



HLC Accreditation Evidence

- Course Submission Worksheet

URL: <https://docs.bartonccc.edu/iss/documents/facultyresources/2015-2016%20Web%20Documents/Course%20Submission%20Worksheet.docx>

Office of Origin:

- Vice President of Instruction

Contact(s):

- Dean of Academics

Learning, Instruction and Curriculum Committee (LICC)

Worksheet for Development and Submission of Course Syllabi

Use this document to support the creation or modification a course syllabus. Once you complete this worksheet and develop the elements of a syllabus necessary for consideration, email the completed form to liccdocs@bartonccc.edu. Please work with your Dean on any revised or new course.

When you submit this document, a LICC sub team will review your information and communicate any edits that are required.

You will be invited to attend a LICC meeting where you will present the course syllabus information and respond to any additional questions. The full LICC Committee will consider the course information and vote to approve (or not) the course syllabus.

Check the appropriate boxes, click the hyperlinks to go to the appropriate page and answer the questions.

The course syllabus you wish to submit is a ...

- [Revised Course](#): changes to an existing course or reactivating a course
- [New Course](#): establishing a new course

Revised Course Information

- 1. Existing Course Code, Number and Title** (ex. MATH 1836 Analytic Geometry and Calculus III):
Click or tap here to enter text.
- 2. Current Course Prerequisite:**Click or tap here to enter text.
- 3. Initiating Instructor(s):**Click or tap here to enter text.
- 4. Effective Term:**Click or tap here to enter text.

5. Classification of Course (choose all that apply from the following lists)

Academic and/or Career/Technical

- [General Education](#)
- Elective
- Developmental
- Military Programs
- Program Requirement
- Program Alignment

Community Education

- Customized Training
- Seminar/Workshop
- Continuing Education
- Lifelong Learning

Section Type

- Public Offering
- Business and Industry

6. Reasons for submission (check all that apply and fill out appropriate boxes)

- Course Title Change
Requested Course Title: Click or tap here to enter text.
- Credit Hour(s) Change
Current Credit Hours: Click or tap here to enter text.
Requested Credit Hours: Click or tap here to enter text.
- Course Description Change
- Prerequisite Change (include a minimum grade)
Requested Prerequisite: Click or tap here to enter text.
- Outcomes/Competencies Revision
- Revived course: course has not been offered in the last five years
- KCOG course: Kansas Core Outcomes Group has added this course to the seamless transfer list. If you check this box, the following paragraph will be added to the Course As Viewed in the Total Curriculum Section: "The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – http://kansasregents.org/transfer_articulation"

7. What are the credential requirements for an instructor for this course? (Speak to your supervisor to determine HLC qualifications)

Click or tap here to enter text.

8. List faculty in the discipline (full-time, part-time or adjunct) that were contacted and had the opportunity for input.

Click or tap here to enter text.

9. Course Description

Click or tap here to enter text.

10. Outcomes and Competencies

Outcomes are broad general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. These may be dictated by KCOG, industry, governing agency, or accreditation requirements. The number of outcomes should be reflective of the credit hour value of the course. At a minimum, there is to be at least one outcome per credit hour. Outcome statements do not have to be measurable; however, each outcome statement should begin with an action verb which conveys the idea of how student learning will be demonstrated. When composing Outcome Statements, Initiating Faculty should consider how they would finish this sentence: *At the end of this course, students should be able to...*

Competencies are statements regarding how the student will achieve an outcome; they are to be specific and measurable. Instructors are encouraged to use Bloom's Taxonomy in determining quality action verbs at the beginning of each competency statement. Verbs that allow for subjective interpretation are not to be used, e.g., "discuss" and "understand."

All competencies are to be linked to the appropriate outcome, and supplemental competencies may be used if desired to further clarify. Example below displays how to format the learning outcome content for a course.

- A. Course Outcome A
 - 1. Competency supporting Outcome A
 - 2. Competency supporting Outcome A
 - a. Supplemental Competency supporting Outcome A.2.

- B. Course Outcome B
 - 1. Competency supporting Outcome B
 - a. Supplemental Competency supporting Outcome B.3.
 - b. Supplemental Competency supporting Outcome B.3.
 - 2. Competency supporting Outcome B

Reference our website <https://internal.bartonccc.edu/faculty/licc> for additional resources.

Use the next page (and any additional pages) to write the Outcomes and Competencies for the course.

Please draft paragraph(s) to include in the Course As Viewed in the Total Curriculum section of the syllabus. The paragraph needs a brief description of how this course fits into a scope and sequence of classes for a program and/or General Education. Here are some sentences and paragraphs that you might edit or create from them.

Example 1: [Course name] can meet the general education requirement for [Degree type] in the [General Education Area] division.

Example 2: [Course name] may be used to help fulfill [Name of program or degree] program requirements or obtain elective credit for all degrees. This course may be repeated for credit one time.

11. Create your Scope and Sequence paragraph

Click or tap here to enter text.

Course Transfer paragraph

The second paragraph needs to address transfer of the course and this will be added to your syllabus.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

This ends the Revised Course Checklist.

If you selected that the course is a General Education course, you need to go to the [General Education Analysis](#) page in this document to determine the area(s) of general education the course meets.

New Course Information

1. Classification of Course (choose all that apply from the following lists)

Academic and/or Career/Technical

- [General Education](#)
- Elective
- Developmental
- Military Programs
- Program Requirement
- Kansas Board of Regents/
Program Alignment

Community Education

- Customized Training
- Seminar/Workshop
- Continuing Education
- Lifelong Learning

Section Type

- Public Offering
- Business and Industry

2. Schedule Type (choose all that apply)

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> PE Activity |
| <input type="checkbox"/> Lab | <input type="checkbox"/> By Arrangement | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Lecture/Hybrid | <input type="checkbox"/> Web | <input type="checkbox"/> Seminar |

3. Repetition (choose one)

- Repeatable: Can be repeated an additional three times to satisfy credit requirements for graduation
- Non-Repeatable: Applies only once towards graduation requirements and the most recent grade earned will be used to calculate a student's grade point average.

4. Preferred Subject Code (ex. MATH)

Click or tap here to enter text.

5. Preferred Course Number (four-digit number)

Click or tap here to enter text.

6. Preferred Course Title

Click or tap here to enter text.

7. CIP (if applicable)

Click or tap here to enter text.

8. Credit Hours

Click or tap here to enter text.

9. Prerequisite (include a minimum grade)

Click or tap here to enter text.

10. What are the credential requirements for an instructor for this course? (Speak to your supervisor to determine HLC qualifications)

Click or tap here to enter text.

11. List faculty in the discipline (full-time, part-time or adjunct) that were contacted and had the opportunity for input.

Click or tap here to enter text.

12. Course Description

Click or tap here to enter text.

13. Outcomes and Competencies

Outcomes are broad general statements that indicate skills or knowledge the individual will possess upon successful completion of the course. These may be dictated by KCOG, industry, governing agency, or accreditation requirements. The number of outcomes should be reflective of the credit hour value of the course. At a minimum, there is to be at least one outcome per credit hour. Outcome statements do not have to be measurable; however, each outcome statement should begin with an action verb which conveys the idea of how student learning will be demonstrated. When composing Outcome Statements, Initiating Faculty should consider how they would finish this sentence: *At the end of this course, students should be able to...*

Competencies are statements regarding how the student will achieve an outcome; they are to be specific and measurable. Instructors are encouraged to use Bloom's Taxonomy in determining quality action verbs at the beginning of each competency statement. Verbs that allow for subjective interpretation are not to be used, e.g., "discuss" and "understand."

All competencies are to be linked to the appropriate outcome, and supplemental competencies may be used if desired to further clarify. Example below displays how to format the learning outcome content for a course.

- A. Course Outcome A
 - 1. Competency supporting Outcome A
 - 2. Competency supporting Outcome A
 - a. Supplemental Competency supporting Outcome A.2.

- B. Course Outcome B
 - 1. Competency supporting Outcome B
 - a. Supplemental Competency supporting Outcome B.3.
 - b. Supplemental Competency supporting Outcome B.3.
 - 2. Competency supporting Outcome B

Reference our website <https://internal.bartonccc.edu/faculty/licc> for additional resources.

Use the next page (and any additional pages) to write the Outcomes and Competencies for the course.

14. Describe how the course fits into a new or existing Barton program or core/sequence of existing courses within a discipline.

Click or tap here to enter text.

15. Describe the benefit of offering the course including research that determined the existence of a student market, whom it will serve, and/or the course as compared to other colleges/universities (transfer and/or KCOG).

Click or tap here to enter text.

16. Describe a plan for assessment of course competencies. Please include how this may fit in various levels of assessment at the College (course, program/SLO, General Education Outcomes, Fundamental Outcomes, Institutional Assessment, etc.).

Click or tap here to enter text.

17. Describe whether there are adequate instructional, physical, equipment, technology and resources to support this course.

Click or tap here to enter text.

Based upon your responses in questions 1, 3, 14 and 15, please draft paragraphs to include in the Course As Viewed in the Total Curriculum section of the syllabus. The paragraph needs a brief description of how this course fits into a scope and sequence of classes for a program and/or General Education. Here are some sentences and paragraphs that you might edit or create from them.

Example 1: [Course name] can meet the general education requirement for [Degree type] in the [General Education Area] division.

Example 2: [Course name] may be used to help fulfill [Name of program or degree] program requirements or obtain elective credit for all degrees. This course may be repeated for credit one time.

18. Create your Scope and Sequence paragraph

Click or tap here to enter text.

Course Transfer paragraph

The second paragraph needs to address transfer of the course and this will be added to your syllabus.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

KGOG paragraph

A third paragraph is only used if the course is approved through KCOG for seamless transfer.

19. Check the box below if this paragraph needs to be included.

The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – http://kansasregents.org/transfer_articulation

This ends the New Course Checklist.

If you selected that the course is a General Education course, you need to go to the [General Education Analysis](#) page in this document to determine the area(s) of general education the course meets.

General Education Analysis

Please complete if you know or believe this course is a general education course.

1. Has this course already been identified as a General Education course?

Yes (go to 1a)

No (go to 1b)

1a. If "Yes", what area(s)?

Zone 1: Foundation Courses

[Sector A: Written and Oral Communications](#)

[Sector B: Mathematical Reasoning](#)

[Sector C: Technological Skills](#)

Zone 2: Introductory Courses

[Sector A: Arts and Humanities](#)

[Sector B: Social Sciences](#)

[Sector C: Mathematics and Pure Science](#)

[Sector D: Personal Well-Being](#)

If the outcomes and competencies of the course have changed, you will need to relink the outcomes and competencies of the course to the General Education outcomes. Use the page indicators above to go through the analyzation process. If you are looking for Zone 1 Sector D: Global Issues and Diversity, that will be later in the process.

1b. If "No", choose the area(s) that you believe the course satisfies.

Zone 1: Foundation Courses

[Sector B: Mathematical Reasoning](#)

[Sector C: Technological Skills](#)

Zone 2: Introductory Courses

[Sector A: Arts and Humanities](#)

[Sector B: Social Sciences](#)

[Sector C: Mathematics and Pure Science](#)

[Sector D: Personal Well-Being](#)

If you are looking for Zone 1 Sector D: Global Issues and Diversity, that will be later in the process.

Click the hyperlinks above to conduct the specific analysis for the area(s) you chose.

If you need help understanding how to match or link outcomes/competencies from your course to the General Education outcomes, we have provided an [example](#) in the [Appendix](#) of this document.

Zone 1: Foundation Courses

Sector A: Written and Oral Communications

To determine if the course meets the requirements for Zone 1: Foundation Courses and Sector A: Written and Oral Communications use the following steps to analyze.

1. Does the course have college-level prerequisites?

- Yes (consider for [Zone 2 Sector A](#) unless prereq is ENGL 1204 or 1209) No (continue to next question)

2. Does the course transfer as a general education course OR are you going to be seeking equivalency to a general education course to at least one in-state University?

- Yes (continue to next question) No (consider for [Zone 2 Sector A](#))

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Effectively communicate in writing and speaking with clarity, coherence, and persuasiveness.

Click or tap here to enter text.

2. Present and support ideas in an organized manner consistent with the intended audience and purpose in both speaking and writing.

Click or tap here to enter text.

3. Locate and evaluate source information and incorporate it into their work in an ethical and legal fashion.

Click or tap here to enter text.

4. Identify communication techniques for effective elicitation of information including listening, speaking, writing and body-language.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

- Yes (meets criteria for Zone 1 Sector A) No (consider for [Zone 2 Sector A](#))

Zone 1: Foundation Courses

Sector B: Mathematical Reasoning

To determine if the course meets the requirements for Zone 1: Foundation Courses and Sector B: Mathematical Reasoning use the following steps to analyze.

1. Does the course have college-level prerequisites?

Yes (consider for [Zone 2 Sector C](#))

No (continue to next question)

2. Does the course transfer as a general education course OR are you going to be seeking equivalency to a general education course to at least one in-state University?

Yes (continue to next question)

No (consider for [Zone 2 Sector C](#))

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Use empirical methods to determine and express relationships between properties or concepts.

Click or tap here to enter text.

2. Solve problems by applying appropriate strategies and logical reasoning.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

Yes (meets criteria for Zone 1 Sector B -- go to [Zone 2 Sector C](#) to determine if the course fits for Mathematics and Pure Science)

No (consider for [Zone 2 Sector C](#))

Zone 1: Foundation Courses
Sector C: Technological Skills

To determine if the course meets the requirements for Zone 1: Foundation Courses and Sector C: Technological Skills use the following steps to analyze.

1. Does the course have college-level prerequisites?

Yes (classify as Elective)

No (continue to next question)

2. Does the course transfer as a general education course OR are you going to be seeking equivalency to a general education course to at least one in-state University?

Yes (continue to next question)

No (classify as Elective)

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Demonstrate technical knowledge and skills used in digital-age work and learning environment in an ethical manner.

Click or tap here to enter text.

2. Practice communication, problem solving and decision-making using appropriate technology.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

Yes (meets criteria for Zone 1 Sector C -- stop)

No (does NOT meet criteria for Zone 1 Sector C – classify as Elective)

Zone 2: Introductory Courses
Sector A: Arts and Humanities

To determine if the course meets the requirements for Zone 2: Introductory Courses and Sector A: Arts and Humanities use the following steps to analyze.

1. Is the course developmental?

- Yes (cannot be classified in Zone 2 -- stop) No (continue to next question)

2. Does the course transfer as a general education course OR are you going to be seeking equivalency to a general education course to at least one in-state University?

- Yes (continue to next question) No (classify as Elective)

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Effectively communicate in writing and speaking with clarity, coherence and persuasiveness.

Click or tap here to enter text.

2. Analyze and interpret artistic performances and works of art utilizing the historical and cultural context.

Click or tap here to enter text.

3. Reflect on and explain the meaning of artistic works and performances.

Click or tap here to enter text.

4. Demonstrate historical literacy and articulate a view of history as a series of historiographical discussions.

Click or tap here to enter text.

5. Analyze and interpret the causes, course and consequences of major events in history.

Click or tap here to enter text.

6. Describe and evaluate the cultural perspectives within the human condition.

Click or tap here to enter text.

7. Develop appreciation for other cultures through language and other forms of expression.

Click or tap here to enter text.

8. Analyze and interpret literary texts, including their meanings, utilizing the historical and cultural context.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

Yes (meets criteria for Zone 2 Sector A -- go to [Zone 1 Sector D](#) to analyze for Global Issues and Diversity)

No (classify as Elective)

Zone 2: Introductory Courses

Sector B: Social Sciences

To determine if the course meets the requirements for Zone 2: Introductory Courses and Sector B: Social Sciences use the following steps to analyze.

1. Is the course developmental?

Yes (cannot be classified in Zone 2 -- stop)

No (continue to next question)

2. Does the course transfer OR will be seeking course transfer to at least one in-state University?

Yes (continue to next question)

No (classify as Elective)

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Develop an understanding of the relation of self to world through investigations of social, cultural, economic and political institutions in shaping human thought, value and behavior.

Click or tap here to enter text.

2. Identify various social factors that influence behavior at multiple levels of human interaction.

Click or tap here to enter text.

3. Apply systematic and scientific strategies to examine current social issues and problems.

Click or tap here to enter text.

4. Analyze how people's experiences and perspectives are shaped by social change or human behavior.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

Yes (meets criteria for Zone 2 Sector B --

go to [Zone 1 Sector D](#) to analyze for Global Issues and Diversity)

No (classify as Elective)

Zone 2: Introductory Courses
Sector C: Mathematics and Pure Science

To determine if the course meets the requirements for Zone 2: Introductory Courses and Sector C: Mathematics and Pure Science use the following steps to analyze.

1. Is the course developmental?

- Yes (cannot be classified in Zone 2 -- stop) No (continue to next question)

2. Does the course transfer OR will be seeking course transfer to at least one in-state University?

- Yes (continue to next question) No (classify as Elective)

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Use empirical methods to determine and express relationships between properties or concepts.

Click or tap here to enter text.

2. Solve problems by applying appropriate strategies and logical reasoning.

Click or tap here to enter text.

3. Using scientific facts and ideas, examine and predict multiple outcomes for various encounters.

Click or tap here to enter text.

4. Explain major concepts related to living systems and the physical universe.

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

- Yes (meets criteria for Zone 2 Sector C -- go to [Zone 1 Sector D](#) to analyze for Global Issues and Diversity) No (classify as Elective)

Zone 2: Introductory Courses

Sector D: Personal Well-Being

To determine if the course meets the requirements for Zone 2: Introductory Courses and Sector D: Personal Well-Being use the following steps to analyze.

1. Is the course developmental?

Yes (cannot be classified in Zone 2 -- stop)

No (continue to next question)

2. Does the course transfer OR will be seeking course transfer to at least one in-state University?

Yes (continue to next question)

No (classify as Elective)

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

Click or tap here to enter text.

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Participate in activities that enhance social inclusion, self-expression, personal and professional development.

Click or tap here to enter text.

2. Develop habits which promote individual health and well-being (physical, mental and emotional).

Click or tap here to enter text.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

Yes (meets criteria for Zone 2 Sector D -- go to [Zone 1 Sector D](#) to analyze for Global Issues and Diversity)

No (classify as Elective)

Zone 1: Foundation Courses

Sector D: Global Issues and Diversity

To determine if the course meets the requirements for Zone 1: Foundation Courses and Sector D: Global Issues and Diversity use the following steps to analyze.

1. Is the course identified as a Zone 1 course in sectors A, B or C?

Yes (stop – does NOT meet criteria)

No (continue to next question)

2. Is the course identified as a Zone 2 course?

Yes (continue to next question)

No (stop – does NOT meet criteria)

3. Link the outcomes and competencies from the course (unduplicated from Zone 2 analysis) to as few or as many general education outcomes as appropriate.

1. Analyze issues such as globalization, sustainability, multiculturalism and prejudice (equality/inequality) within a society or culture.

Click or tap here to enter text.

2. Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.

Click or tap here to enter text.

4. From the analysis, have you identified more than 25% of the competencies in the course (unduplicated from Zone 2 analysis) linked to the outcomes?

Yes (meets criteria for Zone 1 Sector D)

No (does NOT meet criteria for Zone 1 Sector D)

Appendix

Example of a General Education Analysis

Let us use POLS 1800 Government of the United States.

I am going to suppose that the course is a general education course for Zone 2, Sector B Social Sciences so I click the link and go to that page.

Zone 2: Introductory Courses

Sector B: Social Sciences

To determine if the course meets the requirements for Zone 2: Introductory Courses and Sector B: Social Sciences use the following steps to analyze.

This course is not developmental so I would select "No"

1. Is the course developmental?

Yes (cannot be classified in Zone 2 -- stop)

No (continue to next question)

This course does transfer to at least one in-state university, so I would select "Yes"

2. Does the course transfer OR will be seeking course transfer to at least one in-state University?

Yes (continue to next question)

No (classify as Elective)

Looking at our transfer websites at <https://bartonccc.edu/transfer/schools>, I can search each school, find out its equivalency and list them.

3. List the course titles and the universities to which the course is equivalent.

Use our [Transfer Website](#) to assist in answering this question.

PO 100 Intro to Government & Politics – Emporia State University; POLS 101 American Government – Fort Hays State University; POLSC 115 US Politics – Kansas State University; POLS 101 US Politics – Pittsburg State University; POLS 110 Introduction to US Politics – Kansas University; POLS 121 American Politics – Wichita State University

For the next step, I need the outcomes and competencies from the course syllabus. I've copied them below.

- A. Describe the foundations, development, and features of the U.S. Constitution.
 - 1. Describe the importance of the Declaration of Independence and impact of the Articles of Confederation, and the fundamental values that protect rights.
 - 2. Distinguish between separation of powers and checks and balances.
 - 3. Summarize the ratification and amendment process.
 - 4. Define Federalism and its evolution.
 - 5. Discuss the different powers (delegated, reserved, concurrent).
 - 6. Explain how the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution established foundations that influence our government.

- B. Identify forms of political participation, values, attitudes and behaviors, and differentiate between organizations engaged in election processes, and analyze participation in the U.S. system of democracy.
 - 1. Define political parties, culture, and party identification and their significance.
 - 2. Describe the influence of media and bias on the political system.
 - 3. Discuss interest groups as well as their goals and tactics.
 - 4. Compare and contrast the issue positions of the two party system and explain the organization of the two party system.
 - 5. Explain political socialization, its agents and their impact.
 - 6. Identify suffrage and factors that influence voting and elections.

- C. Analyze and describe how policy decisions are made and explain the impact of policy on the American public.
 - 1. Distinguish between different fiscal, monetary, defense, and foreign policies.
 - 2. Describe how foreign and domestic policies are developed.
 - 3. Explain how the structure and decision making processes at the national level are shaped and influenced by political parties, groups and key individuals.
 - 4. Discuss globalization and its impact upon the U.S. political system.

- D. Analyze and describe the structure, function, and relationships of the legislative, judicial, and executive branches of the United States national government.
 - 1. Describe the organization of Congress, its impact, structure and function in the legislative process.
 - 2. Explain the process by which a president is elected and the Electoral College.
 - 3. Compare and contrast constitutional, formal, and informal powers of the president to include the role of the executive branch.
 - 4. Discuss the structure and function of the various courts systems
 - 5. Examine the role of the Supreme Court and selection process of justices.

- E. Distinguish between civil liberties and civil rights.
 - 1. Describe the nature of the Bill of Rights and its freedoms.
 - 2. Identify landmark Supreme Court decisions interpreting rights.
 - 3. Define the Civil Rights Movement and Act.
 - 4. Compare and contrast informal and formal acts to protect and promote rights.
 - 5. Discuss emerging groups seeking rights today.

So how do you link the syllabus outcome/competencies to the General Education outcomes? Consider the following:

- You want to look for key words or phrases that have just a component for each general education outcome.
- If you think a competency can land in more than one, you need to choose the “best fit”. They cannot be repeated.
- You list them by the outcome letter followed by the competency number (see example below).

4. Link the outcomes and competencies from the course to as few or as many the general education outcomes as appropriate.

1. Develop an understanding of the relation of self to world through investigations of social, cultural, economic and political institutions in shaping human thought, value and behavior.
A2, A5, A6, B1, B6, D1, D2, E1
2. Identify various social factors that influence behavior at multiple levels of human interaction.
B2, B3, B5, C3
3. Apply systematic and scientific strategies to examine current social issues and problems.
B4, E4
4. Analyze how people’s experiences and perspectives are shaped by social change or human behavior.
Click or tap here to enter text.

You do not have to have something in every outcome. You could link just in one General Education outcome.

You need to count the total number of competencies you used and the total number of competencies in your syllabus. In this example, I used 14 competencies out of 26 in my syllabus. That’s over 50% so I can check “Yes” in question 9.

5. From the analysis, have you identified more than 50% of the competencies in the course linked to the outcomes?

- Yes (meets criteria for Zone 2 Sector B -- go to [Zone 1 Sector D](#) to analyze for Global Issues and Diversity) No (classify as Elective)

Now the directions say to go to Zone 1 Sector to analyze concerning Global Issues and Diversity. Let’s do that next by either clicking the link or just follow the example to the next page.

Zone 1: Foundation Courses

Sector D: Global Issues and Diversity

To determine if the course meets the requirements for Zone 1: Foundation Courses and Sector D: Global Issues and Diversity use the following steps to analyze.

This was identified as a Zone 2, Sector B course, so I would answer “No” on question 1 and “Yes” on question 2.

1. Is the course identified as a Zone 1 course in sectors B or C?

- Yes (stop – does NOT meet criteria) No (continue to next question)

2. Is the course identified as a Zone 2 course?

- Yes (continue to next question) No (stop – does NOT meet criteria)

In the Zone 2 analysis, we used 14 of the competencies. I'll recopy the list, but I'll strikeout the ones we already used.

- A. Describe the foundations, development, and features of the U.S. Constitution.
1. Describe the importance of the Declaration of Independence and impact of the Articles of Confederation, and the fundamental values that protect rights.
 - ~~2. Distinguish between separation of powers and checks and balances.~~
 3. Summarize the ratification and amendment process.
 4. Define Federalism and its evolution.
 - ~~5. Discuss the different powers (delegated, reserved, concurrent).~~
 - ~~6. Explain how the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution established foundations that influence our government.~~
- B. Identify forms of political participation, values, attitudes and behaviors, and differentiate between organizations engaged in election processes, and analyze participation in the U.S. system of democracy.
- ~~1. Define political parties, culture, and party identification and their significance.~~
 - ~~2. Describe the influence of media and bias on the political system.~~
 - ~~3. Discuss interest groups as well as their goals and tactics.~~
 - ~~4. Compare and contrast the issue positions of the two party system and explain the organization of the two party system.~~
 - ~~5. Explain political socialization, its agents and their impact.~~
 - ~~6. Identify suffrage and factors that influence voting and elections.~~
- C. Analyze and describe how policy decisions are made and explain the impact of policy on the American public.
1. Distinguish between different fiscal, monetary, defense, and foreign policies.
 2. Describe how foreign and domestic policies are developed.
 - ~~3. Explain how the structure and decision making processes at the national level are shaped and influenced by political parties, groups and key individuals.~~
 4. Discuss globalization and its impact upon the U.S. political system.

- D. Analyze and describe the structure, function, and relationships of the legislative, judicial, and executive branches of the United States national government.
1. ~~Describe the organization of Congress, its impact, structure and function in the legislative process.~~
 2. ~~Explain the process by which a president is elected and the Electoral College.~~
 3. Compare and contrast constitutional, formal, and informal powers of the president to include the role of the executive branch.
 4. Discuss the structure and function of the various courts systems
 5. Examine the role of the Supreme Court and selection process of justices.
- E. Distinguish between civil liberties and civil rights.
1. ~~Describe the nature of the Bill of Rights and its freedoms.~~
 2. Identify landmark Supreme Court decisions interpreting rights.
 3. Define the Civil Rights Movement and Act.
 4. ~~Compare and contrast informal and formal acts to protect and promote rights.~~
 5. Discuss emerging groups seeking rights today.

Looking at what is left and linking them to the outcomes for Global Issues and Diversity, here's what I found:

3. Link the outcomes and competencies from the course (unduplicated from Zone 2 analysis) to as few or as many general education outcomes as appropriate.

1. Analyze issues such as globalization, sustainability, multiculturalism and prejudice (equality/inequality) within a society or culture.

C4, E2, E3, E5

2. Explain how the diverse range of human differences influences the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.

C2

There are a total of 26 competencies. Twenty-five percent of 26 is 6.5 so we'll round up to 7. I could only identify 5 competencies from the course (unduplicated) that would meet Global Issues and Diversity. Therefore, I would need to select "No" on question 4.

4. From the analysis, have you identified more than 25% of the competencies in the course (unduplicated from Zone 2 analysis) linked to the outcomes?

- Yes (meets criteria for Zone 1 Sector D) No (does NOT meet criteria for Zone 1 Sector D)

So POLS 1800 would be Zone 2 Sector B Social Sciences only.