

New Core Component Proposal

Date Submitted: 10/18/18 10:10 am

Viewing: **RELS 222-GE : History of Christianity, Reformation to Present**

Last edit: 10/18/18 10:10 am

Changes proposed by: mindybergman

Faculty Senate Number

Contact(s)

Name	E-mail	Phone
Annette Jackson	annettej@tamu.edu	

Course Prefix RELS Course Number 222

Academic Level UG

Complete Course Title History of Christianity, Reformation to Present

Abbreviated Course Title HIST OF CHRISTIANITY II

Crosslisted With

Semester Credit 3
Hour(s)

Proposal for:

Core Curriculum

How frequently will the class be offered?

once academic year

Number of class sections per semester 1

Number of students per semester 36

Historic annual enrollment for the last three years

Last year: Previous year: Year before:

Core curriculum

Foundational

Component Area

Core Lang, Phil, Culture(KLPC)

TCCN prefix/number RELS 222

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

RELS/HIST 222 meets the KLPC definition by examining the social, cultural, political and economic factors that shaped, and were shaped by, the development of the Christian religion from the Reformation (sixteenth century) to the present.

Core Objectives:

In Workflow

1. **CLLA Department Head**
2. **LA College Dean UG**
3. **CCC Preparer**
4. **CCC Chair**
5. **Faculty Senate Preparer**
6. **Faculty Senate**
7. **Provost II**
8. **President**
9. **Curricular Services**

Approval Path

1. 10/11/18 3:09 pm
Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 10/11/18 3:11 pm
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 10/12/18 12:40 pm
Barbara West (barbwest): Approved for CCC Preparer
4. 10/17/18 2:23 pm
Barbara West (barbwest): Rollback to Initiator
5. 10/18/18 10:13 am
Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 10/18/18 10:18 am
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 10/29/18 3:42 pm
Barbara West (barbwest): Approved for CCC Preparer
8. 11/20/18 12:16 pm
Barbara West (barbwest): Approved for CCC Chair
9. 11/26/18 1:30 pm
Betsy Peterson (betsypeterson): Approved for Faculty Senate Preparer

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Student learning outcomes associated with critical thinking are: (1) Identify interconnections between religious conviction, historical theology, ecclesiastical history, and numerous other aspects of historical analysis (political, economic, ethnic, social, etc.) and (2) Evaluate, analyze, synthesize, and critically engage with substantive historical material, including both primary sources (original documents) and secondary sources (historical monographs).

Critical thinking will be assessed through: (a) two exams, which include multiple choice, short answer, and essays; (b) in class discussion sessions; (c) a research paper; (d) a class presentation

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Student learning outcomes associated with communication are: Express their original ideas and analyses in both written and oral form.

Communication will be assessed through: (a) two exams, which include multiple choice, short answer, and essays; (b) in class discussion sessions; (c) a research paper; (d) an oral presentation that requires powerpoint slides as visual communication; and (e) an essay on social and personal responsibility.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social responsibility student learning outcomes are: Apply their historical knowledge to their personal lives and studies.

Social responsibility will be assessed through: (a) in-class discussion; (b) social and personal responsibility essay; (c) research paper; and (d) requirement of the class presentation that the student address what the content of the research project has taught them about social responsibility (in project rubric).

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Personal Responsibility learning outcomes are: Apply historical knowledge to personal lives and studies.

Personal responsibility will be assessed through: (a) attendance, (b) class discussion, (c) social and personal responsibility essay, and (d) requirement of the class presentation that the student address what the content of the research project has taught them about personal responsibility (in project rubric).

Additional Comments Proposal has been updated per comments from CCC reviewer. First, we have clarified that the presentation requires the use of powerpoint for visual communication. Second, we have expanded the presentation to also require that students address how the content of the research project has taught them something about personal and social responsibility (included on project rubric, so it will be graded). This also has the advantage of the classmates hearing what each presenter has to say on the topic.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [RELS-HIST-222-Bare Syllabus.pdf](#)

Reviewer Comments **Barbara West (barbwest) (10/17/18 2:23 pm):** Rollback: CCC did not approve course as submitted. May be resubmitted after addressing reviewer concerns. (1) No visual communication component. (2) Not certain if a single reflection paper can adequately assess both personal and social responsibility.