

Application for Approval as University Studies Integration Course

Strand H – Science, Technology, and Society

Course Number _____ Course Title _____

Name(s) of Proposer(s) _____

In what term/year will this course first be offered? _____

Instructional Delivery Method (check one): Classroom Hybrid Online All

The purpose of this application form is to allow the University Studies Committee to determine whether the proposed course meets the criteria for an Integration course appropriate to this University Studies strand, and to understand how the course will align with TracDat levels of instruction (Introduce, Teach and Assess, Refine and Apply – see hints embedded with checkboxes below).

Strand Description: H – Science, Technology, and Society

Understand the interactions among science, technology, and human affairs.

Course Requirements

All learning goals must be addressed; one must be primary. Please indicate which proficiencies in each goal must be emphasized. For each proficiency, briefly explain what students will do to demonstrate understanding or skill mastery. Proficiencies must be developed through course assignments that optimize learners' appreciation for scientific inquiry, technology, and the role each plays in human affairs.

Strand Goals and Proficiencies

Goal 1. Understand how scientific inquiry works as a method of discovery. Proficiencies - Students will be able to:

- Distinguish between scientific and other explanations for phenomena.
- Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.

Emphasis on Goal 1 (check one): Primary Addressed

Level of Instruction for Goal 1 (check one): Introduce Teach & Assess Refine & Apply

List and briefly describe or explain the assignments that will be used to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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Goal 2. Make connections between science, technology, and other disciplines. Proficiencies - Students will be able to:

- Explain how scientific knowledge and new technology relate.
- Identify the role of scientific inquiry in the natural sciences, humanities, and/or social sciences.
- Recognize role of mathematics in scientific inquiry.

Emphasis on Goal 2 (check one): Primary Addressed

Level of Instruction for Goal 2 (check one): Introduce Teach & Assess Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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Goal 3. Recognize ethical dilemmas in scientific inquiry, methods, and technology.

Proficiencies - Students will be able to:

- Analyze consequences of technological and scientific change on the individual, society, and environment.
- Examine how scientific and technological solutions to societal problems interact with belief systems and worldviews.
- Evaluate how scientific and technological perspectives inform our understanding of societal problems.

Emphasis on Goal 3 (check one): Primary Addressed

Level of Instruction for Goal 3 (check one): Introduce Teach & Assess Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

Building on Foundational Strands

Because Explorations Strands build on the skills and knowledge developed in the Foundational Strands, it is important that students continue to have opportunities to develop these areas. Briefly describe specific assignments or classroom activities that will allow students to hone their skills in each Foundational Strand.

Foundational Strand A - Communication. Students will be able to communicate effectively in various ways: written, oral, and visual.

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Foundational Strand B - Critical Thinking. Students will be able to use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Foundational Strand C - Information Literacy. Students will be able to access and use information resources effectively and ethically.

Foundational Strand D - Quantitative Reasoning. Students will be able to effectively formulate and use mathematical models and procedures to address abstract and applied problems.

Condensed Syllabus

A condensed version of the syllabus should contain the following elements. Specific class schedule and similar details are not required, but may be included if you wish.

- Course description (same as catalog copy or longer, as needed)
- Learning objectives of the course
- Required texts or other media
- Other – please add any other relevant materials needed to explain the goals and teaching methods of this course to the University Studies Committee.

Please attach a condensed syllabus.

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Complete Syllabus

Please attach a complete course syllabus, as it will be provided to the students.

Signatures

Instructor Date

Reviewed and approval signatures

Chair/Program Director Date

University Studies Director Date