

B - Course Revision Form : Entry # 1943
(DEAN) I approve/deny this proposal for further advancement
Approve
Today's Date
02/15/2022
(GEC) I approve/deny this proposal for further advancement
Approve
Today's Date
04/01/2022
(EPC) This committee approves/denies advancement of this proposal
Approve
Today's Date
04/10/2022
(APIRC) This committee approves/denies advancement of this proposal
Approve
Today's Date
10/07/2022
Begin Form
Today's Date
01/28/2022
Your Name
Matt Sayre
Your Email:
msayre1@highpoint.edu
Which semester is your revision applicable for?
Fall 2022
Your department
School of Humanities and Behavioral Sciences - Sociology/Anthropology
Please select the appropriate school overseeing this proposal:
Humanities and Behavioral Sciences
Is this submission in response to a "revise and resubmit" decision on a previous proposal?
No
Is this a revision to meet new Gen Ed requirements?
Yes
Are you submitting multiple courses for revision from the same department?
No, just one
Does this course as it currently exists fulfill any of the below University academic program requirements?

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- This course does not fulfill academic program requirements

What would you like to revise?

- Learning Outcomes for Gen Ed

Is this course cross listed?

No

Choose the department designator for your course from the list below.

SOA

Current course number

2450

Current course title

Introduction to Biological Anthropology

Please attach your department approval signature page, syllabus, and any other supporting documents.

- [signature-page.pdf](#)
- [Revised-Sayre.pdf](#)

Student Learning Outcomes

List the proposed revised student learning outcomes

Social Sciences

Analytic Skills:

#2 Comprehend and correctly apply a theoretical framework or methodology in the analysis of an issue or problem.

Creative Problem Solving:

#1 Delineate a detailed problem statement and identify the most relevant contextual factors (i.e., constraints, resources, attitudes, and additional knowledge needed to solve the problem)

Analytic Skills:

#3 Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

Ethical Reasoning:

#3 Reflect critically on their own values in light of alternatives.

Appreciation of Difference:

#1 Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

#3 Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.

Describe how the student learning outcomes in your course will be assessed.

Students will be tested on major theoretical and methodological frameworks in weekly quizzes.

Reflection essays require students to organize their thoughts and address important issues in Anthropology.

Quizzes assess how different communities address and confront social issues in modern society.

Quizzes and labs consider how evolution, race, gender, and class impact life in the United States. These issues are the backbone of Anthropology.

Describe how your course's learning outcomes help to fulfill the missions of your department and school/college

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For over 90 years, High Point University has honored its founding commitment to empowering individuals with extensive knowledge and transferable skills, while cultivating social responsibility in the context of articulated and applied ethics and values. As the university's home for the basic disciplines of human knowledge, the David R. Hayworth College of Arts and Sciences models and encourages intellectual curiosity, critical reflection, ethical deliberation, and aesthetic appreciation. The College of Arts and Sciences embodies the liberal arts philosophy of education and the complementary Methodist values of reason, tradition, experience, and service.

The liberal arts form the intellectual foundation for a well-lived life. Their overarching aim is to enable students to explore the various ways humans have interacted with their physical and social environments through the arts and literature; philosophical, religious, and historical inquiry; scientific and mathematical reasoning; and social-scientific analysis. A liberal arts education develops critical thinking skills, information literacy, and cultural competency. It also helps learners master the oral and written communication skills they will need for ethical action in an interdependent and diverse world.

Gen Ed Changes

What are you seeking to change?

- Revise the course for the new Gen Ed Domains effective Fall 2022

Please describe the rationale for this change

Ken Elston and I have discussed whether or not a waiver can be granted for this course in Fall 22. We are planning on offering it Fall 22 and Spring 23. We were not aware that we had a qualified faculty (adjunct) member to teach the course until this past week.