**Nevada State College**

**Core Curriculum Essential Learning Outcome Proposal Form**

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| Complete this form to add Essential Learning Outcomes to an existing class in the Core Curriculum. Once approved, these outcomes must be a part of all sections of this course. | | | | | |
| **Course Prefix & Number (e.g., PSY 422)** | **Course Title** | | **Number of Credits** | | **Catalog Year Effective (e.g., 2022-2023)** |
|  |  | |  | |  |
| **Contact Information for Faculty Lead Submitting this Proposal** | | | | | |
| Contact Person: | School/Department: | | Phone: | | E-mail Address: |
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| **Course Information** | | | | | |
| Which general subject area of the Core Curriculum does this course currently fulfill?  Select One:  Humanities | | | | | |
| Identify the two Essential Learning Outcomes (ELOs) this course will meaningfully address. For each ELO you add, there must be a key assessment that shows student understanding of the ELO. Each class in the Core Curriculum should have one ELO from the “Community Engagement” category and one outcome from either Critical Thinking OR Communication. | | | | | |
| Critical Thinking  Inquiry and Analysis  Information Literacy  Lifelong Learning  Quantitative Reasoning | | Communication  Written Communication  Oral/Interpersonal Communication  Co-Creative Problem Solving  Creative Expression and Aesthetics | | Community Engagement  Civic Knowledge and Engagement  Diversity, Equity, and Inclusion  Critical Literacy  Ethical Reasoning | |
| If your proposal does not include one ELO from the “Community Engagement” category or it does not have one outcome from either Critical Thinking OR Communication category, please provide a rationale here | | | | | |
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| **Essential Learning Outcome 1** |
| For the first ELO you selected (ELO 1), name the key assessment you will use and provide the instructions students receive. A key assessment directly addresses the ELO and may be evaluated by review committees. Every section of the course must use this key assessment or an equivalent. |
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| Check One  ELO 1 aligns with the primary focus of this course (e.g., “Written Communication” in a composition class)  ELO 1 is present, but not the primary focus of this course (e.g., “Quantitative Reasoning” in a history class) |

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| ELO 1 Rubic Alignment | |
| How does this key assessment align with the ELO rubric?  1. Review the rubric for the ELO you selected (<https://nsc.edu/academics/office-of-the-provost/elo-rubrics/)>  2. List the dimensions for the ELO in the left column. “Dimensions” are the broad categories listed on the left side of each rubric.  3. In the right column, select 0-No alignment, 1-Emerging, 2-Developing, 3-Proficient, or 4-Exemplary, based on what you expect students will achieve in this key assessment. Many classes, particularly at the 100 and 200 level, will only align with an “Emerging” or “Developing” label. | |
| Dimension | Alignment |
| Example: Directed Questioning | 2-Developing |
|  | 0-No Alignment |
|  | 0-No Alignment |
|  | 0-No Alignment |
|  | 0-No Alignment |
|  | 0-No Alignment |
|  |  |

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| **Essential Learning Outcome 2** |
| For the second ELO you selected (ELO 2), name the key assessment you will use and provide the instructions students receive. A key assessment directly addresses the ELO and may be evaluated by review committees. Every section of the course must use this key assessment or an equivalent. |
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| Check One  ELO 2 aligns with the primary focus of this course (e.g., “Written Communication” in a composition class)  ELO 2 is present, but not the primary focus of this course (e.g., “Quantitative Reasoning” in a history class) |

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| ELO 2 Rubric Alignment | |
| How does this key assessment align with the ELO rubric?  1. Review the rubric for the ELO you selected (<https://nsc.edu/academics/office-of-the-provost/elo-rubrics/)>  2. List the dimensions for the ELO in the left column  3. In the right column, select 0-No alignment, 1-Emerging, 2-Developing, 3-Proficient, or 4-Exemplary, based on what you expect students will achieve in this key assessment. Many classes, particularly at the 100 and 200 level, will only align with an “Emerging” or “Developing” label, and you do not need to have alignment with every dimension of the rubric. | |
| Dimension | Alignment |
| Example: Directed Questioning | 1-Emerging |
|  | 1-Emerging |
|  | 1-Emerging |
|  | 1-Emerging |
|  | 1-Emerging |
|  | 0-No Alignment |
|  | 0-No Alignment |

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| **Approvals** |
| Names of faculty members who have reviewed this proposal in its entirety (e.g., the full- and part-time instructors who also teach this course)      I have reviewed this proposal with the appropriate Department Chair |
| Notes |