General Education Annual Course Assessment Form

Course Number/Title  RELS 99/Death, Dying and Religion  GE Area  E

Results reported for AY  15-16  # of sections: 3  # of instructors 1 (Perreira)

Course Coordinator: Jennifer Rycenga  E-mail: Jennifer.rycenga@sjsu.edu

Department Chair: Shannon Rose Riley, Humanities  College: Humanities and Arts

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Reflection assignments on care-giving for the dying addresses the physiological changes that precede and accompany death. Psychological approaches to the dying process are constant through the course, from the students writing their own “personal death profile” to group projects on building and assessing Dia de los Muertos altars. The social/cultural approaches to human well-being and meaningfulness are, of course, at the center of the course’s content. Students are assessed on their abilities to compare, contrast, and grasp in their integrity the death practices of a wide variety of cultures and religious systems.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are necessary at this time. This course offers both a strong approach to Area E content, with intensive amounts of student participation and reflection, while also being in essence a good introduction to comparative religions.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?
(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.