


BIOC 402 Advanced Biochemistry-CrsRvs-2018-02-06

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

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| <p>(C) Implications of the change on the program, other programs and the Students:*</p> | <p>Dual-listing this course should increase enrollment - BIOC 302 does not have a large enrollment, so additional students will be helpful and there will not be a need for for more than one section. No effect on students or other programs. A letter of support from the Biochemistry/Cell & Molecular Biology Group is attached.</p> |
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| Current Course Inform 55.89&. | |
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| <p>(K) Current Course Student Learning Outcomes (SLOs)</p> | | | | | | | | | | | | | |
|--|--|-------------------------|---------|-------------------------|---|--|--|---|--|--|---|--|--|
| <p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p> | <p>Note that the text box in the table expands</p> <table border="1" data-bbox="354 319 873 508"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> | SLO # | Outcome | How outcome is assessed | 1 | | | 2 | | | 3 | | |
| SLO # | Outcome | How outcome is assessed | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| <p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> | | | | | | | | | | | | |
| <p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> | | | | | | | | | | | | |

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

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| <p>If Completing this Section,</p> | |
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| <ul style="list-style-type: none"> • The aesthetic facets of human experience | |
| <ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives | |
| <ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures | |
| <ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities | |
| <ul style="list-style-type: none"> • the interrelationships within and across disciplines | |
| Empowered Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • effective oral and written communication abilities | |
| <ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies | |
| <ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools | |
| <ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources | |
| <ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action | |
| <ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups | |
| <ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation | |
| <ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas | |
| Responsible Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • intellectual honesty | |
| <ul style="list-style-type: none"> • concern for social justice | |
| <ul style="list-style-type: none"> • civic engagement | |
| <ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world | |
| <ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others | |

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| <p>How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p> | <table border="1"> <tr> <td data-bbox="537 184 721 237"></td> <td data-bbox="721 184 1495 237"></td> </tr> <tr> <td data-bbox="537 237 721 289"></td> <td data-bbox="721 237 1495 289"></td> </tr> <tr> <td data-bbox="537 289 721 342"></td> <td data-bbox="721 289 1495 342"></td> </tr> <tr> <td data-bbox="537 342 721 394"></td> <td data-bbox="721 342 1495 394"></td> </tr> </table> | | | | | | | | |
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| Narrative Description of the Required Content | <i>How the proposal relates to the Education Major</i> |
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Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>