**CORE CURRICULUM COURSE SUBMISSION FORM**

**GOAL AREA 3: NATURAL SCIENCE\***

**This form should be completed for the following circumstances:**

* **For a new course proposed for the Core Curriculum**
* **For a course modification involving adding this goal area to an already existing course**
* **For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.**

**STEP ONE: GENERAL INFORMATION**

**Name of course:**

**Course prefix and number:**

**Credits:**

**Course description:**

**Are they any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites.**

**Reasons for creating this course:**

**How often will this course be offered?**

**What is the projected maximum class size (cap)?**

*\* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.*

*\* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.*

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**STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

**Goal Area 3: Natural Science**

* Students need to take two courses and earn a minimum of seven credits
* At least one of these courses must have a traditional lab component (LC)

The overall purpose for this goal area is to improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students are encouraged to study both the biological and physical sciences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for at least three of the five competency categories noted below (A through E).

To meet the requirement for a lab or lab-like experience, one of the selected competencies must be either competency B or C. (You may choose both.) **Please checkmark the student learning outcomes/competencies met by the course under consideration.**

\_\_\_\_\_ A. Students will be able to demonstrate knowledge of scientific theories.

\_\_\_\_\_ B. Students will be able to create, adapt, and test hypotheses by performing laboratory, simulation, or field experiments in a natural science discipline.

\_\_\_\_\_ C. Students will be able to

* Collect scientific data in a laboratory (LC) or laboratory-like (LL) experience, and
* Analyze data statistically and graphically, and describe its sources of error and uncertainty.

\_\_\_\_\_ D. Students will be able to communicate experimental findings, analyses, and interpretations both orally and in

writing.

\_\_\_\_\_ E. Students will be able to

* Evaluate social issues using knowledge of natural science,
* Communicate about the evidence presented, and
* Apply reasoning skills to make informed and empathetic judgments about science-related topics and policies.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum are expected to incorporate critical thinking. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core Curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

\_\_\_\_\_ A. gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant,

clear, comprehensive, and conscious of possible bias in the information selected;

\_\_\_\_\_ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or

potential solutions to given situations or problems;

\_\_\_\_\_ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim;

demonstrate adaptability in generating and evaluating the implications that follow from these connections using

reasoning skills;

\_\_\_\_\_ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations,

made by ourselves and others using empathy and creative reasoning skills.

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**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

\_\_\_\_\_ Adaptability \_\_\_\_\_ Empathy

\_\_\_\_\_ Communication \_\_\_\_\_ Knowledge (content; pursuit of; life-long learning)

\_\_\_\_\_ Creativity \_\_\_\_\_ Reasoning

**In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:**

**STEP 4: ASSESSMENT & REPORTING**

**In 150 words or less, please describe how you will assess the core curriculum learning outcomes and trait(s).**

**In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.**

### STEP 5: SUPPORTING MATERIALS

### As you create the materials to be submitted (e.g., a course syllabus) please *detail* how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

**Please include the following supporting materials:**

\_\_\_\_\_\_ Course Syllabus, which includes:

\_\_\_\_\_\_ Selected Core Curriculum outcomes (required)

\_\_\_\_\_\_ Assessment of Core Curriculum outcomes (required)

\_\_\_\_\_\_ 1 – 2 of the Six Traits of Academic Resilience (required)

\_\_\_\_\_\_ How you will assess the 1-2 Traits (required)

\_\_\_\_\_\_ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

\_\_\_\_\_\_ May include additional outcomes that do not map to the Core Curriculum (optional)

\_\_\_\_\_\_ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)

**THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!**

**Additional Requirements (once course is approved):**

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.