

Application Form for Proposed Courses

Revised General Education Program Curriculum

Approvals and Statements:

Department Head: [Berkwitz, Stephen C](#)

Approval Status: Approved

Statement: REL 100 is a proven, popular course that educates large numbers of MSU students about the significance of religion as a human phenomenon, while preparing students to become ethical leaders who are culturally competent. The proposal for the revised course demonstrates how REL 100 will fulfill General Goals 13 and 14, while accomplishing four SLO's in each category. The instructors have improved their assessment plan and have given considerable thought on how to integrate the General Education goals with their course goals. Alas, it appears that the chart in the syllabus showing the correlation between Gen. Ed. and course goals could not be reproduced in the online application system. However, I have seen it and can vouch for the fact that they are well integrated. Each course goal is linked to one General Goal and corresponds respectively to one or more "SLO," as explained on page 5 of the syllabus. They will assess the Goals and Outcomes of the course by a combination of self-report surveys and essays that can be measured numerically and evaluated. REL 100 may sustain anywhere from 12-16 sections in the Fall and Spring semesters, since the department has four fulltime faculty who teach from 2-4 sections each semester, and several per-course faculty who have taught the course previously. It is taught as a traditional seated course, but has recently begun offering well-enrolled blended and online sections. It may serve well over 1000 students a year, and employs diverse instructional methods that support student success. Student feedback from past semesters confirms that this course has consistently met General Education expectations as well as standards for student satisfaction. REL 100 utilizes numerous High Impact Education Experiences, including visits to local places of worship, group projects, guest speakers, and review sessions. This course has been a valuable one to the department and the university for many years, and I endorse this proposal strongly and without reservation.

Date: 2012-12-09 10:21:46.0

Dean: [Matthews, Victor H](#)

Approval Status: Approved

Statement:

Date: 2012-12-04 08:52:28.0

CGEIP Chair: [Smith, Joshua J](#)

Approval Status: Approved

Date: 2013-01-28 16:52:18.0

Course Information:

Submitting User:	Pulley, Kathy J
Submitting Date:	2012-11-30 13:06:28.0
Department Code:	REL
Course Number:	100
Course Title:	Introduction to Religion
Credit Hours:	3
Prerequisites:	none
Course Revision Dept and Code:	REL 100
Course Revision Title:	Introduction to Religion
Course Revision Attachments:	REL 100 Attachment 1 CGEIP Evaluation Form fa 2011 8 10 11 pj-REL 100-4Revised1354302388895.docx CGEIP Reviews Companion Evaluation of REL 100 SP121354302388958.docx
How the course aligns with the GLG's:	<p>Religion 100 helps students develop life-long decision-making skills that will lead to a thoughtful and meaningful life, as well as to responsible participation in an increasingly diverse and globalized society. The course contributes to MSU's public affairs mission by enhancing students' cultural competence and preparing students for ethical leadership within their spheres of influence. Cultural Competence: Students increase self-awareness and expand their knowledge of and respect for other cultures. The course explores the role that religious beliefs have in shaping individual and collective behavior, and then gives students tools to understand, critically examine and articulate key similarities and differences between their own perspectives and practices, and those of others. A variety of instructional methods engages students in informed and respectful examination of various religio-cultural views which serves to sharpen their skills for interacting with others. Ethical Leadership: Students learn various foundations for ethical thought and action, evaluate the congruency of their own values and actions, and acquire tools to analyze complex ethical dilemmas in today's world. Though focused on two of the Public Affairs goals for this proposal, REL 100 also provides opportunity for students to experience the third goal of community engagement. Assignments, such as studying current events through the lens of religion or observing religious rituals or analyzing popular media or involvement in charitable action, connect academic concepts to the real world. Ultimately, students will recognize the need for understanding and respect of diverse ethical and religious perspectives as a means to a more peaceful and productive world.</p>
Syllabus Attachment:	REL 100 Syllabus.pdf

Curricular Area, General Learning Goals, and Specific Learning Outcomes:

Course Area: Breadth of Knowledge
Course Type: Public Affairs - Cultural Competence

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

- **SLO13.1 - Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO13.2 - Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO13.3 - Identify the importance and best practices of developing skills for working/interacting with others.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO13.4 - Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

- **SLO14.1 - Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO14.2 - Understand the foundations for ethical thought and action.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO14.3 - Identify areas of difficulty in responding to situations demanding ethical inquiry.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

- **SLO14.4 - Analyze complex ethical dilemmas facing the world.**

Tool(s) used to assess this specific learning outcome:

- Essay
- Self-report survey

Assessment data instructors will track and report:

- Other: mean score on survey, representative essays

Enrollment:

	Fall	Spring	Summer	Intersessions
Number of Sections:	16	16	1	1
Enrollment Per Section:	40	40	60	12

Total Annual Enrollment: 1,352

Other Considerations:

Modalities

- Traditional
- Online
- Blended

High Impact Education Experiences

- Discussions
- Other
 - site visits, group projects, speakers, rev sess

Instruction:

Instructor type(s): Full-time faculty and adjunct faculty

Instructor Qualifying Criteria: Graduate degree in Rel St, past teaching success

Instructional methods that support student success: write/read/research/discuss/exams/discussion blogs

Assessment:

Primary individual(s) that will review and analyze the assessment data across sections:

- Course coordinator

How results will be shared with those that teach the course:

- Oral report

When results will be shared with those that teach the course:

- Each year

Coordinator: Kathy Pulley

Completed GEA Training: Yes

Comments

Smith, Joshua J CGEIP Chair 2013-01-28 16:52:18.0 REL 100 clearly aligns with the general education goals (GG13 and GG14). The course is a model for the alignment of the SLOs with the course goals (great concept map integrating the General Education SLOs and Course Goals). The assessment tools were able to be found in the sample syllabus and models for ensuring student success are listed in the application but could have been expanded. CGEIP considered the application ideal for this area of the revised general education.

Miller, F Thornton CGEIP 2013-01-14 10:59:54.0 REL 100 aligns with the Gen Ed requirements and the syllabus articulates the Gen Ed goals and

SLOs for the course. The assessment tools are within the scope of the syllabus. The course has an assessment plan and a coordinator. The course is offered in several modalities, has HIEEs, and methods are given for promoting student success.

Piccolo, Diana L	CGEIP	2013-01-06 12:56:54.0	REL 100 course goals are in alignment with the specified Gen Ed requirements and the syllabus articulates this alignment. The assessment tools (essay and self-report) are listed in the syllabus and on-line application but examples of these tools were not found.
-----------------------------	-------	--------------------------	---