

Examples of Domain Learning Outcome Alignment Statements

The following examples illustrate the level of detail expected in the "Domain Learning Outcome Alignment" section of the CIM proposal.

Proposing faculty should copy and paste the learning outcomes for their selected AdvantaGE domain into the appropriate CIM text box and then briefly explain how each learning outcome is addressed in the course. The examples below are illustrative only. Faculty should describe their own course rather than copying these examples directly.

Example 1: Creative Expression

Example Course: CO 1573 – The Art of Not Being Naked

- **Through the study of literary, performing and/or visual arts, employ fundamental discipline-specific principles, terminology, skills, technology, and methods.**

Students practice and demonstrate basic knowledge and understanding of the materials, tools, failure, (re)design, and techniques used in costume design.

- **Identify, explain, and/or demonstrate relationships among societal, cultural, and historical contexts.**

Students examine artistic movements and historical examples of costuming to understand how artistic expression reflects different cultures and historical periods.

- **Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.**

Studio projects and critiques encourage students to consider how artists from diverse backgrounds communicate different experiences and perspectives.

- **Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.**

Students evaluate and critique creative processes through various experimental, reflexive, technical, and critical methods. They exemplify a tolerance for failure and revision through classroom projects.

- **Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.**

Students participate in structured critiques using discipline-specific vocabulary to evaluate both their own work and that of classmates.

Example 2: Humanities

Example Course: PHI 2223 – Fair Play: Political Philosophy through Fantasy Sports

- **Describe patterns of human life and thought in historical, literary, philosophical, artistic, religious, and/or related disciplines:**

The course describes patterns of human thought through the reading and discussion of foundational political philosophers, both historical (e.g., Plato, Hobbes, Montesquieu, and Mill) and contemporary (e.g., Rawls, Nozick, Hayek, and Sen), whose ideas have profoundly shaped the modern world.

- **Apply specific disciplinary methodologies, epistemologies, and traditions of the humanities.**

The course relies on philosophy's traditional methodology of rational argumentation, both by exposing students to classic works of philosophical reasoning and by requiring them to develop and apply their own arguments in class discussions and take-home assignments throughout the semester.

- **Engage with primary texts, objects, events, or ideas in their cultural, intellectual, and/or historical contexts.**

The course engages directly with primary texts by in each class session reading and discussing influential works of philosophy that trace the development of political theory across the centuries, from ancient thinkers such as Plato and Aristotle to contemporary philosophers such as Sen and Dworkin.

- **Develop arguments about the human experience based on evidence and with discipline-specific modes of citation if appropriate to the assignment.**

The class fosters the development of arguments about the human experience by requiring students to provide peer feedback on one another's work and to support their arguments through direct engagement with and citation of the primary texts studied in the course.

- **Explain ethical implications of human behaviors in cultural contexts.**

Students explain the ethical implications of human behavior by designing their own league constitutions, which require them to consider and respond to patterns of human behavior within contemporary cultural contexts. The course explores how ethical perspectives change and evolve across cultural contexts by examining philosophical works that span centuries of cultural and intellectual change.

Example 3: Social Sciences

Example Course: NRTC 2005 – The Blindness Experience

- **Uses social science terminology, concepts, and theories or methods**

The course requires students to utilize vocabulary, concepts, and terminology in the social sciences; identify theories by introducing them to disability studies, social models of disability, stigma, identity, accessibility, social inclusion, policy, and institutional analysis. Students apply these concepts in class discussions, film analysis, peer reviewed research article reviews, accessibility evaluations, and the signature assignment.

- **Identifies and investigates a research question or problem using qualitative and/or quantitative data**

Students are asked to identify, evaluate, and/or respond to a research question through several assignments, including the signature assignment. In the signature assignment, students respond to the question: How do public perceptions of blindness and low vision reflect broader cultural beliefs, social attitudes, and institutional understandings of disability? This structure ensures that the assignment

goes beyond reflection and functions as a focused inquiry into human behavior and society.

To support this inquiry, students evaluate appropriate social science theories and/or methodologies to address the research question by using course-based theories and concepts to interpret interview findings. In the signature assignment, students conduct a semi-structured interview as an introductory qualitative method and analyze the responses through disability-related and social science perspectives.

- **Applies ethical standards and explains the ethical principles at stake**

Students also compile, interpret, analyze, and/or evaluate qualitative and/or quantitative data appropriate to the research question. In the signature assignment, the interview serves as a source of qualitative data. Students identify themes, interpret patterns in responses, and connect those findings to broader issues of stigma, inclusion, social values, and institutional influence.

The course further requires students to communicate appropriate and ethical representation of qualitative and/or quantitative results. Students are expected to present interview findings respectfully and responsibly, avoid stereotyping or ridicule, and protect the interviewee's privacy. Both the written analysis and oral presentation require students to communicate findings accurately and ethically.

- **Recognizes and responsibly cites multiple credible sources**

Students recognize and/or responsibly cite multiple credible sources by integrating course readings and other approved scholarly materials into their analysis. The signature assignment requires at least two credible sources to support interpretation of the interview findings and connect individual responses to larger social science concepts.

- **Interpret data to draw conclusions regarding how individuals and societal institutions affect each other, and what that means for practice, policy, or community**

The course also asks students to explain the role of specific individuals and institutions within the context of society by focusing on the interaction between people with blindness or low vision and systems such as education, employment, rehabilitation, media, public policy, and community resources. Students examine how these institutions shape opportunity, identity, access, and social participation.

Finally, the course asks students to evaluate the impact of self, family, community, or other human behavior on society by reflecting on what public attitudes and

assumptions about blindness reveal about social expectations, equity, justice, and inclusion. Through the signature assignment and other course activities, students consider how beliefs held by individuals and communities shape opportunities and barriers for people who are blind or low vision, thereby reinforcing the relationship between human behavior and society.

Example 4: Natural Sciences

Example Course: CH 1113 – Science in Cinema

- **Effectively communicate scientific principles and/or theories describing the interrelationships among the natural sciences.**

Students encounter interrelationships among biology, chemistry, physics, ecology, and environmental science throughout the course. Lectures and discussions accompanying *Contagion* connect virology, epidemiology, mathematical modeling, and public health; *The Martian* connects stoichiometry, water chemistry, plant biology, and engineering; *A Life on Our Planet* and *The Day After Tomorrow* connect ecosystem processes, atmospheric and ocean science, climate models, and sustainability; and *Project Hail Mary* connects astrobiology, microbial evolution, stellar energy, experimental design, and communication. Students communicate these relationships in class discussions, six unit quizzes, five Scientific Data and Case-Study Exercises, Essay 1, the Applied Science Project, and the Signature Assignment. The Signature Assignment specifically requires students to explain at least four scientific concepts or models and describe interrelationships among at least two areas of the natural sciences.

- **Solve scientific problems using creative thinking and exploring new methodologies or theories, demonstrating ethical scientific behavior – integrity, safety, and social responsibility.**

Creative scientific problem solving is practiced through structured application. Students use course concepts to solve case-study problems involving epidemic control, resource allocation, environmental change, technological risk, nuclear consequences, planetary threats, and survival under constrained conditions. The Applied Science Project requires teams to construct or analyze a scientific-crisis scenario, evaluate plausibility, and propose a response. The Signature Assignment requires each student to formulate a focused scientific question, apply at least four course concepts or models, evaluate competing explanations and strategies, and

recommend a defensible response. Proposed solutions are evaluated not only for scientific support but also for feasibility, integrity, safety, ethics, and social responsibility.

- **Compile, analyze and evaluate student-generated data (quantitative or qualitative) relating to the natural sciences.**

In the signature assignment, each student will independently prepare a 6–8-page scientific assessment of an existential threat portrayed in two or more course films or other instructor-approved media selections. Possible topics include infectious disease, climate change, famine, resource depletion, environmental collapse, nuclear conflict, artificial intelligence, genetic change, asteroid impact, or another approved natural or technological threat.

The student will formulate a focused scientific question concerning the likelihood, consequences, or management of the selected threat. Using credible scientific and government sources, the student will locate, select, compile, and analyze empirical evidence relevant to that question. The evidence must include quantitative data and at least one student-prepared graph, table, or other visual representation of the data.

- **Apply critical thinking skills to examine real-world problems aimed at understanding science's impact/role in society and in historical and/or contemporary issues.**

Critical thinking is introduced in Week 1 through instruction on scientific reasoning, evidence, uncertainty, source credibility, assumptions, and media literacy, and it is practiced in every film unit. Discussions of *Contagion* address disease surveillance and public-health decisions; *The Hunger Games* addresses food systems, scarcity, carrying capacity, and social control; *The Terminator* addresses autonomous systems and technological risk; *Threads* addresses nuclear science and the societal consequences of infrastructure collapse; and *Don't Look Up* addresses risk communication, misinformation, and institutions. Essay 1 requires students to compare decisions made under crisis and determine which is more scientifically defensible. The data/case-study exercises, Applied Science Project, and Signature Assignment require students to use evidence to evaluate contemporary problems and explain their effects on individuals, society, and the environment.

- **Differentiate between science-based evidence and opinions expressed as fact.**

Distinguishing evidence from unsupported claims is a central practice in every unit. Lectures and discussions explicitly compare cinematic portrayals with established theories, empirical evidence, scientific models, and credible literature. The *Day After Tomorrow*, *World War Z*, *The Terminator*, *Threads*, and *Don't Look Up* units emphasize

exaggeration, speculation, misinformation, risk communication, and institutional responses, while other units ask students to identify plausible and implausible scientific elements. Unit quizzes and the Scientific Data and Case-Study Exercises require students to differentiate empirical evidence from opinion, speculation, misinformation, and dramatic invention. Essay 1, the Applied Science Project, and the Signature Assignment require credible sources and explicit identification of what media portrayals make plausible, exaggerate, omit, or present without scientific support.

- **Draw reasoned conclusions by analyzing and interpreting scientific information from course-provided materials.**

Students draw conclusions from course-provided lectures, film scenes, readings, scientific models, graphs, datasets, and case studies. Unit quizzes require students to interpret scientific information and explain its implications. Each Scientific Data and Case-Study Exercise asks students to move from supplied evidence to a supported conclusion about accuracy, risk, or an appropriate response. Essay 1 requires students to use course concepts and evidence to decide which of two cinematic decisions is more scientifically defensible. In the Signature Assignment, course instruction and checkpoint feedback guide students from a research question and evidence plan through an outline, draft excerpt, data analysis, media comparison, and final evidence-supported conclusion that acknowledges uncertainty and limitations.