

Hawai'i Community College Course Assessment Plan

A complete assessment cycle is comprised of three steps:

- i. **Assessment Plan:** develop an assessment plan for course(s) and submit for approval and publication.
- ii. **Assessment Report and Action Plan:** after gathering and evaluating the assessment data, complete and submit the Assessment Report and Action Plan with budget requests.
- iii. **Improvement Strategies:** the Action Plan's implementation results are used to complete the assessment cycle by making enhancements to the program, courses, curriculum, or the next assessment.

An assessment cycle's duration depends upon the assessment strategy and the time needed to implement the resulting action plan and improvement strategy.

NOTE: A separate planning form must be submitted for each course assessed.

1. **Department or Program Name:** Social Sciences

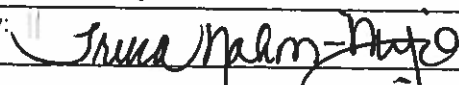
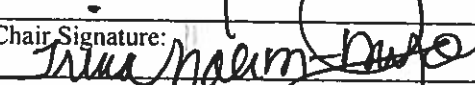

Depending on the assessment focus, insert the department or program name.

2. **Course Alpha, Number and Title:** ANTH150 – HUMAN ADAPTATIONS

3. **The assessment's planned start date:** Spring 2015

Approval and Review

Route the assessment plan for approval after completing steps 1 through 10.

Submitted by: 	Date: 2/3/15
Department Chair Signature: 	Date: 2/3/15
LARS DENAL Assessment Coordinator Signature: 	Date: 2/4/15

Hawai'i Community College Course Assessment Plan

4. Institutional Learning Outcome (ILO) Alignment <i>(Indicate with an X the ILO(s) which are supported through this assessment)</i>		
Aligned	Institutional Learning Outcome	
X	1	Our graduates will be able to communicate effectively in a variety of situations.
X	2	Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
	3	Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

5. General Education Learning Outcomes (GELOs) (if applicable) <i>(Indicate with an X in the first column which GELO is assessed in this assessment)</i>		
Assessed	General Education Learning Outcomes	
x	1	Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.
	2	Critical Reading - Read critically to synthesize information to gain understanding.
x	3	Critical Thinking - Make informed decisions through analyzing and evaluating information.
	4	Information Competency - Retrieve, evaluate and utilize information.
	5	Technological Competency - Employ computer technology to perform academic and professional tasks.
	6	Quantitative Reasoning - Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.
x	7	Areas of Knowledge - Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities.
x	8	Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environment.
	9	Cultural Diversity - Articulate and demonstrate an awareness and sensitivity to cultural diversity.
	10	Ethics - Behave in an informed and principled manner.

Hawai'i Community College Course Assessment Plan

6. Program Learning Outcomes (PLOs) <i>(List the PLOs that are assessed in this plan)</i>	
Assessed Program Learning Outcomes	
1	Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.
2	
3	Critical Thinking - Make informed decisions through analyzing and evaluating information.
4	
5	
6	
7	Areas of Knowledge - Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities.
8	Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environment.
9	
10	

7. Course Learning Outcomes (CLOs) Assessed 1. List the CLOs included in the assessment plan. 2. Indicate the ILO and PLO/ GELO aligned with each CLO <i>(see note to the right about completing this step)</i>	<i>Note: Use the numbers that correspond to the ILO and PLO or GELO tables to list those that align with each CLO.</i>	
	CLO is aligned with:	
7.1 Course Learning Outcome(s)	7.2 ILO	7.3 PLO / GELO
Understand and use central concepts and theories of physical anthropology		GELO#7 Areas of Knowledge
Demonstrate critical thinking in analyzing and evaluating the concepts and theories of physical anthropology		GELO#3 Critical Thinking
Speak and write to communicate information and ideas relevant to physical anthropology		GELO#1 Communication
Apply course information to our own lives		GELO#8 Self and Community

Hawai'i Community College Course Assessment Plan

8. Assessment Strategy

(This section describes what and how you are going to assess student work and what you hope to find about how well students are learning the expected outcomes. Include a detailed description of the assessment strategy. How was the assessment method determined? How were the artifacts chosen? Will all student assignments be evaluated or only a random sample?)

Students receive in class PTC taste-testing strips. Each student tastes a strip, evaluates and records their personal taste reaction, and then answers assignment questions related to physical anthropology explanations for differences among students in their taste reactions and whether the student's ethnic background predicts their taste reaction. A standardized rubric is used to assess each student's completed assignment.

See Appendix A below for the standardized ANTH150 assignment. A standardized performance rubric (see Appendix B below) assesses the extent to which the assignment succeeds in fulfilling GELO#7 (Areas of Knowledge).

The assignment assesses GELO#1 (Communication) by requiring students to turn in written responses to questions asked regarding the origin of PTC variability, evaluations of their personal taste reactions, and related topics.

The assignment assesses GELO#3 (Critical Thinking) by requiring students to assess and evaluate likely reasons and patterns involving the relationship between their own personal PTC taste reactions, their ethnic background, and their current dietary choices.

The assignment assesses GELO#7 (Areas of Knowledge) by evaluating the student's understanding of the role of genetics and geographical/environmental factors in the variability of PTC taste reactions among different human populations.

The assignment assesses GELO#8 (Self and Community) by having students look at the relationship between genetic predispositions for the PTC taste reaction, its origins and cause, and current dietary choices made by themselves and various human populations in the modern world.

9. Performance Rubric

(Include the performance rubric used to evaluate the artifacts. Attach the rubric to this report.)

See Appendix B below for performance rubric

10. Expectations for Student Achievement

(Include your expectations for student achievement. One indicator might be that a percent of the artifacts will achieve a performance level goal for this assessment's rubric, e.g. "85% of the artifacts will achieve the Satisfactory or Exemplary Level".)

It is expected that 70% of the average score for each scored artifact will meet or exceed expectations.

Hawai'i Community College Course Assessment Plan

APPENDIX A:

(standardized ANTH150 assessment)

PTC (phenylthiocarbamide) Tasting

This is a two-part exercise. The PTC exercise will be done in class. There is also an essay. Both this paper and the essay should be turned in at the beginning of class, on April 30th.

Your essay should be in your own words but it should demonstrate that you understand the anthropological theories, principles and concepts necessary to understand your place in the world as both a biological and a cultural being.

Your essay should be two, type-written pages, using double-spacing, and a font such as Verdana or Ariel, font size 12. The essay should be paper-clipped or stapled to this paper.

You may use your textbook and class notes to refresh your memory about terms in this assignment.

The sections to be completed for this exercise are printed in boldface type.

The ability to taste PTC is a genetic trait. The main gene locus is on the #7 pair of chromosomes (although there appears to be other gene sites that also have a small effect on the ability to taste PTC).

Most people have one, or both, of two widely distributed *alleles*: PAV and AVI. There is another, less frequent, allele called AAV.

PAV is a dominant allele; AVI and AAV are both recessive alleles.

Someone who is *homozygous dominant* will taste a strong taste on the piece of paper in this experiment. Those who are *heterozygous* will not sense the taste as strongly. Those who are *homozygous recessive* for either recessive allele will taste nothing but the paper. Interestingly, the rare person who is heterozygous AAV/AVI may have some minor ability to taste PTC.

Hawai'i Community College Course Assessment Plan

People who sense a very strong taste are called *supertasters*.

-1-

To test whether you are a PTC taster, place one piece of PTC paper on your moist tongue. Lay the paper flat on the tongue, lengthwise, and hold it there for a moment. If you taste a strong taste, you may remove it quickly. It is important to note *what* you taste. Some of the tastes reported are ink, turpentine, bitterness and saltiness. Also, pay attention to how strong the taste sensation is. [Note: frequent coffee and tea drinkers dull their ability to taste PTC.]

Record your results here:

Circle one: **strong taste** **mild taste** **vague taste** **no taste**

Taste: **ink** **turpentine** **bitter** **salt** **other** **no taste**

What two alleles are you likely to be carrying? _____

Does that make you homozygous or heterozygous? _____

What are the six possible allele combinations that a person could have?

The chemical PTC (on the paper) does not actually occur in food. However, *PTC belongs to a larger group of chemicals* that does exist in food. People who can taste PTC usually taste a similar taste in those foods.

The *Brassica* family is a group of foods in which the PTC-like chemicals are found. The *Brassica* family is also called *cruciferous* (Latin for "cross-bearing" because their flowers have four petals that resemble a cross).

Hawai'i Community College Course Assessment Plan

There are many *Brassica*, or cruciferous, vegetables. Some of them are: collard greens, cabbage, cauliflower, Brussels sprouts, broccoli, turnips, mustard greens, arugula, wasabi and radishes.

Cooking any of the cruciferous vegetables intensifies the PTC-like taste in them. If you are a supertaster, cruciferous vegetables (especially when well-cooked) probably do not taste good to you. You probably *really* did not want to eat them when you were a child, because children have a more acute sense of taste than adults do.

Since we know that genetic traits have been selected for, over time, we ask:

What could be the adaptive reason for humans to have a genetic trait that makes these seemingly healthy vegetables taste bad?

When the alleles for tasting and non-tasting are mapped, in *clines*, patterns are revealed that may explain the evolutionary significance of PTC tasting.

When we examine the frequency of the PTC-tasting alleles in *indigenous* populations, we see that (look at a map when you read this)

- All three alleles are found in Europeans.
- The most wide-spread variation of alleles is found in Africans.
- The recessive allele, AAV, is rare in Asians.
- Native Americans have the highest frequency of PTC tasting in the world. They carry the PAV allele almost exclusively.
- The lowest rates of PTC tasting in the world are in Australia and New Guinea. They rarely have the PAV allele.
- It appears that the distribution of the alleles may have been affected by *Founder Effect*.

One explanation for why the frequency of PTC-tasting alleles differs by population has to do with iodine.

Iodine is a mineral that your body needs to make thyroid hormones. The *thyroid* is a gland in your neck, below your larynx (voice box). Thyroid

Hawai'i Community College Course Assessment Plan

hormones, among other things, control your body's metabolism. *Metabolism* is the chemical process of using the food, water, minerals, etc., that you need to grow, heal and make energy.

Iodine is a *micronutrient*, meaning you only need very small amounts of it in your diet. Adults need at least 150 micrograms (mcg) per day (pregnant and nursing women need more). You can store iodine and it is in many types of tissues in the body, particularly in the thyroid gland.

The recommended upper limit of iodine is 1,100 mcg per day. Too much iodine may interfere with some medicines, including blood pressure medicine.

Iodine exists naturally in the ocean and, therefore, in foods from the sea such as fish, seaweed, shrimp, etc. Iodine also exists in soil in some areas that used to be under ocean water. Foods grown in iodine-rich soil are good sources of dietary iodine.

Many areas in the world have soil that is iodine-poor or has been depleted of iodine (from over-farming, etc.). Approximately 30% of the world's population lives in iodine-deficient areas.

People who live in areas of the world, far from ocean resources and/or with iodine-poor soil, may develop *Iodine Deficiency Disorder (IDD)*.

Areas that are typically deficient in iodine are in mountain ranges (such as the Himalayas in Asia, the Alps in Europe and the Andes Mountains in South America) or in large river valleys (such as in Southern Asia) or are near large bodies of inland water (such as the American Great Lakes).

To make up for iodine-poor soil, iodine is sometimes added to food sources. For instance, dairy animals may be given iodine-supplemented feed so that their milk is a source of dietary iodine. Sometimes grains are grown using iodine-enriched fertilizers.

In many countries, iodine is added to table salt. About 70% of households worldwide use *iodized salt*. It is important to note that the iodine in iodized salt is only good for about six months.

Unfortunately, in recent years, to cut costs, food producers have begun to reduce the use of iodine in fertilizers and animal feed. So, while Americans

Hawai'i Community College Course Assessment Plan

eat many processed foods to which salt is added, iodized salt is almost never used in them. In addition, many Americans have begun to reduce their use of salt, in general, and iodized salt, in particular. The result is that more Americans are becoming iodine deficient.

- 4 -

The effects of IDD are immense:

- An enlarged thyroid, called a *goiter*, is often the first visible sign of IDD in adults.
- People with IDD have a lowered metabolism; individuals feel weak, tired, and cold, and have brittle hair, dull skin, etc.
- IDD can, ultimately, result in coma and death.
- Women with IDD have more miscarriages and stillbirths.
- Infants born to mothers with IDD have more physical deformities.
- Infants born to mothers with IDD have a range of mental retardation from mild loss of I.Q. to *cretinism*, a severe, irreversible form of mental retardation.
- Women AND men with IDD have more fibrocystic breast disease.

Iodine deficiency is the world's most prevalent, yet easily preventable, cause of brain damage, in both adults and children. This, coupled with a person's low energy from IDD, poses a significant threat to the social and economic development of many countries.

In class, we will watch the YouTube video, "On the Ground: with Nicholas D. Kristof – How to Increase Your I.Q." (Season 1, Episode 8).

Throughout human history, indigenous people living in iodine-poor areas have had to struggle to get enough iodine. The last thing those people would want to do is to eat something that actively interferes with the way the body uses iodine. There are certain chemicals, however, that do interfere with iodine in the body.

Hawai'i Community College Course Assessment Plan

Chemicals that interfere with iodine in the body are called *goitrogens* (goiter-growers).

The *Brassica*/cruciferous vegetables contain goitrogens, chemicals that interfere with iodine and, so, they are called *goitrogenic vegetables*.

So, now, we have an explanation for why the rate of PTC-tasting varies from population to population, around the world:

- People who live in iodine-poor areas would be better off if they avoided eating cruciferous vegetables, because they contain goitrogens that interfere with iodine in the body.
- People who carry the PAV (tasting) allele will taste an unpleasant taste in cruciferous vegetables.
- Those who taste an unpleasant taste in cruciferous vegetables are less likely to eat them.
- People who live in iodine-poor areas but avoid cruciferous vegetables are more likely to maintain sufficient levels of the iodine they need for healthy bodies and healthy pregnancies.
- Those people, then, are more likely to pass on their genes (including the PAV allele) to the next generation.

Essay:

How is studying the issue of iodine in the diet an example of biological anthropology (or bioanthropology)? How have your own genes and the dietary practices of your own culture (think of the way your family and/or community eats) interacted to insure that you will survive and contribute to future generations?

Hawai'i Community College Course Assessment Plan

APPENDIX B: PERFORMANCE RUBRIC FOR ANTH150 ASSESSMENT

PLO #7 Areas of Knowledge: A. Use the terminology of theories, structures, or processes in the social sciences. B. Demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community. C. Systematically study human behavior using research methods of the social sciences.

Components	Exceeds (3)	Meets (2)	Approaches (1)	Does not Meet (0)
Understands terminology of the processes of biocultural adaptation	Terms used are concise, used appropriately, and with insight All answers are correct.	Most terms are understood and used appropriately. Most answers are correct.	Terms used are imprecise and not always used appropriately. Many answers are incorrect.	Most terms are misunderstood or missing. Most answers are incorrect.
Demonstrates application of concept of biocultural adaptation to self and family	Answers demonstrate a thorough understanding of concept to self and family	Answers are mostly accurate and reveal a basic understanding of concept to self and family	Many answers are inaccurate and reveal a misunderstanding of concept to self and/or family	Most answers are inaccurate, missing or incomplete and reveal little or no understanding of concept to self or family
Applies research from class to study of the process of biocultural adaptation	Applies research clearly and with insight to topic	Applies research appropriately to topic	Applies some but not all research to topic and often misunderstands the relevance	Does not complete research. Not able to apply to topic. Answers missing or incomplete.

Hawaii Community College Course Outline of Record

ANTH 150 – Human Adaptations

The Course Outline of Record is verified to be accurate on 10/22/2014



Mitchell S. Okuma
Curriculum Records Support Specialist

1. Course alpha, course number, course title
ANTH 150 – Human Adaptations

2. Course Description

A survey course of physical anthropology. Major topics include primates, human evolution, human adaptations to the present and future world, and global variations in human cultural adaptations.

3. Number of semester credits
3

4. Student learning outcomes

Understand and use central concepts and theories of physical anthropology.

Demonstrate critical thinking in analyzing and evaluating the concepts and theories of physical anthropology.

Speak and write to communicate information and ideas relevant to physical anthropology.

Apply course information to our own lives.

5. Course objectives

Identify physical, biological, and cultural factors that influence human evolution

Understand the biological and behavioral differences between humans, primates and other animal species

Trace the evolutionary record from early primates to modern humans

Become aware of how humans adapt to the present-day world and consider our evolutionary chances for the future

Differentiate biological and cultural differences and similarities in human populations

6. Instructional methodology
Lecture

7. Course Topics in outline form

I. Introduction

A. General Introduction

B. Anthropology

C. Physical Anthropology

II. Basic Concepts

A. Evolutionary Theory

B. Genetics

C. Population Genetics

D. Evidence for the Synthetic Theory

E. Ecology

1. General principles

2. Evolutionary ecology

3. The game theory of evolution

III. The Primate Background

A. Primate Trends

B. Prosimians

- C. New World Monkeys
- D. Old World Monkeys
- E. Apes: Naked and Otherwise
- IV. Human Evolution: The Fossil Evidence
 - A. Early Evidence
 - B. The Oligocene and Miocene
 - C. Australopithecus and Homo habilis
 - D. Homo erectus
 - E. Archaic Homo Sapiens
 - F. Modern Homo Sapiens
 - 1. Paleolithic period
 - 2. The broad spectrum revolution
 - 3. Origins of agriculture
 - 4. Early civilization
- v. Human Variation and Adaptation
 - A. The Concept of Race
 - B. Observable Variation
 - C. Simple Genetic Variation
 - D. Stress and Adaptability
 - E. A Look to the Future
 - F. Conclusion

8. Course prerequisites

Eng 21 or ESL 21 or Eng 22 or (ESL 22G and ESL 22W) or placement in Eng 100 or placement in Eng 102

9. Course co-requisites

None

10. Recommended prior coursework

None

Hawai'i Community College
Course Articulation Status Within the University of Hawai'i System

Person completing the form (please print): **Michael Lemons**

Date form completed: **2/28/15**

Date the UH System Course Transfer Database (<http://www.hawaii.edu/transfer/database/li>) was checked (use link to glossary for definitions of terms): **2/28/15**

Hawai'i Community College course alpha, number and title: **ANTH150 Human Adaptations**

For each campus with which the HawCC course is articulated, fill in the information for each row

	UH Hilo	UH Manoa	UH West O'ahu	Hon CC	Kap CC	Kaua'i CC	Lee CC	Univ. of Maui College	Win CC
<i>Mark with X all campuses with which the course is articulated</i>	X	X	X	X	X	X	X	X	X
<i>If applicable, provide the equivalent course alpha/number</i>	ANTH 115 (3 credits)	ANTH DS** (3 credits)	ANTH DS (3 credits)	ANTH 150 (3 credits)	ANTH150 (3 credits)	ANTH 150 (3 credits)	ANTH 150 (3 credits)	ANTH 150** (3 credits)	ANTH 150 (3 credits)
<i>If applicable, indicate how the course is accepted (ie, Foundation Hallmark, GE, etc.)</i>		Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course	Accepted as "DS", which means a Social Sciences course
NOTES		** If taken in or after Fall 2004; if taken in or after Spring 1997 but prior to Fall 2004 then it articulates as ANTH150 (3 credits); if taken prior to Spring 1997 it articulates as ANTH ELEC (3 credits)						** If taken in or after Fall 2000; if taken after Fall 2000 it articulates as either ANTH150 (3 credits and accepted as "DS") or SSCI 999 (3 credits)	

form approved by ad hoc GEC, 9-18-13; unanimously approved by Academic Senate, 10-25-13

Hawai'i Community College
General Education Course Designation Proposal
Form unanimously approved by the HawCC Academic Senate, October 25, 2013;
revision unanimously approved by the Academic Senate, January 31, 2014

A. ANTH course alpha ANTH 150 course number Human Adaptations course title course cross listing (if applicable) Spring 2015

B. Effective semester & year for entering students (ie, semester & year of implementation)

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.

Select 7. Areas of Knowledge - Social Sciences

D. Based on the General Education Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course learning outcomes that support each of the benchmarks in this GELO.

Areas of Knowledge - Social Sciences - Utilize methods, perspectives and content of selected disciplines in the social sciences.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. use the basic terminology of theories, structures or processes in the social sciences	(1) Understand and use central concepts and theories of physical anthropology	(1) Identify physical, biological, and cultural factors that influence human evolution. (2) Understand the biological and behavioral differences between humans, primates and other animal species. (3) Trace the evolutionary record from early primates to modern humans.
b. demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community.	(4) Apply course information to our own lives.	(4) Become aware of how humans adapt to the present-day world and consider our evolutionary chances for the future.
c. systematically study human behavior using research methods of the social sciences.	(1) Understand and use central concepts and theories of physical anthropology	(1) Identify physical, biological and cultural factors that influence human evolution. (2) Understand the biological and behavioral differences between humans, primates and other animal species. (3) Trace the evolutionary record from early primates to modern humans.

- E. List or describe examples of specific rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.

Areas of Knowledge - Social Sciences - Utilize methods, perspectives and content of selected disciplines in the social sciences.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. use the basic terminology of theories, structures or processes of the natural sciences.	Understand and use central concepts and theories of physical anthropology.	Lectures and film segments introduce concepts of evolutionary theory, genetics, population genetics, synthetic theory and ecology; these concepts are integrated into a history of past and present primate, hominid, and human species. Class discussions integrate lecture and film segment topics into class discussions of modern human variation and adaptations from the paleolithic period through the modern era. Three tests use a multiple choice format to test student retention of concepts and theories.	60
b. demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community.	Apply course information to our own lives	Class discussions are framed to encourage the use of physical anthropology concepts and theories to explain past and present instances of variability and adaptation in different human populations, including different ethnic groups in our own community. In-class exercise - A PTC-tasting exercise allows students to test for variability in their taste sensitivity and presents current physical anthropology theories that predict and explain patterns of variability in student results. Essay - an extensive essay associated with the PTC-tasting exercise requires students to (a) demonstrate how results of the PTC-tasting exercise explain trends in their own individual food choices and ethnicity-related food choices and (b) explain how results of the PTC-tasting exercise are predicted by physical anthropology theories associated with evolutionary genetics and population ecology.	30
c. systematically study human behavior using research methods of the social sciences.	Understand and use central concepts and theories of physical anthropology	In-class exercise - A PTC-tasting exercise allows students to test for variability in their taste sensitivity and presents current physical anthropology theories that predict and explain patterns of variability in student results. Essay - an extensive essay associated with the PTC-tasting exercise requires students to (a) demonstrate how results of the PTC-tasting exercise explain trends in their own individual food choices and ethnicity-related food choices and (b) explain how results of the PTC-tasting exercise are predicted	10

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

Benchmark	Course Learning Outcomes (provide all that support the GELC benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Demonstrate critical thinking in analyzing and evaluating the concepts and theories of physical anthropology.	(1) Become aware of how humans adapt to the present-day world and consider our evolutionary chances for the future. (2) Differentiate biological and cultural differences and similarities in human populations.
b. formulate research questions that require descriptive and explanatory analyses.	Enter text.	Enter text.
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	Enter text.	Enter text.
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.
f. synthesize information from various sources, drawing appropriate conclusions.	Enter text.	Enter text.

g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.		
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.
Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.		
Benchmark	Course LOs	Class Activity/ Assignment
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Demonstrate critical thinking in analyzing and evaluating the concepts and theories of physical anthropology.	Class discussions are framed to encourage the use of physical anthropology concepts and theories to explain past and present instances of variability and adaptation in different human populations. In-class exercise - A PTC-tasting exercise allows students to test for variability in their taste sensitivity and presents current physical anthropology theories that predict and explain patterns of variability in student results. Essay - an extensive essay associated with the PTC-tasting exercise requires students to (a) demonstrate how results of the PTC-tasting exercise explain trends in their own individual food choices and ethnicity--related food choices and (b) explain how results of the PTC-tasting exercise are predicted by physical anthropology theories associated with evolutionary genetics and population ecology.
b. formulate research questions that require descriptive and explanatory analyses.	Enter text.	Enter text.
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions,	Enter text.	Enter text.

through the use of appropriate evidence.			
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.	
f. synthesize information from various sources, drawing appropriate conclusions.	Enter text.	Enter text.	
g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.			
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.	
<p>G. OPTIONAL second, Secondary Designation</p> <p>From the drop down menu, choose a GE Learning Outcome--anything other than the primary designation or critical thinking.</p> <p>8. Self and Community</p>			

Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments. Part 1. Only one benchmark needs to be supported/met. Based on the OPTIONAL second, secondary Designation chosen, choose one benchmark. For the one chosen, in that row, list the specific course objective(s) and any relevant course learning outcome(s) that support this benchmark.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. communicate an understanding of community or environmental issues.	Enter text.	Enter text.
b. participate in activities of personal and public concern that are both life enriching and beneficial to the community.	Apply course information to our own lives	4) Become aware of how humans adapt to the present-day world and consider our evolutionary chances for the future. 5) Differentiate biological and cultural differences and similarities in human populations.
c. analyze what she/he has learned as it relates to a clarified sense of civic	Enter text.	Enter text.

identity and continued commitment to public action.

Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments. Part 2. Only one benchmark needs to be supported/met. Based on the OPTIONAL second, secondary Designation benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. communicate an understanding of community or environmental issues.	Enter text.	Enter text.	
b. participate in activities of personal and public concern that are both life enriching and beneficial to the community.	Apply course information to our own lives	<p><u>In-class exercise</u> - A PTC-tasting exercise allows students to test for variability in their taste sensitivity and presents current physical anthropology theories that predict and explain patterns of variability in student results.</p> <p><u>Essay</u> - an extensive essay associated with the PTC-tasting exercise requires students to (a) demonstrate how results of the PTC-tasting exercise explain trends in their own individual food choices and ethnicity-related food choices and (b) explain how results of the PTC-tasting exercise are predicted by physical anthropology theories associated with evolutionary genetics and population ecology.</p>	10
c. analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action.	Enter text.	Enter text.	

Signature Page: GE Course Designation Proposal

ANTH. 150: Human Adaptions

Areas of Knowledge - Social Sciences

Course alpha/number/title

Primary GELO Designation

Michael Lemons

Michael Lemons

4/14/15

Date



Signature of Proposer
A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.



Signature of the Division/Department Chair
A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

J. Hamm-Miss

Tina Hamm-Miss

4/14/15

Date

Max Wong

Signature of the GECC-Chairs

R Kalauli

4/15/15

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date

Save Form

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