Earth, and geologic hazards and their impact on human societies.*~~
- ~~*Math: develops skills of logical argument, abstract reasoning, pattern recognition, and quantitative analysis necessary for wise citizenship in an increasingly quantitative twenty-first century.*~~
- ~~*Physics: investigates, at the most fundamental level, the structure of matter and the laws of nature at work in our universe.*~~

By completing the NS requirement:

- Students will understand and apply basic concepts from a particular discipline of the natural sciences.
- Students will identify and explain organizing models of a discipline.
- Students will identify social and ethical issues pertaining to a discipline.

Science and Scientific Method (SM) (4): Scientists make observations and study the observations of others. They imagine explanations for what they observe (create hypotheses) and design experiments or other means to test those explanations. They sharpen and deepen their explanations based on the experimental results. This laboratory-rich course is an invitation to be a scientist for a while—to learn to apply scientific thinking to solve problems. **By completing the SM requirement:**

- Students will use the scientific method to explore the natural world.
- Students will identify and assess hypotheses or meaningful questions based on their study of the natural world.
- Students will draw logical conclusions from experiments, observations, and/or relevant sources.

E. Investigating Human Behavior, Culture, and Institutions (SO) (8): The social sciences investigate individual and collective human behavior, and the history, development and variation of human culture and institutions. To assure exposure to a wide variety of social science concepts, theories, and methods, students must select two courses from two distinct social science departments. They can choose from ~~different disciplines~~ **Anthropology, Economics, History, Political Science, Psychology, Social Work, or Sociology and Criminal Justice.**

- ~~**Anthropology:** studies human cultural and biological similarities and differences from prehistory to the present.~~
- ~~**Economics:** studies human behavior, institutions, and policies with the objective of using limited resources efficiently.~~
- ~~**History:** studies variation and development over time and space within human societies, cultures, and institutions.~~
- ~~**Political Science:** studies power relations, within and between societies and other units of human organization.~~
- ~~**Psychology:** studies mental processes, brain, and behavior, and the relationships among them.~~
- ~~**Social Work:** studies the relationships among individuals, families, groups, communities and organizations to facilitate change and promote social justice.~~
- ~~**Sociology & Criminal Justice:** studies social structure and social interaction, and the social factors contributing to change in each.~~

By completing the first course of the SO requirement:

- Students will understand and apply foundational concepts within a particular discipline of the social sciences.
- Students will systematically analyze human behavior in relation to social context, group behavior, or cultural norms.

By completing the second course of the SO requirement:

- Students will display knowledge of cultural norms and biases.

- **Students will evaluate the relationships between culture, social structures, and/or human behaviors and actions.**

F. Encountering Perspectives on Diversity (8): Study of diversity promotes awareness that different cultural perspectives exist within our own society and around the world. This element of the program offers students critical tools for assessing values within a cultural context. Viewing our own values in the larger comparative context provides an opportunity for introspection that allows students to question values and arrive at informed commitments.

Alternative Perspectives (A): This element of the program creates an awareness and understanding of diversity in the United States, directly addressing issues such as ethnicity, gender, disability, racism, or poverty. **By completing the A requirement:**

- **Students will examine diverse social perspectives and traditions in a US context.**
- **Students will examine a diverse range of cultural expressions in a US context.**

Cross-Cultural Perspectives (C): This element of the program enhances cross-cultural understandings through examination of other cultures. **By completing the C requirement:**

- **Students will examine cultural and social perspectives and traditions in a global context.**
- **Students will engage diverse perspectives to understand a variety of social conditions and cultural contexts.**

Students complete four credits from each of the two lines. The A-designated course may concurrently fulfill another GenEd or major/minor requirement. The C-designated course may concurrently fulfill another GenEd or major/minor requirement.

G. Producing and Presenting Culminating Scholarship: Senior Seminar/Project (SR): A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student's field. These credits count in the major. **In the capstone:**

- **Students will integrate and/or apply what they have learned in their general education and major/minor coursework (and co-curricular activities, as appropriate) to a substantive project.**
- **Students will apply one or more theories or concepts from their discipline to an analysis of a particular issue relevant to the field.**
- **Students will share their work with members of their scholarly community.**

Total Program Specific Semester Hours: 48

General education matters for who you are and who you will become. We invite you to see the way in which this program intersects with your major and electives and prepares you for meaningful careers and courageous lives.

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/>	Yes,	<input checked="" type="checkbox"/>	?	Times [If yes, the parameters must be clear in course description]	<input type="checkbox"/>	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input type="checkbox"/>	Standard Letter	<input type="checkbox"/>			<input type="checkbox"/>	Pass/Fail
Anticipated Enrollment:	<input type="text"/>						
Course Syllabus Attached**:	<input type="checkbox"/>	Yes	<input type="checkbox"/>			<input type="checkbox"/>	No

**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

Yes (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

No

- | | |
|---|--|
| <input type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Physical Activity PE |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

Yes

No (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)
Yes. All Departments, Divisions, and Schools are affected through their contributions to our general education curriculum and their students' needs to meet General Education Requirements. The Core Curriculum Committee requested direct and indirect feedback from every Department, Program, and School at the University.

No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

Yes (Explain and indicate if support services have been consulted)

No

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

Our current faculty will be teaching core curriculum courses that are already included in their teaching loads. We will coordinate seats per element based on what will be offered.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

No

Our faculty currently teach and offer a sufficient number of courses to satisfy student demand. No additional courses will be needed.

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Laura McCloud, Chair of Core Curriculum Committee
Department Chair/Program Chair/Associate Dean

December 12, 2020
(Date)

Dean

(Date)

Provost

(Date)

Forwarded with Endorsement

Forwarded with Reservations



Carol Bautista <bautisca@plu.edu>

ECP: Revised CCC Proposal and Agenda for this week

Joanna Gregson <gregsojg@plu.edu>

Tue, Apr 6, 2021 at 10:01 AM

To: Laura McCloud <mclclouds@plu.edu>

Cc: Carol Bautista <bautisca@plu.edu>, Svend Ronning <ronninsj@plu.edu>, Jan Lewis <lewisjp@plu.edu>

Thanks, Lauri!

Forwarded with endorsement.

Joanna

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