

## 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:

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;
6. 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.;
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

### HUMU 295

<b>Department(s)/Program</b>		<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)		<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>		
<b>Instructor Name/Title</b>		

### 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](#)]

#### *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.*

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 4, 5, 6, or 7:

**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 4, 5, 6, or 7:

**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.

**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)

**What percentage of the seats offered will be open to all students? \_\_\_\_\_ %**

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

**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 \_\_\_\_\_