Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: College of Human Sciences

2. Course Prefix and Number: GSHS 5000
   3. Effective Term: Fall 2013

4. Course Title: Global Studies in Human Sciences Capstone
   Abbreviated Title (30 characters or less): GSHS Capstone

5. Requested Action:
   - ☐ Renumber a Course
   - ☐ Add a Course
   - ☐ Revise a Course

   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   Contact/Group Hours  Scheduled Type  Weekly or Per Term?  Credit Hours  Anticipated Enrollment
   Maximum Hours (Repeatability): 3

   | 3 | Lecture | Weekly | 3 | 30 |

   Total Credit Hours: 3

7. Grading Type:
   - ☐ Regular (ABCDF)
   - ☐ Satisfactory/Unsatisfactory (S/U)
   - ☐ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

   P: GSHS 200, 300, 4920, GSHS major and senior standing.

9. Restrictions: List specific restriction in space above.
   - □ College
   - ☒ Major
   - ☒ Standing
   - □ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    A capstone course designed to bring global studies issues that are relevant to the human sciences field into focus through problem-based learning.

11. May Count Either: ☐ or ☐ (indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type: ☐ Program Title: ☐ Requirement or Elective? (required or optional?)
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art)

   N/A

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - ☐ Applicable
   - ☐ Not Applicable
14. Justification:
By the senior year, students in this curriculum should be able to demonstrate that they can bring all of their knowledge to bear to develop solutions to global human sciences problems. Through the process of this course, students should be able to (a) synthesize what they know, (b) determine the gaps in their knowledge, (c) research a wide variety of relevant sources to get relevant information, and (d) apply the information they have gathered to solve problems. This course is the culminating experience for students to demonstrate their global leadership skills and understanding.

(include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
None

(indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
After completing this course, students will be able to:
1. analyze and synthesize the theoretical and empirical information relevant to human sciences/global studies they have been exposed to in the 3 preceding years in their curriculum, as well as relevant practical information they have gleaned from their internship;
2. understand the scientific process inherent in a problem-based learning approach: identify a gap in the knowledge base; understand what resources are available to them and how to tap into those resources to fill in the gaps in their knowledge; apply the information they have learned to the problem; and integrate the new knowledge and problem-solving skills to their existing knowledge base.
3. work cooperatively with a group to solve a problem of global significance.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Problem-based learning (PBL) will be the focus of and method used this course (for more information on the history and implementation of PBL, see http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpb1&sei-redir=1#search=%22problem%20based%20learning%20college%20curriculum%22). As such, there will be no lecture schedule, though the course will meet at normally scheduled class times. PBL courses are designed as real-world, hands-on investigations. Students will be working in small teams similar to those they are likely to encounter in the workplace. The PBL investigation begins with a real-world global problem related to human sciences being presented to the students in the form of a question, video, guest speaker, or a news story. Each team will engage in a systematic problem-solving process that asks the following questions: (a) what do I know about this topic, (b) what do I need to know, (c) what resources do I need to tap into to fill the gaps in my knowledge, and (d) how do I apply my knowledge to solve the problem? The four steps above are iterative and, for the purposes of this course will be structured to be examined over an entire semester. Students, with the help of the instructor, will develop their own learning objectives and readings list. The course will culminate with a student team project and oral presentation made to a group of professionals in the global studies field.

The course instructor is a facilitator in the PBS process (rather than a lecturer). His/her job is to present the general problem, create a classroom environment that allows students to brainstorm freely without harsh criticism from others in the group, and to offer constructive feedback as a model for others in the group so that everyone learns both to accept and give appropriate feedback.
Although quizzes and examinations are not typical assessment methods in PBL, students are assessed objectively and can, in fact, be given letter grades. In the PBL process, however, students work with the instructor to determine an assessment instrument, process and metric. For example, an assessment by both the instructor and the students at several points in the course might address items such as the ability of each person to work well with a group, taking initiative in problem-solving, identifying readings and other resources, identifying other learning tools, accurately using theoretical and empirical information, effective communication, ability to constructively give feedback, etc.

Week 1: Assign teams; present the problem; each team (and each member) begins to discuss what they know.
Week 2: What do we know continues and list is refined?
Week 3: Based on what they know, a refined problem statement is developed (this process will continue as new information becomes available).
Week 4: Students list what they need to know (gaps in their knowledge).
Week 5: Library and online searches begin; reference lists and readings developed. Week 5 evaluations received; feedback given to individual students.
Week 6: Research and reading continues.
Week 7: Research and reading continues.
Week 8: Research and reading continues.
Week 9: Possible solutions to the problem discussed.
Week 10: Possible solutions to the problem discussed; Week 10 evaluations received; feedback given to individual students
Week 11: Apply solutions to problem to real-world project
Week 12: Project continues.
Week 13: Project continues.
Week 14: Project continues.
Week 15: Week 15 evaluations are received; feedback given to students.
Final projects are presented and juried.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Based on item 17 above, an example of a problem for this class might be:

According to humantrafficking.org, "The United States was ranked for the first time in the 10th annual Trafficking in Persons (TIP) Report documenting human trafficking and modern slavery, released on Monday by the Department of State. The report found that in America men, women, and children were subject to trafficking for "forced labor, debt bondage, and forced prostitution." What can you do to make the public aware of this issue?

Grading:
Week 5 Peer Evaluation - Feedback only
Week 5 Faculty Evaluation - Feedback only
Week 10 Peer Evaluation - 10%
Week 10 Faculty Evaluation - 10%
Week 15 Peer Evaluation - 10%
Week 15 Peer evaluation - 10%
Week 15 - Final Project, including input from professionals in the field and the instructor - 60%

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

\[
\begin{array}{c}
A = 90 - 100 \\
B = 80-89 \\
C = 70-79
\end{array}
\]
D = 60-69
F = <60

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1289 Haley Center, 844-2096 (V/TT).