

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

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

Course meets Social and Behavioral foundation of new GE.

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

Adjust curriculum to new GE.

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)?

Minimal.

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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2209
Course Title	Introduction to Criminal Justice
Transcript Abbreviation	Intro Crmnl Justice
Course Description	Examination of the development and administration of criminal law and agencies (police, courts, corrections); emphasis on criminal proceedings and their justification.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 209.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0401

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore

[Previous Value](#)

[Sophomore](#)

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Social and Behavioral Sciences

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

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

[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

- Examination of the development and administration of criminal law and agencies (police, prosecutors, courts); emphasis on criminal proceedings and their justification

Content Topic List

- Criminal justice
- Measuring crime
- Criminal law
- Police officers
- Court system
- Court participants and trial
- Sentencing and sanctions
- Jails and prisons

Sought Concurrence

No

COURSE CHANGE REQUEST
2209 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/15/2021

Attachments

- 2209 GE Foundations Re-Submission.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- s2209_GE sample.doc
(Syllabus. Owner: Downey, Douglas B)

Comments

- Please consider 2209 for the Social and Behavioral Sciences foundation of the new GE. *(by Downey, Douglas B on 10/12/2021 05:38 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	10/12/2021 05:38 AM	Submitted for Approval
Approved	Downey, Douglas B	10/12/2021 05:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2021 12:55 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/15/2021 12:55 PM	ASCCAO Approval



Sociology 2209 Introduction to Criminal Justice [AU21]

TR 9:35-10:55 am, Cunz Hall rm 150 [Lecture 160 contact minutes/week]

Instructor: Dr. Debbie Wilson

Office: 244b Townshend Hall

Office hrs: Wed & Fri 9:30 – 11:30 am

Email: wilson.1028@osu.edu

Phone: (614) 292-1386

Course Description:

The purpose of this course is to introduce students to the agencies responsible for detecting, adjudicating, and sanctioning criminal offenders. Initially, we will examine the historical development of criminal justice and primary types of law. Empirical methods used to measure crime, legal elements of a crime, and criminal defenses will be discussed. The second portion addresses the constitutional limitations placed upon law enforcement. Students will read U.S. Supreme Court decisions and identify legal principles related to basic Constitutional rights provided in the 4th, 5th, 6th, and 14th Amendments. Lastly, we will discuss the formal stages of the system, legal and extra-legal factors that influence proceedings, and the working relationship between members of the courtroom workgroup. We conclude with a look at sentencing strategies, their impact on society, and current problems plaguing the legal system. Throughout the semester we will explore how politics, race, social class, and other factors impact the adjudication of justice. Similarly, we will discuss the impact of policy changes on individuals, the criminal justice system, and society.

Social and Behavioral Science GE Course Goals and Expected Learning Outcomes:

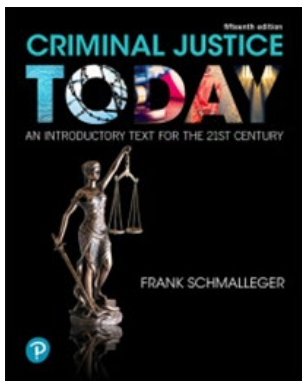
Foundations: Social and Behavioral Sciences	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.	Successful students are able to ...
	1.1 Explain basic facts, principles, theories and methods of social and behavioral science. 1.2 Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.	2.1 Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
	2.2 Evaluate social and ethical implications of social scientific and behavioral research.
	2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

Course Specific Expected Learning Outcomes:

- Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]
- Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]
- Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]
- Understand the constitutional foundations and limits placed upon the system components as they relate to the balance of individual rights versus protection of society. [SBS ELO 2.1 and 2.2]
- Outline the path of a criminal case from arrest through sanctioning.[SBS ELO 1.1, 2.1, 2.2 and 2.3]
- Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

Required Readings:

1. Text



Criminal Justice Today, 15th Edition
 Author: Frank Schmalleger:
 Pearson Publication
 ISBN: 978-0134749754 [print]
 ISBN: 978-0134817743 [etext]

Students have several options for access – choose 1

- OSU Bookstore: Paperback or E-text version
- Direct E-Text Purchase through Pearson
- Online Purchase or Rental [Amazon, VitalSource, etc.]

2. **Additional Readings** [Posted on Canvas]

Components of Course Grade:

Exams: There are three in class non-comprehensive multiple-choice exams worth 80 points each. Students are responsible for all assigned readings and supplemental material covered in lecture. The exam questions will cover material only presented in lecture, material only discussed in the readings, and material presented in videos/clips. Exams will be approximately 45 – 50 questions in length.

Make Up Policy: Students absent for reasons of serious illness or family emergency must notify me before the exam (e-mail or voicemail) and furnish documentation of the reason for the absence (doctor's note, obituary, etc). The make up exam will contain a combination of multiple choice and short essay questions.

Homeworks: There will be three homework assignments worth a total of 50 points. All of the assignments require writing essays that demonstrate critical thinking skills. Students will read assigned articles posted on Carmen and respond to several essay questions. Each assignment will present information on a problem / issue in the criminal justice system from multiple perspectives. Students will critically evaluate the arguments and make informed policy recommendations. The assignments will be approximately 2-3 pages in length.

The responses should be your own original work. Students may not collaborate and submit nearly identical work. As per University rules, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. You must cite all sources used in your responses. Failure to cite outside sources constitutes plagiarism.

Late Policy: Homework submitted after the due date & time is subject to a late penalty of 10% per day. After three days the homework will not be accepted.

Quizzes: Three short answer quizzes worth 20 points each will be given. Each quiz covers material from one lecture and assigned reading. The lowest quiz score for each student will be dropped - leaving 2 quiz scores worth a total of 40 points. The quizzes will be approximately 8 questions in length.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading, assignment preparation, etc) to receive a grade of (C) average.

Grades:

Distribution of Points

Exams : 240 pts (72%)
 Quizzes: 40 pts (13%)
 Homeworks 50 pts (15%)

Total 330 pts (100%)

Grading Scale

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		E	less than 60%

Class Policies:

- Class attendance is expected and will be taken at the beginning of class. You should read the assigned material prior to class. Typically, those who do not attend regularly do not perform well in the course.
- Students are responsible for securing class notes and announcements missed due to an absence. Students should identify one or more classmates to serve as a note buddy.
- Cell phone usage is prohibited during class for all purposes.
- Please be considerate and respectful of your fellow classmates as they may hold diverse opinions on the topics discussed.
- The syllabus and graded course components are subject to change due to unforeseen circumstances.
- All written assignments should be your own original work. Students may **not collaborate** and submit nearly identical work. In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it.

Instructor Response Time:

- **Grading and feedback** should be provided within approximately **7 days** of the task.
- **Email:** Please **use OSU email** [wilson.1028@osu.edu]. Student should expect a reply within **24 hours** to emails received **Monday – Friday**.

General Education Information:

This course satisfies the General Education Requirement in the Social Sciences for Foundations.

Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry. Students will also recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes for Foundations are:

1. Students are able to explain basic facts, principles, theories and methods of social and behavioral science.
2. Students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
3. Students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
4. Students are able to evaluate social and ethical implications of social scientific and behavioral research.
5. Students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Ohio State's Academic Integrity Policy:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Title IX Statement:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Requesting Accommodations for Students with Disabilities:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Course Technology:

For help with Carmen and other technology issues, contact the IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and for urgent issues is available 24/7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - The help guides can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)

Reading Schedule:

The following required readings should be completed for each topic before the scheduled class. Class progress and outside circumstances may necessitate modifications to the course schedule.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READING</u>
<u>Week 1</u>		
August 24 th	Introduction	None
August 26 th	History of CJ, Models of CJ, Patriot Act <u>Text</u> : What is Criminal Justice <u>Articles</u> : Privacy v Security	CH 1 pg 3-14 & 21-27 Canvas [7 pgs]
<u>Week 2</u>		
August 31 st	Counting Crime: UCR and NCVS <u>Text</u> : The Crime Picture Homework #1 Due at 9:35 am	CH 2 pg 32-53
September 2 nd	Gun Crime and Gun Control <u>Text</u> : The Crime Picture <u>Article</u> : Challenge of Firearms Control	CH 2 pg 53-57 & 63-67 Canvas [9 pgs]
<u>Week 3</u>		
September 7 th	Sources and Limits of Law, Elements of a Crime <u>Text</u> : Criminal Law	CH 4 pg 111-122
September 9 th	Video & Discussion Quiz #1	
<u>Week 4</u>		
September 14 th	Criminal Intent, Causation, Legal Defenses <u>Text</u> : Criminal Law <u>Case</u> : U.S. v Tobias	CH 4 pg 123-136 Canvas [10 pgs]
September 16 th	Catch up and Review	
<u>Week 5</u>		
September 21 st	Exam 1	
September 23 rd	History of Policing <u>Text</u> : Policing: Purpose & Organization <u>Articles</u> : Predictive Policing	CH 6 pg 166-178 Canvas [15 pgs]

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READING</u>
<u>Week 6</u> September 28 th	Policing Strategies <u>Text</u> : Policing: Purpose & Organization	CH 6 pg 178-191
September 30 th	4th Amendment, Exclusionary Rule, Exceptions <u>Text</u> : Policing Legal Aspects [4 th Am] <u>Case</u> : Mapp v. OH <u>Case</u> : Illinois v. Rodriguez <u>Case</u> : Arizona v Hicks Homework #2 Due at 9:35 am	CH 7 pg 197-207 Canvas [8 pgs] Canvas [4 pgs] Canvas [4 pgs]
<u>Week 7</u> October 5 th	Exceptions to E.R. <u>Text</u> : Policing Legal Aspects [4 th Am] <u>Case</u> : California v. Greenwood <u>Case</u> : Minnesota v. Dickerson <u>Article</u> : Verdict: Riley v CA	CH 7 pg 208-221 Canvas [6 pgs] Canvas [6 pgs] Canvas [5 pgs]
October 7 th	Video & Discussion Quiz #2	
<u>Week 8</u> October 12 th	5th Amendment, Self-Incrimination, Miranda <u>Text</u> : Policing Legal Aspects [5 th Am] <u>Case</u> : Spano v. New York <u>Case</u> : Miranda v. Arizona <u>Case</u> : Oregon v. Mathiason	CH 7 pg 221-228 Canvas [5 pgs] Canvas [12 pgs] Canvas [3 pgs]
October 14 th	Fall Break - No Class	
<u>Week 9</u> October 19 th	Exceptions to Miranda <u>Text</u> : Policing Legal Aspects [5 th Am] <u>Case</u> : Berkemer v. McCarty <u>Case</u> : U.S. v. Patane <u>Case</u> : Katz v. U.S.	CH 7 pg 228-237 Canvas [9 pgs] Canvas [4 pgs] Canvas [4 pgs]
October 21 st	Catch up and Review	

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
<u>Week 10</u> October 26 th	Exam 2	
October 28 th	Structure and Functions of Courts <u>Text</u> : Courts: Structure & Participants <u>Article</u> : Problem Solving Courts	CH 9 pg 285-295 Canvas [11 pgs]
<u>Week 11</u> November 2 nd	Courtroom Workgroup & Decision Making <u>Text</u> : Courts: Structure & Participants <u>Article</u> : But How Can You Sleep Nights	CH 9 pg 296-315 Canvas [20 pgs]
November 4 th	Arrest → Initial Appearance <u>Text</u> : Pretrial Activities and Trial <u>Case</u> : U.S. v. Salerno	CH 10 pg 321-327 Canvas [8 pgs]
<u>Week 12</u> November 9 th	Video & Discussion Quiz #3	
November 11 th	Veteran's Day - No Class	
<u>Week 13</u> November 16 th	Preliminary Hearing → Pretrial Motions <u>Text</u> : Pretrial Activities and Trial	CH 10 pg 327-336
November 18 th	Trial & Verdict <u>Text</u> : Pretrial Activities and Trial <u>Articles</u> : Jury Readings	CH 10 pg 336-346 Canvas [13 pgs]
<u>Week 14</u> November 30 th	State Sentencing Models <u>Text</u> : Sentencing Homework #3 Due at 9:35 am	CH 11 pg 351-357
December 2 nd	Federal Guidelines & Corrections Policy <u>Text</u> : Sentencing <u>Article</u> : U.S. Corrections Policy Since the 1970s	CH 11 pg 358-371 Canvas [17 pgs]
<u>Week 15</u> December 7 th	Course Wrap Up	
December 10 th	Exam 3 <u>[Friday: 8:00 – 9:45 am]</u>	

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)