

Term Information

Effective Term Summer 2015
Previous Value Autumn 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Have the course approved as a General Education course in Historical Study and Global Studies

What is the rationale for the proposed change(s)?

The course meets the criteria for both General Education categories.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Will give students more General Education options, but no additional resources will be needed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Engineering
Fiscal Unit/Academic Org	Engineering Administration - D1400
College/Academic Group	Engineering
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5797.13
Course Title	Engineering the Castles and Cathedrals of England and Wales
Transcript Abbreviation	Castles Cathedral
Course Description	A study abroad trip to England and Wales for the purpose of understanding the importance of several iconic castles and cathedrals and the various methods used for their construction. Participants must be physical fit enough to walk an extended length of time, negotiate rough terrain, climb steep steps, and not be afraid of heights.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	4 Week (May Session)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Field Experience, Lecture
Grade Roster Component	Field Experience
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: Permission of instructor.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	14.9999
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior, Senior, Masters, Doctoral</i>

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning
objectives/outcomes

- Increase the student's knowledge of the culture of England and Wales.
- Increase the student's knowledge of the engineering techniques and construction methods behind various castles and cathedrals.
- Increase the student's knowledge of how various castles and cathedrals influenced the local society.
- Students will construct an integrated perspective on history and the factors that shape human activity.
- Students will describe and analyze the origins and nature of contemporary issues.
- Students will speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- Students will understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States.
- Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Previous Value

- *Increase the student's knowledge of the culture of England and Wales.*
- *Increase the student's knowledge of the engineering techniques and construction methods behind various castles and cathedrals.*
- *Increase the student's knowledge of how various castles and cathedrals influenced the local society.*

Content Topic List

- Understand the construction methods behind castles and cathedrals.
- Make a presentation and present a paper on the student's assigned castle, cathedral, historical event, or other engineering item.
- Understand the relationship between the castle, abbey, cathedral, fortification, or historical event and the general population.
- Tour England and Wales

Previous Value

- *Understand the construction methods behind castles and cathedrals.*
- *Make a presentation on the student's assigned castle, cathedral, or other engineering item.*
- *Tour England and Wales*

Attachments

- General Education Rationale Aug 14.pdf: GE Rationale and Assessment
(GEC Model Curriculum Compliance Stmt. Owner: McCaul Jr,Edward Baldwin)
- Concurrence from History for ENGR 5797.13.pdf: Concurrence from History
(Concurrence. Owner: McCaul Jr,Edward Baldwin)
- Syllabus for Engineering Program in England and Wales May 2015 GE submission.pdf: Syllabus
(Syllabus. Owner: McCaul Jr,Edward Baldwin)

Comments

- Returned to add GE goals. *(by Vankeerbergen,Bernadette Chantal on 11/12/2014 04:58 PM)*

COURSE CHANGE REQUEST
5797.13 - Status: PENDING

Last Updated: McCaul Jr,Edward Baldwin
11/13/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCaul Jr,Edward Baldwin	08/21/2014 07:19 AM	Submitted for Approval
Approved	McCaul Jr,Edward Baldwin	10/13/2014 03:29 PM	Unit Approval
Approved	McCaul Jr,Edward Baldwin	10/13/2014 03:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/12/2014 10:50 AM	ASCCAO Approval
Submitted	McCaul Jr,Edward Baldwin	11/12/2014 11:05 AM	Submitted for Approval
Approved	McCaul Jr,Edward Baldwin	11/12/2014 11:06 AM	Unit Approval
Approved	McCaul Jr,Edward Baldwin	11/12/2014 11:07 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/12/2014 11:16 AM	ASCCAO Approval
Submitted	McCaul Jr,Edward Baldwin	11/12/2014 12:48 PM	Submitted for Approval
Approved	McCaul Jr,Edward Baldwin	11/12/2014 12:48 PM	Unit Approval
Approved	McCaul Jr,Edward Baldwin	11/12/2014 12:48 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/12/2014 04:58 PM	ASCCAO Approval
Submitted	McCaul Jr,Edward Baldwin	11/13/2014 07:27 AM	Submitted for Approval
Approved	McCaul Jr,Edward Baldwin	11/13/2014 07:27 AM	Unit Approval
Approved	McCaul Jr,Edward Baldwin	11/13/2014 07:27 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/13/2014 07:27 AM	ASCCAO Approval

Engineering 5797.13
Engineering the Castles and Cathedrals of England and Wales
May Term 2015

Department, Number, and Title of Course:

Engineering, Engineering 5797.13, "Engineering the Castles and Cathedrals of England and Wales"

Description: A study abroad trip to England and Wales for the purpose of understanding the importance of several iconic castles and cathedrals and the various methods used for their construction. Each student will be assigned a specific castle or cathedral and will be the tour guide for the group at that location. Students will be working in historic buildings that predate elevators and ramps; viewing original construction and renovation techniques requires accessing upper spaces and infrastructure that can only be reached by steep steps and requires comfort with working in exposed heights.

Level, Credits, Class Time Distribution: U3, seven (7) days will be spent at OSU preparing for the trip and thirteen (13) days will be spent on the trip. Course size will be limited to 24 students.

General Education Categories: Historical Study and Global Studies

Prerequisite: Permission of Instructor

Textbooks: Recommended: *A New History of Wales* by Jeremy Black and *A New History of England* by Jeremy Black. OSU librarian David Lincove will provide a list of electronic sources on the course's Carmen site to include: *Wales and the Welsh in the Middle Ages*; *The medieval castles of Wales*.

Course Goals:

1. Increase the student's knowledge of the culture of England and Wales;
2. Increase the student's knowledge of the engineering techniques and construction methods behind various castles and cathedrals;
3. Increase the student's knowledge of how various castles and cathedrals influenced the local society.
4. Students recognize how past events are studied and how they influence today's society and the human condition. (GE Historical Study)
5. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. (GE Global Studies)

Expected Learning Outcomes (ELO):

1. Students understand of the culture of England and Wales;
2. Students understand the engineering and construction methods used to build selected castles and cathedrals;

3. Students conduct research on a selected castle or cathedral and give a presentation to the group;
 4. Students will understand the economic, environmental, political, and cultural impact various castles and cathedrals had upon the local society
- Students will achieve these ELOs by the end of the course by visiting England and Wales; conducting research; and giving and listening to presentations.

This course is a GE Historical Study course, which fulfills the following goals and expected learning outcomes.

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Student construct an integrated perspective on history and the factors that shape human activity;
2. Students describe and analyze the origins and nature of contemporary issues;
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will achieve these ELOs by the end of the course by learning how various castles and cathedrals impacted society during the time they were constructed as well as the impact they had on future generations; and by writing and giving presentations on their assigned topic or site.

This course is a GE Diversity—Global Studies course, which fulfills the following goals and expected learning outcomes:

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students will understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States;
2. Students will recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students will achieve these ELOs by the end of the course by visiting a wide range of historic and contemporary sites in England and Wales to include Bangor University.

Course Learning Objectives:

At the end of the term students are expected:

1. To understand the construction methods used to build selected castles and cathedrals.
2. To better understand the English and Welsh culture.
3. To better understand how modern England and Wales have been impacted by historical events.

4. To increase their communication skills through a presentation and paper.
5. To understand the interdependence of technological advances.

Topics/Itinerary:

Days 1 through 7 (Monday to Friday, and then the following Monday and Tuesday, class will meet for 2 hours each of these days). Students will use this time to research their assigned location or topic.

Day 1 (Monday)

- Preparation for the trip
- Assignment of buddy teams
- Assignment of location or topic
- Briefing on conducting research by a university librarian (David Lincove).
- Briefing by Office of International Affairs.

Day 2

- Video on the construction of a castle
- Discussion of research on locations or topics

Day 3

- Video on the construction of a cathedral
- Discussion of research on locations or topics

Days 4

- Presentations on assigned location or topic

Day 5

- Presentations on assigned location or topic
- Briefing on conducting research by a university librarian (David Lincove).

Days 6-7

- Presentations on assigned location or topic

Day 8 (Wednesday)

- Group departure to London

Day 9

- Arrive London and drive to Salisbury (overnight in Salisbury)
- Group lunch and supper (Provider)

Day 10

- Individual breakfast at hotel/B&B (all breakfasts, with the exception of the last one, will be individual, but provided by the hotel/B&B)
- Tour of Salisbury Cathedral to include climbing the tower (4 hours)
- Group lunch (Provider)
- Visit Offa's Dyke during drive to Chepstow (Anglo-Saxon Invasion lecture during drive – 1 hour, 1 hour at site)
- Drive to Chepstow (overnight in Chepstow)
- Group supper at Chepstow (Edward I & the Ring of Stone lecture at supper, 1 hour)

Day 11

- Tour Chepstow Castle (4 hours)
- Individual lunch
- Tour Tintern Abbey (4 hours)

- Individual supper (overnight in Chepstow)

Day 12

- Drive to Harlech Castle (Geograph of Wales lecture during drive – 1 hour,
- Tour Harlech Castle (3 hours)
- Individual lunch
- Drive to Conwy (overnight in Conwy)
- Group supper (Provider, Music of Wales lecture at supper, 1 hour)

Day 13

- Tour Conwy Castle (4 hours)
- Individual lunch
- Tour the fortified city of Conwy (4 hours)
- Individual supper (overnight in Conwy)

Day 14

- Drive to Caernafon Castle
- Tour Caernafon Castle (3 hours)
- Group lunch (Provider)
- Visit Bangor University (3 hours)
- Group supper (Resident Director, Natural Resources of Wales lecture at supper, 1 hours)
- Return to Conwy (overnight in Conwy)

Day 15

- Drive to Chesters Roman Fort (Roman Conquest lecture, 1 hour)
- Tour Chesters Roman Fort and museum (2 hours)
- Group lunch (Provider)
- Drive to York (Viking Invasion lecture during drive- 1 hour, overnight in York)
- Group supper (Provider, Protestant/English Reformation lecture at supper, 1 hour)

Day 16

- Tour York Minster (4 hours)
- Individual lunch
- Tour fortifications of York to include Clifford's Tower (4 hours)
- Individual supper (overnight in York)

Day 17

- Travel to London (Norman Conquest & War of the Roses lectures during the drive – 2 hours, overnight in London)
- Group lunch (Provider, English Civil War lecture, 1 hour)
- Individual supper

Day 18

- History of London (1 hour)
- Tour Saint Paul's Cathedral to include its dome (3 hours)
- Take a river taxi to Greenwich (The Thames River lecture during trip, 1 hour)
- Individual lunch
- Tour Greenwich Observatory & the chronometers (3 hours)

- Individual supper (overnight in London)

Day 19

- Free time in London (overnight in London)

Day 20

- Group breakfast at hotel
- Group return flight to Columbus

Hour Breakdown

1. Lectures – seven two-hour meetings with time spent out of class conducting research. 14 hours of lecture = 1.12 credit hours (12.5 contact hours per credit hour per Study Abroad Credit Hour Allocation Guideline)
2. Tour:
 - a. two travel days (no credit);
 - b. one free day in London (no credit);
 - c. 10 days touring England and Wales. 59 hours = 2.36 credit hours (25 hours per credit hour Study Abroad Credit Hour Allocation Guideline)
3. Total = 1.12 + 2.36 = 3.48 credit hours

Grading Plan:

- Presentation at OSU – 20%
- Presentation at site – 50%
- Participation – 30%

Final grades will be determined on the following point scale:

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

65-69% = D+

60-64% = D

59 and below = E

Students will be assigned one of the following locations or topics as the subject of their presentation and paper.

1. Anglo-Saxon invasion
2. Caernafon Castle (site to be visited)
3. Chepstow Castle (site to be visited)
4. Chester's Fort – Hadrian's Wall (sites to be visited)
5. Conwy (site to be visited)
6. Conwy Castle (site to be visited)

7. Edward I and the Ring of Stone
8. English Civil War
9. Geography of Wales
10. Harlech Castle (site to be visited)
11. Greenwich Observatory: longitude & chronometer (site to be visited)
12. Music of Wales
13. Natural resources of Wales
14. Norman conquest
15. Offa's Dyke (site to be visited)
16. Protestant/English Reformation
17. Roman conquest
18. Salisbury Cathedral (site to be visited)
19. St. Paul's Cathedral (site to be visited)
20. Tintern Abbey (site to be visited)
21. Viking invasion
22. War of Roses
23. York city (site to be visited)
24. York Minster (site to be visited)

Oral Presentation at OSU (20%)

Each student will give a five to ten minute presentation on their site or topic to the class and will critique another student's presentation. The presentation should summarize information on the site or topic and will be graded based on the following criteria:

- Clarity (30%)
- Professional quality of the presentation (40%)
- Completeness (70%)

If more than one student has been assigned to the site or topic then the students will work together and give a joint presentation.

Oral Presentation and Written Handout at Site (50%)

Each student(s) will be expected to be the subject area expert and/or "tour guide" at their site.

For sites, the presentation should include, as a minimum, the following information:

- Who ordered the construction
- Why this location was selected
- Dates of construction
- Date of abandonment, if appropriate, and the reason for the abandonment
- Technique of construction to include materials used and any special design features
- For the religious sites, why the site is called a cathedral, abbey, or minster
- For the castles and fortified cities, were they ever besieged and the results of the siege. Did they serve their designed purpose?

- Cost of construction
- Environmental impact and/or changes since the time of construction
- For the chronometer – construction techniques and why it was needed

For topics, the presentation should include, as a minimum, the following information:

- Information on the topic to include dates and participants
- The impact of the topic on society
- How the topic fits into local history and world history
- How the topic fits into the tour

Students will be expected to provide a handout, in England or Wales, to all of the other students and instructors when the group is at the site or the topic is being discussed that will include:

- General information on the site or topic
- A summary of the points that were brought up during the tour or discussion.
- An annotated bibliography of 8-10 secondary and primary sources on their assigned topic. Bibliography should include, beyond website(s), books, articles, and primary sources. Wikipedia will not be included as source.
- A map of the site or topic, if appropriate.
- A chronology of the site or topic, if appropriate.
- A list and biography on individuals relevant to the site or topic, if appropriate.
- A list of terms and definitions.

Participation (30%)

Students are expected to be active participants in each of the tours, to include asking appropriate questions. In addition, each student is expected to conduct themselves appropriately.

Academic Misconduct:

Cheating or plagiarism will be reported using official University procedures. With respect to all written assignments and oral presentations, the material must be relevant to and support the course objectives. Inappropriate language and visuals will not be tolerated. Policies and procedures can be found in a Synopsis of the Code of Student Conduct included in each quarter's Master Schedule Book. The Code of Conduct is printed in the Student Handbook and Student Telephone Directory. Copies may be obtained from the Office of Student Judicial Affairs, 2050 Drake Union.

- All cases of suspected misconduct must be reported to the University Committee on Misconduct. Any students observing misconduct should report such to the course instructor.

- Students need to know that the instructor is obligated to report all misconduct cases to the University Committee on Academic Misconduct. This is not an option.
- For purposes of Academic misconduct, the Associate Dean for Academic Affairs will act as the Department Chair in any reported cases.
- The College of Engineering encourages collaboration among students. However, work turned in as an individual (homework assignments, quizzes, and exams) must be the product of that person.

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.

Examples of academic misconduct include, but are not limited to:

- violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- falsification, fabrication, or dishonesty in reporting research results;
- serving as, or enlisting the assistance of, a "ringer" or substitute for a student in the taking of examinations;
- alteration of grades or marks by the student in an effort to change the earned grade or credit.
- alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms

Source: <http://www.osu.edu/offices/oa/procedures/1.0.html>

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>. However, students will be working in historic buildings that predate elevators and ramps; viewing original construction and renovation techniques requires accessing upper spaces and infrastructure that can only be reached by steep steps and requires comfort with working in exposed heights.

ABET-EAC Criterion 3 Outcomes

Course Contribution		College Outcome
*Some Contribution	a	An ability to apply knowledge of mathematics, science, and engineering.
No Contribution	b	An ability to design and conduct experiments, as well as to analyze and interpret data.
No Contribution	c	An ability to design a system, component, or process to meet desired needs.
No Contribution	d	An ability to function on multi-disciplinary teams.
*Some Contribution	e	An ability to identify, formulate, and solve engineering problems.
No Contribution	f	An understanding of professional and ethical responsibility.
*** Significant Contribution	g	An ability to communicate effectively.
** Substantial Contribution	h	The broad education necessary to understand the impact of engineering solutions in a global and societal context.
*Some Contribution	i	A recognition of the need for, and an ability to engage in life-long learning.
*Some Contribution	j	A knowledge of contemporary issues.
No Contribution	k	An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Preparer's Information: Ed McCaul, P.E., PhD, June 2014, mccaul.1@osu.edu

GENERAL EDUCATION RATIONALE

HISTORICAL STUDY

Historical Studies has three expected learning outcomes:

1. Student construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

ENGR 5797.13, Engineering the Castles and Cathedrals of England and Wales, is an approved study abroad course. During the course students will spend seven days in class at the university learning about the construction of castles and cathedrals. Students will also use that time to conduct research on their assigned topic, give a presentation on the topic, prepare written information on their topic, and prepare to give a presentation in England or Wales. After preparing for the trip the class will travel to England and Wales and as part of the trip will visit two cathedrals, a ruined abbey, a minster, Anglo-Saxon fortifications, Roman fortifications, four castles, a walled medieval city, Greenwich Observatory, and a Welsh University.

The course objectives address the Historical Study expected learning outcomes by allowing the students to gain an understanding of the interdependence of technological advances that allowed these massive castles and cathedrals to be constructed. Students will also gain a better understand how modern England and Wales have been impacted by historical events and will add to their knowledge by giving a presentation and preparing a paper using information that they have obtained through research.

Two books, *A New History of Wales* and *A New History of England* both by Jeremy Black, will be recommended to the students. In addition, OSU librarian David Lincove will provide a list of electronic sources on the course's Carmen site to include: *Wales and the Welsh in the Middle Ages*; *The medieval castles of Wales*. Students will also be doing extensive reading on their own to prepare for their presentation prior to the trip and their presentation during the trip. Students will also need to prepare a handout on their topic to everyone in the class. All of these activities will allow the students to gain knowledge of how historical events impacted contemporary Wales and England as well as having them speak and write and their assigned topic.

The topics the course will address are wide ranging and include the impact each of the structures and events had on society and how each of the structures and events fit into local and world history. The topics range from each of the sites the class will be visiting to historical events in Wales and England as well as culture and geography. The topics will give the students a better understanding of historical sites in Wales and England and how those sites impact the local community and the surrounding region. The students' written assignment will allow each student to concentrate on one site or topic giving each student more in-depth knowledge on their assigned topic. As part of their paper each student will provide an annotated bibliography of 8-10 secondary and primary sources on their assigned topic. In total, students will give two presentations and

prepare one paper on their assigned site or topic in addition to hearing the presentations from the other students and receiving a copy of each student's report.

Assessment Plan

Historical Studies Expected Learning Outcomes	Direct Methods	Follow-up	Indirect Methods	Follow-up	Archiving
Student construct an integrated perspective on history and the factors that shape human activity.	Analysis of the student's presentation and paper. Students must include information on how the topic or site fits into local history and world history.	If the required information is not included on 85% of the papers/presentations the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Opinion survey that will be administered at the end of the course. 85% of the students need to indicate that this outcome has been achieved.	If the goal of 85% is not reached the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Instructor will maintain a copy of the survey and paper.
Students describe and analyze the origins and nature of contemporary issues.	Analysis of the student's presentation and paper. Students must include information on the impact the topic or site had on society.	If the required information is not included on 85% of the papers/presentations the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Opinion survey that will be administered at the end of the course. 85% of the students need to indicate that this outcome has been achieved.	If the goal of 85% is not reached the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Instructor will maintain a copy of the survey and paper.
Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.	Analysis of the student's presentation, paper, and annotated bibliography. Bibliography must contain 8-10 secondary and primary sources on their assigned topic.	If the required information is not included on 85% of the papers/presentations the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Opinion survey that will be administered at the end of the course. 85% of the students need to indicate that this outcome has been achieved.	If the goal of 85% is not reached the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Instructor will maintain a copy of the survey and paper.

GLOBAL STUDIES

Global Studies has two expected learning outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States;
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

ENGR 5797.13, Engineering the Castles and Cathedrals of England and Wales, is an approved study abroad course. During the course students will spend seven days in class at the university learning about the construction of castles and cathedrals. Students will also use that time to conduct research on their assigned topic, give a presentation on the topic, prepare written information on their topic, and prepare to give a presentation in England or Wales. After preparing for the trip the class will travel to England and Wales and as part of the trip will visit two cathedrals, a ruined abbey, a minster, Anglo-Saxon fortifications, Roman fortifications, four castles, a walled medieval city, Greenwich Observatory, and a Welsh University.

The course's objectives address the GE category's expected learning outcomes by having the students research a topic concerning the history of Wales or England; by visiting locations where the events in their topic took place; and by visiting Bangor University in Wales. By doing this, students will gain a better understanding of both Wales and England historical and how those historic events impact modern Wales and England. During the course, students will be expected to read extensively on their assigned topic and will need to inform the rest of the class on how their topic impacted society; how their topic fits into local and world history; and, if appropriate, the environmental impact and/or changes since the time of the construction of their assigned structure. Through this, students will understand how their topic impact the local society and the society of Great Britain.

The topics the course will address are wide ranging and include the impact each of the structures and events had on society and how each of the structures and events fit into local and world history. This will be reinforced by each student's assignment to provide a written handout to all of the entire class. Each student's handout will include: general information on the site or topic; an annotated bibliography of 8-10 secondary and primary sources on their assigned topic that students. Bibliography should include, beyond website(s), books, articles, and primary sources; a map of the site or topic, if appropriate; a chronology of the site or topic; a list and biography on individuals relevant to the site or topic; and a list of terms and definitions.

Assessment Plan

Global Studies Expected Learning Outcomes	Method	Follow-up	Archiving
Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States.	Opinion survey that will be administered at the end of the course. 85% of the students need to indicate that this outcome has been achieved.	If the goal of 85% is not reached the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Instructor will maintain a copy of the survey.
Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Opinion survey that will be administered at the end of the course. 85% of the students need to indicate that this outcome has been achieved.	If the goal of 85% is not reached the instructor and resident director will meet to determine what changes need to be made to the course to achieve the ELO.	Instructor will maintain a copy of the survey.

From: [Baker, Paula](#)
To: [McCaul, Edward](#)
Subject: RE: Concurrence
Date: Wednesday, August 20, 2014 5:58:52 PM

Hi Ed,

Sorry this slipped through this summer. I conferred with the committee, and we are pleased to offer our concurrence, especially with historians teaching the course. Please feel free to send this email on to Arts and Sciences.

Paula

From: McCaul, Edward
Sent: Wednesday, August 20, 2014 3:50 PM
To: Baker, Paula
Cc: McCaul, Edward
Subject: RE: Concurrence

Paula, I am assuming that you received my message with the information you requested. If not, please let me know and I will send it again.

Any idea of when your group will be meeting to consider our request for concurrence? When you do meet would you like for me to be there?

Thanks,

Ed

From: Baker, Paula
Sent: Monday, June 23, 2014 6:32 PM
To: McCaul, Edward
Subject: RE: Concurrence

Dear Ed,

Peter Hahn forwarded your message about the proposed Engineering study abroad course. We have no issues at all with the course except for the Historical Studies GE. While if you're teaching it we're of course pleased that a historian will offer the course, we wondered if we might have the chance to look over the filled in GE description (the sentences about how the course fills the GE ELOs). You'll need to do that anyway for College of Arts and Sciences approval.

Sorry for taking this long to get back to you. It does sound like an interesting opportunity!

Paula Baker
Associate Professor and Undergraduate Studies Chair
Department of History

From: Hahn, Peter
Sent: Thursday, June 12, 2014 8:09 AM
To: Baker, Paula
Cc: Ugland, Richard
Subject: FW: Concurrence

Paula:

Please consider this request in consultation with as many UTC members as you can reach,

and let me know your thoughts.

Best,
Peter

From: McCaul, Edward
Sent: Monday, June 09, 2014 10:02 AM
To: Hahn, Peter
Cc: McCaul, Edward
Subject: Concurrence

Peter, Attached is a syllabus of a study abroad course, ENGR 5797.13, that we would like to make an Historical Study GE course. To do so, we need History's concurrence. Please let me know if you have any questions or concerns about the courses.

Thanks,

Ed McCaul