**GEP Humanities and U.S. Diversity Special Topic Shell Offering (HUMU 295)**

*This form is to be used for submitting a Special Topics shell offering for the* ***Humanities*** *and* ***U.S. Diversity*** *GEP category to the Council on Undergraduate Education (CUE)*

**Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.**

The ***GEP Humanities objectives*** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

The ***GEP U.S. Diversity objectives*** will provide instruction and guidance that help students to achieve **at least two** of the following:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

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| **HUMU 295** |
| **Department(s)/Program** |  | **New GEP Special Topics Offering** |  |  |
| **Special Topic Title:**(30 character limit) |  | **Review for 2nd Offering** |
| **Term to be Offered** |  |
| **Instructor Name/Title** |  |
| **SECTION 1: GEP CRITERIA** |
| **Instructions:*** At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.
* Achievement of the outcomes must allow students to meet the GEP category objectives.
* Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
* At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
* Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
* For assistance with writing outcomes and list of active verbs using ***Bloom’s Taxonomy*** [[Click Here](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives)]
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| ***Humanities*** |
| List the Instructor’s student learning outcomes for the course that are relevant to GEP *Humanities Objective 1*:***Obj. 1) Engage the human experience through the interpretation of human culture.*** |
| ***Measure(s) for above Outcome:****Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |

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| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2*:***Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.*** |
| ***Measure(s) for above Outcome:****Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*:***Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.*** |
| ***Measure(s) for above Outcome:****Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| ***U.S. Diversity*** |
| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 1, 2, 3, or 4:***Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.******Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;******Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;******Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.*** |
| ***Measure(s) for above Outcome:****Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 1, 2, 3, or 4: |
| ***Measure(s) for above Outcome:****Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| **SECTION 2: REQUISITES AND SCHEDULING** |
| **General guidelines:*** GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
* GEP Courses should have no more than ONE pre-requisite.
* GEP Special Topics are approved as a one-term offering.
* The course syllabus for all sections must include the GEP ***Humanities and U.S. Diversity*** category designations and GEP student learning outcomes.
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| ***Special Topics Term Scheduling:**** List below the course scheduling detail:
	+ Meeting time and day(s):
	+ Seat count:
	+ Room assigned or room preference including needed classroom technology/seat type:
* If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)
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| ***What percentage of the seats offered will be open to all students? %***1. If seats are restricted, describe the restriction being applied.
2. Is this restriction listed in the course catalog description for the course?
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| ***List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.*** |
| ***List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.****(ex: ability to analyze historical text; prepare a lesson plan)* |
| **SECTION 3: ADDITIONAL INFORMATION** |
| ***Complete the following 3 questions or attach a syllabus that includes this information.*** |
| **1. Title and author of any required text or publications.** |
| **2. Major topics to be covered and required readings including laboratory and studio topics.** |
| **3. List any required field trips, out of class activities, and/or guest speakers.** |

***SIGNATURE PAGE FOR HUMU 295***

**RECOMMENDED BY:**

HEAD, DEPARTMENT/PROGRAM DATE

***\*For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.***

**ENDORSED BY:**

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

**APPROVED BY:**

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE