

6b. Describe how students participate actively in their own learning in this course. Indicate how the course incorporates active instructional approaches so that students are involved directly in their own learning. Examples might include the use of technology such as computer data bases, the use of library resources for assignments, or the incorporation of cooperative learning groups, simulations, and field work as useful alternatives to lecture.

7a. For courses proposed for **Categories II - Liberal Knowledge, IIIA - Health and Personal Performance, or IV- General Education Electives**, indicate at least **TWO** of the following learning skills that are integrated within the content and evaluation measures utilized in the course.

<input type="checkbox"/> Writing	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Viewing
<input type="checkbox"/> Speaking	<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Computing
<input type="checkbox"/> Listening	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Reading

In addition, answer Questions #7b, c, d, of this course components review form. The responses to these questions (7b,c,d,) should be incorporated into the syllabus for the course, and the indicated learning skills should be highlighted in the course description on the syllabus.

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7c. Indicate how the instructor of the course will consider overtly with students the values (academic, human, etc.) that are reflected in the content and method of instruction.

7d. Indicate how this course helps students to understand both the history and philosophy of the discipline, and its interrelationship with other disciplines in the arts, humanities, and the social, physical, and biological sciences.

IMPORTANT: Per the university syllabus policy (May 2012) syllabi must include information and outcomes pertinent to General Education placement.