

OFFICIAL MINUTES

**General Education Committee Meeting
Fifth Meeting/Academic Year 2022-2023
Virtual on Teams Only
12:30 – 3:00 p.m., Thursday, January 26, 2023**

Voting Members Present: A. Schatteman, Chair (Baccalaureate Council); S. Sharp (CLAS); J. E. Strid (BC); Yipeng Liu (CBUS); C. Abreu (CLAS); S. Takai (CEET); M. Myles (BC); M. Cooke (CHHS); D. Brown (CLAS); C. Abreu (CLAS); J-C Wang (CVPA); A. Zaker (Student – CBUS); S. Estes (Academic Advising).

Voting Members Absent: S. DeSpain (CEDU).

Ex-Officio Non-Voting Members Present: O. Ghrayeb (Senior Vice Provost); J. Rhode (Office of Institutional Effectiveness); C. Zack (Accreditation, Assessment & Evaluation); C. McFarland McKee (CC/CE).

Ex-Officio Non-Voting Members Absent: N/A

I. Meeting Call to Order by Chair

After confirming a quorum present, the meeting was called to order by Chair Alicia Schatteman at 12:31 p.m.

II. Adoption of Agenda

Estes moved to adopt the agenda, seconded by Strid. Motion to adopt was **APPROVED UNANIMOUSLY**.

III. Approval of Minutes from 2022.12.15

The meeting of December 15, 2022 was cancelled, so there were no minutes to approve.

IV. Announcements

A. Assessment Planning – Schatteman announced that GEC leadership has been presenting on what the GEC has been working on, and once the chairs actually submit their courses, GEC will need to start thinking about creating an assessment plan for the specific student learning outcomes and knowledge domains. NIU is in the process of hiring a VP for Assessment, but that person is not in place yet. Schatteman encouraged GEC members to start thinking about the assessment planning piece, probably during the next academic year.

B. Rubrics and Student Learning/Baccalaureate Outcomes update – Schatteman announced that the rubrics and student learning outcomes or the baccalaureate learning outcomes will probably need to go through an update. In particular, she noted that she had received emails regarding the Human Life and Natural World rubric, so all the domains, rubrics, and

learning outcomes will need to be reviewed because some of the rubrics are pretty narrow and yet we are looking at courses that are supposed to be cross-cutting. Schatteman noted that some of that work will need to be done with the new VP for Assessment when that individual is hired.

V. Recommendations to BC for Catalog, Policy, or Website Changes

Schatteman called for a motion to approve the general education applications under Section V.A. and Section V.B. of the agenda. This includes the new course ENVS 200 submitted by the College of Liberal Arts and Sciences and the existing course EPFE 302 submitted by the College of Education. Sharp moved approval, and Strid seconded. Following discussion and confirmation that these two courses do not have any pre-requisites, Schatteman called for a vote on the motion. Motion to accept these two courses as General Education courses - ENVS 200 in the Nature and Technology Knowledge Domain, and EPFE 302 in the Society and Culture Knowledge Domain - was **APPROVED UNANIMOUSLY**.

Schatteman called for a motion to approve the general education applications under Section V.C. of the agenda. These courses are both HON 300 courses, one under Topic B (Nature and Technology Knowledge Domain) and the other under Topic A (Creativity and Critical Analysis Knowledge Domain), being offered through University Honors Program. Sharp moved approval, Liu seconded. Motion to accept these two courses as General Education courses – HON 300 Topic A in Creativity and Critical Analysis Domain, and HON 300 Topic B in Nature and Technology Knowledge Domain – was **APPROVED UNANIMOUSLY**.

VI. Old Business

- A. Schatteman announced that the general education syllabus statement that GEC created, and that BC approved, has been distributed to all Department Chairs, School Directors, Deans, and Associates Deans, and it is also on the CITL website. Schatteman asked members to reach out to their department chairs if they do not see the syllabus statement on their general education course syllabi and confirm that the statement has been shared and communicated throughout departments.
- B. Schatteman also announced that the changes that were approved at the November GEC meeting have now all been made to the [NIU General Education website](#) so forms and resources on the website have been updated. McFarland McKee noted that there are more updates needed on the website, and that the recent changes have decreased the number of contacts from students and increased the number of contacts from faculty.
- C. Schatteman announced that the link to the General Education Program Re-Organization form to submit new general education courses was shared with GEC members with the agenda for this meeting. She noted that this link was used to submit the new general education course applications that were presented to the GEC today, and that Andrea Radasanu had also used the form for submitting the Honors courses. Radasanu had suggested that the

form be modified to provide a place to submit the course syllabus, and had also made a couple of other suggestions, such as asking how the overall course fits into the knowledge domain and describing how the collaborative and engaging pedagogy is used in the course. Myles asked if this form was only to be used for new Gen Ed courses. McFarland McKee responded that while the form was designed to submit new courses, it could also be used for existing coursework since GEC is asking that all existing courses be reviewed. Myles then asked if a college or department wants to remove a course from the Gen Ed curriculum, will they be asked to give a justification for removing that course? McFarland McKee noted that there is currently a form on the NIU website to request to remove a course from the General Education program, but it will need to be reviewed for relevance, along with several other forms on the website.

- D. Schatteman shared the curriculum coordinator is drafting an email from Ghrayeb and Schatteman that will be sent to department chairs, along with a link to the General Education Courses Realignment Project Survey in Qualtrics. Chairs will be asked to complete the survey for each general education course within their department to identify or confirm the knowledge domain, and to select appropriate learning outcomes. Departments will have until March 15 to submit all information for their general education course offerings, so GEC will have all that information before the end of the semester. Schatteman noted that this plan has been shared with some chairs and departments already, and most seemed to think the March 15 deadline will be workable. She also noted that some departments will have more general education courses than others, so GEC may need to be more flexible with those departments.

VII. New Business

McFarland McKee reminded GEC members that we are still looking for two more student representatives to serve on the GEC.

VIII. Next meeting of GEC

Schatteman announced that the next meeting of the GEC will be February 16, 2023, on Teams, and the rest of the GEC meetings for Spring 2023 will be on Teams.

IX. Adjournment

Having concluded the business on the agenda, Schatteman called for a motion to adjourn. Estes moved to adjourn, seconded by Sharp. Meeting adjourned at 1:07 p.m.

Respectfully submitted,

Carol McFarland McKee
Curriculum Coordinator/Catalog Editor

AGENDA

**General Education Committee Meeting
Fifth Meeting/Academic Year 2022-2023
Virtual on Teams Only
12:30 – 3:00 p.m., Thursday, January 26, 2023**

- I. Meeting Call to Order by Chair, Alicia Schatteman**
- II. Adoption of Agenda**
- III. Approval of Minutes from 2022.12.15 – *N/A Meeting Cancelled***
- IV. Announcements**
 - A. Assessment Planning
 - B. Rubrics and Student Learning/Baccalaureate Outcomes update
- V. Recommendations to BC for Catalog, Policy, or Website Changes**
 - A. *College of Liberal Arts and Sciences*

CLAS 08 (AY 2022-2023)

 - CLAS22.23.08.30 / New Course ENVS 200 Introduction to Sustainability. *Syllabus & nonduplication statements available in Teams folder.*
 - New GE Application/New Course. *Complete application available in Teams folder.*
 - Reference 17974231 – ENVS 200 – Introduction to Sustainability.
 - Knowledge Domain: Nature and Technology.
 - *New Course Request*
 - B. *College of Education*

New GE Application/Existing Course. *Complete application available in Teams folder.*

 - Reference 17976187 – EPFE 302 – Advocacy, Justice and Leadership in a Diverse Society.
 - Knowledge Domain: Society and Culture
 - C. *University Honors*
 - New GE Application/New Course. *Complete application, Honors specific application and syllabus is available in Teams folder.*
 - Reference 17993405 – HON 300 Topic B – Human Genetics and Evolution
 - Knowledge Domain: Nature and Technology
 - New GE Application/New Course. *Complete application, Honors specific application and syllabus is available in Teams folder.*

- Reference 17993334 - HON 300A Prospects for Quantum Computers in the 21st Century
- Knowledge Domain: Critical Thinking

VI. Old Business

- A. Update on syllabus statement (that GEC passed on 03.24.2022) from BC meeting of November 10, 2022. *Distributed by Jason Rhode on January 4, 2023, via email to all department chairs and school directors, and forwarded to deans and associate deans. Also posted by CITL to the [Center for Innovative Teaching and Learning NIU syllabus toolkit under Syllabus Statements](#) and distributed by Curriculum Coordinator via email on January 4, 2023, to College Curricular Admins in all six colleges.*
- B. Changes approved at November GEC meeting have been made to the [NIU General Education website](#) under “Forms and Resources” which will hopefully reduce and redirect contacts unrelated to Curriculum Coordinator/Catalog Editor area of responsibility.
- C. General Education Program Re-Organization – link to submit/update GE courses form on [NIU website](#) to be reviewed by General Education Committee members:
<https://fs19.formsite.com/niuform/eazvuctcpv/index.html>
- D. Link for DRAFT General Education Courses Realignment Project Survey:
https://niu.az1.qualtrics.com/jfe/form/SV_cTppda1HOgXs9tY

VII. New Business

VIII. Next meeting of GEC will be February 16, 2023, on Teams.

IX. Adjournment

GENERAL EDUCATION COMMITTEE
Meeting 5/2022-23 Academic Year
January 26, 2023

SECTION A – For inclusion in the 2023-24 Undergraduate Catalog p. 1 of 3

COLLEGE OF LIBERAL ARTS AND SCIENCES

ENVIRONMENTAL STUDIES

New Course **CLAS22.23.08.30** 2022-23 UG Catalog [LINK](#)

CIP Code: 03.0103 Course Component: LEC

ENVS 200 - Introduction to Sustainability

Sustainability from complex systems and transdisciplinary perspectives. Social equity, environmental conservation, and economic growth. Organizations, institutions, and power in sustainability. Data literacy and science communication in sustainability. Introduction to transdisciplinary research.

Credits: 3

Rationale: The Institute for the Study of ESE identified a critical need among ENVS major students for a course that would develop key competencies and literacies essential for our core courses. The current (2022-2023) general education courses do not include any offerings on sustainable systems that emphasize the areas in the course description above, even though these are essential to many fields of graduate study and career pathways students may pursue. Non-Duplication: The Departments of ANTH, BIOS, EAE, POLS, and TECH were consulted with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

ALL UNIVERSITY SECTION

Other Catalog Change **CLAS22.23.08.20** 2022-23 UG Catalog [LINK](#)

General Education Requirements

↓

Knowledge Domain Course Descriptions

↓

Nature and Technology Course Descriptions

- ANTH 103 - The Great Apes Credits: 3

↓

- ENGL 261X - Language, Mind, and Thought Credits: 3

- **ENVS 200 - Introduction to Sustainability Credits: 3**

GENERAL EDUCATION COMMITTEE
Meeting 5/2022-23 Academic Year
January 26, 2023

SECTION A – For inclusion in the 2023-24 Undergraduate Catalog p. 2 of 3

ENVS 200 also fulfills the Human Diversity Requirement.

- ENVS 210 - Introduction to Sustainable Food Systems Credits: 3
↓
- TECH 294 - Technology and Cultural Relevance Credits: 3

Society and Culture Course Descriptions

- ANTH 104 - Anthropology of Pop Culture: Making the Familiar Strange Credits: 3
↓
- ENVS 186X - Introduction to Environmental Economics Credits: 3
- ENVS 303 - ~~Environment in the~~ **Nature in Society: Environmental** Social Sciences and Humanities Credits: 3
- ENVS 361X - History of Sustainable Design Credits: 3
ENVS 361X is a writing infused course.
↓
- WGSS 350 - Introduction to LGBTQ+ Studies Credits: 3
WGSS 350 is a writing infused course.
WGSS 350 also fulfills the Human Diversity Requirement.

Pathways

↓
Sustainability

↓
Select one of the following Nature and Technology courses:

- ANTH 103 - The Great Apes Credits: 3
↓
- EAE 108 - Environmental Geology Credits: 3
- **ENVS 200 - Introduction to Sustainability Credits: 3**
ENVS 200 also fulfills the Human Diversity Requirement.
- HIST 377 - American Environmental History Credits: 3
- HIST 377 also fulfills the Human Diversity Requirement.
↓
- TECH 245 - Pollution Prevention and Sustainable Production Credits: 3

Select one of the following Society and Culture courses:

- ARTH 360 - Studies in Design Credits: 3
↓
- ECON 160 - Contemporary Economic Issues Credits: 3
- ENVS 303 - ~~Environment in the~~ **Nature in Society: Environmental** Social Sciences and Humanities Credits: 3
- ENVS 361X - History of Sustainable Design Credits: 3

GENERAL EDUCATION COMMITTEE
Meeting 5/2022-23 Academic Year
January 26, 2023

SECTION A – For inclusion in the 2023-24 Undergraduate Catalog p. 3 of 3

- ENVS 361X is a writing infused course.
↓
- POLS 210 - Introduction to Law and Courts Credits: 3

Rationale: Revised titles for ENVS 303. Addition of ENVS 200 to the list of Nature and Technology courses in the Sustainability Pathway.

Carol McFarland McKee

From: noreply@fs19.formsite.com on behalf of Formsite <noreply@fs19.formsite.com>
Sent: Wednesday, January 18, 2023 9:47 AM
To: General Education
Subject: General Education Program Re-organization Result #17974231

Reference #	17974231
Name	Suzanne Hogan
Email	shogan@niu.edu
Course designator, number and title	ENVS 200 - Introduction to Sustainability
College	CLAS
Department	Environmental Studies
Department chair	Tom Skuzinski
Department chair's email	tskuzinski@niu.edu
Indicate which knowledge domain you'd prefer for this course to reside in	Nature and Technology
Nature and Technology Core SLO – Human Life and Natural World Human Connections with the Natural World Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Knowledge of Environmental Impact• Knowledge of Life Systems• Application of Knowledge to Environmental Issues• Attitudes Concerning Integrity of Global Environments
Chose one additional SLO from:	Critical Thinking
Critical Thinking Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Explanation• Evidence: (seeking and using information)• Perspective: (thesis/hypothesis)• Connection• Exploration• Innovation
SLO: Describe how the course content will support the primary SLO criteria chosen.	The first signature assignment is the Pre-Post Cognitive Map. Each student will spend time at the start of week 3 choosing a system (that is not one of the five focal case study systems in the course) and then creating for the system a time-limited Cognitive Map freehand. The student will submit the map and then revisit this exercise in week 13 for the same system. A peer from the student's team for the course will pair-up with the student; they will discuss how each other's Cognitive Maps changed along three dimensions of transdisciplinarity: identification, inclusion, and integration. This assignment is

present as one of the “In-Class Participation” evaluations and as one of the “Group write-ups”.

Describe how the course content will support the secondary SLO criteria chosen.

The second signature assignment is the portfolio of “Reflections journals: power, justice, equity, and inclusion,” . While the study of complex systems requires identifying human (organizational, institutional, social, economic) and natural elements within systems (among others), these journals will foreground specific dynamics of human interrelationship that can often undercut efforts at environmental conservation. These journals will be started in-class through a think-pair-share collaborative learning exercise. Students will choose from among a menu of three natural system elements, identify the potential for power imbalance, injustice, inequity, or exclusion in how humans interact with that element through interventions, and then discuss how that problem can be strategically diminished or removed.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A direct method of assessment includes measures that look at samples of the student’s work, produced in the class. For examples of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

In addition to the above, students are required to work with collaborative team of 2-3 other peers who will be chosen intentionally to promote diversity of discipline, background, and interest. Each team will complete multiple written and orals activities linked to five different complex systems case studies. One of these will require developing a research design to test hypotheses that inform theory in at least two disciplines. This collaborative activity links directly to the Nature and Technology knowledge domain.

ENVS 200 has sustainability—the long-term balancing of equity, environment, and economy to promote a more just and responsible use of resources—at its core. The course is the only one within the pathway that is taught throughout from a transdisciplinary, complex systems perspective essential to ensuring students have a comprehensive conceptual understanding of sustainable systems.

Last Update 2023-01-18 09:47:26

Start Time 2023-01-18 09:38:37

Finish Time 2023-01-18 09:47:26

This email was sent to generaleducation@niu.edu as a result of a form being completed.

[Click here](#) to report unwanted email.



Carol McFarland McKee

From: noreply@fs19.formsite.com on behalf of Formsite <noreply@fs19.formsite.com>
Sent: Wednesday, January 18, 2023 4:31 PM
To: General Education
Subject: General Education Program Re-organization Result #17976187

Reference #	17976187
Name	Dr. Sarah Militz-Frielink
Email	sfrielink@niu.edu
Course designator, number and title	EPFE 302, Advocacy, Justice, and Leadership in a Diverse Society
College	College of Education
Department	Leadership, Educational Psychology, and Foundations of Education
Department chair	Dr. Carolyn Vander Schee Pluim
Department chair's email	cvanders@niu.edu
Indicate which knowledge domain you'd prefer for this course to reside in	Society and Culture
Society and Culture Core SLO - Intercultural Competencies Intercultural Competencies Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Cultural Self-awareness• Knowledge of Cultural Worldview Frameworks• Empathy• Openness and Tolerance
Chose one additional SLO from:	Global Interconnections/Interdependencies
Global Connections Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Global Knowledge• Global Perspectives• Global Self-awareness
SLO: Describe how the course content will support the primary SLO criteria chosen.	The course learning objectives illustrate and support the primary SLO criteria chosen including cultural self-awareness, knowledge of cultural worldwide frameworks, empathy, and openness and tolerance. Students taking EPFE 302 will: 1. Demonstrate knowledge of leadership styles, behaviors, skills, competencies, and attitudes necessary for achieving social change in a diverse society 2. Discuss and analyze how diversity affects social relations among members of educational organizations 3. Describe relational issues and systemic conditions in organizations that contribute to internalized privilege and oppression and their impacts on society and educational opportunities at institutions 4. Examine issues of race, ethnicity, gender, sexual orientation, social class, disability and language in relation to the role of effective leadership 5. Reflect on and develop personal strategies to enhance leadership

practices that value and embrace diversity 6. Propose solutions for contemporary organizational challenges that value and embrace diversity. All these objectives support the primary SLO criteria.

Describe how the course content will support the secondary SLO criteria chosen.

The course content including the assignments, readings, and discussions will support the secondary SLO criteria, which is global interconnections/interdependencies. The readings include primary sources from diverse authors and engaging scholarship that addresses global interconnections. Some of the assignments including a reflection on self and others/leadership qualities in a diverse society, journaling on the readings, a personal vision statement, a social justice research paper, and an oral presentation of the paper to the class. All coursework prepares students to achieve social change in a diverse society and understand the critical relationship between self and others, which contributes to global interdependencies and interconnections. Discussions in small groups and large groups center on understanding social justice issues, internalized privilege, oppression, and their impacts on society.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A direct method of assessment includes measures that look at samples of the student's work, produced in the class. For examples of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

The Leadership and Social Justice Research Paper & Presentation is a direct method of assessment, which analyzes the quality of students' research skills, their ability to meet the course objectives, and their ability to engage with the writing process. The purpose of this assignment is to allow students the opportunity to engage in academic research related to a social justice issue of interest and determine the ways in which particular leadership values and skills might help address the issue. This written assignment is broken down into several stages with points assigned to the completion of each part of the assignment. Feedback will be given on work completed within different stages so that students can use feedback to make revisions throughout the writing process. These "mini-assignments" culminate in a final paper and oral presentation. Full details for each assignment will be available in separate documents on our Blackboard under content. Students also will have the opportunity to meet with the instructor and engage in peer feedback on drafts of this assignment. The instructor will be able to assess the quality of students' work in several stages as the mini-assignments allow the instructor to see the benchmarks of student progress as they complete the paper.

Last Update

2023-01-18 16:30:43

Start Time

2023-01-18 15:50:11

Finish Time

2023-01-18 16:30:43

This email was sent to generaleducation@niu.edu as a result of a form being completed.

[Click here](#) to report unwanted email.

Carol McFarland McKee

From: noreply@fs19.formsite.com on behalf of Formsite <noreply@fs19.formsite.com>
Sent: Tuesday, January 24, 2023 8:23 AM
To: General Education
Subject: General Education Program Re-organization Result #17993334

Reference #	17993334
Name	Larry Lurio
Email	llurio@niu.edu
Course designator, number and title	HON300 Topic A (Prospects for Quantum Computers in the 21st Century)
College	University Honors/ Provost
Department	University Honors Program
Department chair	Radasanu
Department chair's email	aradasanu@niu.edu
Indicate which knowledge domain you'd prefer for this course to reside in	Creativity and Critical Analysis
Creativity and Creative Analysis Core SLO – Critical Thinking Critical Thinking Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Explanation• Evidence (seeking and using information)• Perspective (thesis/hypothesis)• Connection• Exploration
Chose one additional SLO from:	Quantitative and Qualitative Reasoning
Quantitative/Qualitative Reasoning Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Interpretation: Ability to explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words).• Calculation: Performing calculations and presenting their results clearly, correctly and concisely.• Mathematical Modeling: Ability to appropriately express a problem mathematically (e.g. arithmetical, algebraic, geometric, statistical) in a way that would allow one to draw conclusions.• Quantitative Evaluation: Ability to evaluate the reasonableness of a hypothesis, result or assertion based on quantitative analysis.
SLO: Describe how the course content will support the primary SLO criteria chosen.	The course will encompass a variety of students, some with mathematics and physics background and some

without. Students will work in teams on homework problems where each team will contain some science and math proficient students and some students from other disciplines. Collaborations will focus on the technical details of the quantum computing knowledge, societal implications of the new technology, business aspects of the economics of quantum computing, ethical issues associated with the growth of computing technology, and philosophical questions related to the collapse of wavefunctions. Teams will pool their expertise to come up with answers to all these issues.

Describe how the course content will support the secondary SLO criteria chosen.

The course is a non-technical introduction to the principles of quantum computing, quantum computing algorithms, physical implementation of quantum computers and the potential impact of quantum computing on society. The supports are similar to what is described above for the critical thinking SLO support. Students will develop enough understanding of quantum computing through direct practice (simple programming) to be able to use higher order reasoning in terms of assessing tech to draw inferences and conclusions regarding the effects of new tech in this medium on business and ethics. The group-style learning is meant to provide community support and to leverage the combination of technical and non-technical backgrounds of the honors students, lending itself to a supportive learning environment.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A direct method of assessment includes measures that look at samples of the student's work, produced in the class. For examples of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

In order to evaluate the Critical Thinking SLO students will prepare a paper evaluating the potential of success for an emerging quantum computer company. Students will have to evaluate the technology employed by this company and make an evidence based decision regarding whether this technology is innovative and practical. Students will consider whether the technology employed by the company represents a new technology and whether it is likely to result meaningful transformation of computing.

In order to evaluate the quantitative and qualitative reasoning SLO students will write a computer program using a quantum computer language and run it on a working quantum computer. This will evaluate students ability to represent the quantum computing concepts in a concrete calculation and will probe their ability to evaluate the output of the program.

Last Update

2023-01-24 08:23:03

Start Time

2023-01-24 08:04:12

Carol McFarland McKee

From: noreply@fs19.formsite.com on behalf of Formsite <noreply@fs19.formsite.com>
Sent: Tuesday, January 24, 2023 8:42 AM
To: General Education
Subject: General Education Program Re-organization Result #17993405

Reference #	17993405
Name	Clare Kron
Email	ckron1@niu.edu
Course designator, number and title	HON300 Topic B (Human Genetics and Evolution)
College	University Honors/ Provost
Department	University Honors Program
Department chair	Radasanu
Department chair's email	aradasanu@niu.edu
Indicate which knowledge domain you'd prefer for this course to reside in	Nature and Technology
Nature and Technology Core SLO – Human Life and Natural World Human Connections with the Natural World Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Knowledge of Environmental Impact• Knowledge of Life Systems• Attitudes Concerning Integrity of Global Environments
Chose one additional SLO from:	Global Interconnections/Interdependencies
Global Connections Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Global Knowledge• Global Intellectual Skills• Global Self-awareness
SLO: Describe how the course content will support the primary SLO criteria chosen.	The central theme will be the exploration of the origins of life on earth and the progression of evolution that led to the development of the human species, with the goal of understanding human genetics based on the scaffolding of evolution. It will reveal the foundation of each individual's biological existence as well as the key differences that make each person unique. The course will explore the wide-reaching changes to our view of life due to the revelation of evolution, noting its importance as equivalent to Galileo's discovery of the sun as the center of the solar system with earth as a subordinate planet. It will highlight the inextricable connection of the human species with all other life forms on earth, showing that humankind depends on other species for survival and has the responsibility to protect and preserve them.

Describe how the course content will support the secondary SLO criteria chosen.

The human species is only one in a vast array of other species that evolved in conjunction with the environmental conditions specific to each area of the globe. Humans are therefore inextricably dependent on and connected with the other species of the earth. For example, the plant kingdom provides direct nourishment as well as becoming food for the animals humans consume, and it also provides materials for shelter and medicine. The activity of the microbial domain, including bacteria, assists in food digestion and immune system function, and acts in both beneficial and detrimental ways. As humans are the one species that has the ability to alter the environment, this course explains the responsibility of humans to preserve other species in a communal effort to benefit and sustain all individuals.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A direct method of assessment includes measures that look at samples of the student's work, produced in the class. For examples of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

Read Ch. 10, Cleaning Up Our Act from: Saving Us—A Climate Scientist's Case for Hope and Healing in a Divided World. Identify five activities that support the effort of the human species to protect and preserve our global habitat for our own species and other species that occupy our planet. Write a paper explaining how you can be effective in adopting at least two of these activities for your own lifestyle.

In conjunction with the reading, Supporting Patient Autonomy and Informed Decision-Making in Prenatal Genetic Testing, students will create skits that explore the current and future potential of selecting offspring through genetic screening or engineering. Pairs of students will play couples planning a family and another student will act as a counselor for each pair. The goal will be for the clients and genetic counselors to engage in a meaningful dialogue and a two-way exchange of information that will best help the couple arrive at a decision that is right for them.

Last Update

2023-01-24 08:42:19

Start Time

2023-01-24 08:27:14

Finish Time

2023-01-24 08:42:19

This email was sent to generaleducation@niu.edu as a result of a form being completed. [Click here](#) to report unwanted email.

