


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&.	

(K) Current Course Student Learning Outcomes (SLOs)													
(L) Proposed Course Student Learning Outcomes (SLOs) For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands <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													
(M) Previous Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i>	<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>												
(N) Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i>	<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>												

Distance Education Section

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

If Completing this Section,	

<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 	

<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>								

<ul style="list-style-type: none"> • • • <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • 	

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>