

For Catalog Years 2006 to the Present

Petitions for substitutions are reviewed bi-weekly by the Director of Undergraduate Studies. Students are informed of the outcome of the petition through the email or phone number noted below. Approvals are also recorded in your DegreeWorks.

INSTRUCTIONS - To complete the petition, please:

- Complete 'Section 1'. **Please use one petition form for each class you petition.**
- Attach a course description. When possible, include a syllabus.
- Attach a current copy of your DegreeWorks audit.
- Attach an essay that explains how the University Studies goals for the strand you are petitioning were met. Your essay must include how the course content and assignments allowed you to meet **all** of the proficiencies and at least **one** goal. (*Goals and proficiencies are described on the following 2 pages*).
- Complete 'Section 2' with a signature from either your advisor or Student Success Coordinator.
- Submit the completed packet to: **Dr. Lee Ayers in the Computing Services Building, Room 211.**

Section 1: To be completed by student:

I request the following course to count for (check one):

- H Strand:** Science, Technology and Society
- I Strand:** Citizenship and Social Responsibility
- J Strand:** Diversity and Global Awareness

<u>Course Prefix</u>	<u>Number</u>	<u>Course Title</u>	<u>SOU Class*</u>	<u>Term Completed</u>
			Y / N	

**You may propose a 300 or 400 level course taken at SOU or another institution (transfer course) to meet an Integrations requirement. If this course was not taken at SOU, please make note of the institution where the course was taken, course number and course description in your essay. Transfer courses proposed must appear on an official transcript prior to petition.*

Student Name _____ Student ID _____

Student Email _____ Student Phone _____

Section 2: To be completed by the academic adviser:

- This course substitution seems appropriate for the goals of the Integration strand.
- I am unable to determine if this substitution is appropriate for meeting the goals of the Integration strand.

Student's Catalog Year _____ Expected Term of Graduation _____

Adviser's Signature	Print Name	Date
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Section 3: Director's ruling:

- This course substitution is a one-time exception for this student only.
- This course substitution is denied.

Director's Signature	Date
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**Integration Strands (Upper Division) 9 to 12 credits,
Earned by 1 course in each of the following categories; 2 of the 3 courses may be in the major**

Goal H: Science, Technology & Society: *Understand the interactions of science, technology, and human affairs.*

1. Understand how science as a way of knowing compares with non-scientific ways of knowing.

Proficiencies: Students will be able to –

1. Distinguish between scientific and pseudoscientific explanations for phenomena.
2. Compare and contrast methodologies used to compile evidence for constructing arguments and drawing conclusions.

2. Make connections within the various fields of science and among science and technology and other disciplines including mathematics, social sciences, and humanities.

Proficiencies: Students will be able to –

1. Explain how scientific knowledge and new technology relate.
2. Identify the role of science in the development of literature, art, and/or music.
3. Recognize role of mathematics in the scientific process.

3. Recognize ethical dilemmas in scientific processes, methods, and technological advancement.

Proficiencies: Students will be able to –

1. Analyze consequences of technological and scientific change on the individual, society, and environment.
2. Understand how scientific and technological solutions to societal problems conflict with belief systems and worldviews.
3. Understand how science, technology, and non-scientific perspectives contribute to solutions of societal problems.

Goal I: Citizenship and Social Responsibility: *Understand and apply moral standards to individual conduct and citizenship through ethical inquiry, social awareness, and civic engagement.*

1. Understand and apply the tools necessary for responsible participation in communities.

Proficiencies: Students will be able to –

1. Demonstrate knowledge of community issues, community assets, and community needs.
2. Identify how individuals affect communities.
3. Identify how communities affect individuals.
4. Apply knowledge, information, and skills to community issues.

2. Understand how ethical issues are embedded in citizenship and social responsibility.

Proficiencies: Students will be able to –

1. Identify and analyze ethical problems or dilemmas.
2. Articulate and acknowledge beliefs and assumptions as part of value system.
3. Describe own and others' perceptions and ethical frameworks in decision-making.
4. Consider diverse choices, beliefs, and ethical frameworks in responding to ethical dilemmas.

Goal J: Diversity and Global Awareness: Understand institutions, assumptions, and values from national and global perspectives.

1. Understand how one's society is complex, contested, and dynamic.

Proficiencies: Students will be able to –

1. Show how categories, ideologies, assumptions and roles are culturally constructed and maintained.
2. Identify power structures and explain their relationship to social class, race, gender and other systems of privilege and inequality.
3. Explain contributions of marginalized groups and how differences (e.g., race, ethnicity, gender, sexual orientation, physical ability, class, religious affiliation) shape people's lives.

2. Understand worldviews and cultural practices different from one's own.

Proficiencies: Students will be able to –

1. Analyze cultural meanings, beliefs, institutions and cultural practices in other societies according to one's point of view.
2. Identify patterns of cultural diversity in a particular region or country and understand how they developed.
3. Assess attitudes and cultural practices inhibiting tolerance and cultural understanding.

3. Understand how historical, economic, social, and political conditions affect cultural values and beliefs.

Proficiencies: Students will be able to –

1. Analyze how relations between values and conditions differ in various societies or groups.
2. Explain limits and potential of individuals in a particular setting.
3. Describe how life experiences and situations influence perception of self and others.

4. Understand dynamics of power in the world situation from global perspectives.

Proficiencies: Students will be able to –

1. Analyze effects of power differences on specific peoples, societies, and cultural groups.
2. Describe the development and impact of global institutions that transcend national economic, political, social and cultural jurisdiction.
3. Explain how and why the term globalization is interpreted differently in different contexts.