**Approach 1: List the selected outcomes side-by-side with information about how they relate to the course’s focus.**

From Hal Lescinsky’s Dyad course syllabus:

**INST Course Goals and Outcomes**
There are a number of Integrative Studies course outcomes that this course will enable us to achieve. A few of the most important of these are listed on the left and how this course will address those outcomes is listed on the right:

<table>
<thead>
<tr>
<th>GOAL TWO: To assist students in cultivating intercultural knowledge and competencies.</th>
<th>The tropics may seem far away, but in fact all parts of the earth are tied together by ecological and economic bonds. In this course we will learn to understand global issues from a variety of vantage points and perspectives. Even our actions here in Ohio have impacts elsewhere in the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students recognize the interactive and dynamic relationship of global and local communities. (2:3)</td>
<td></td>
</tr>
<tr>
<td>GOAL THREE: To promote active and critical reflection on the human self in its full range of contexts.</td>
<td>The tropics are poorly known by most students, as are the processes for collecting and understanding scientific data. This course will expose you to a healthy dose of how science is done, and how this scientific information is needed in order to inform us about how to address our pressing social issues.</td>
</tr>
<tr>
<td>• Students recognize and engage with that which is other or unfamiliar to them. (3:4)</td>
<td></td>
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<tr>
<td>GOAL FOUR: To challenge students to critically examine their ethical responsibilities and choices in both local and global contexts.</td>
<td>Many of the assignments in this course and the dyad are designed to have you explore your avenues for interaction and engagement in the global issues. Over the course of the term you will have assignments writing to various government officials, exposure to non-profit organizations, and the chance to positively impact the next generation through education.</td>
</tr>
<tr>
<td>• Students explore and engage their relationship to the global public good as well as the larger goals of human and ecological flourishing. (4:2)</td>
<td></td>
</tr>
</tbody>
</table>
Approach 2: List the INST learning goal and only course specific versions of the selected learning outcomes.

From Suzanne Ashworth’s INST 1500 course syllabus:

Learning Goals
INST Goal 1: to inspire intellectual curiosity about the world as it is and a deeper understanding of the global condition
• students will critically explore the future worlds and realities that narratives of the superhuman project

INST Goal 3: to promote active and critical reflection on the human self in its full range of contexts
• students will study superhuman bodies, psychologies, powers, settings, and identities in literature and contemporary media
• students will reflect on their sense of personal identity and power
• students will engage questions of human and superhuman meaning, purpose, agency, and justice
• students will explore how narratives of the superhuman represent cultural or physical otherness

Approach 3: Pair INST learning outcomes in their original language with course specific versions.

From Leesa Kern’s INST 2000 course syllabus:

There are several INST learning goals for this course:

➢ To assist students in cultivating intercultural knowledge and competencies:
  o Students gained enhanced understanding of the diversity of ideas, beliefs, and practices across cultures and throughout historical eras. They will be able to explain how and why definitions of "appropriate" behavior (hereafter to include beliefs, actions, and statuses) change over time and space.
  o Students gained enhanced understanding of the cultural diversity that shapes local communities. Students will identify the various subcultures in their local communities and ways in which people are included or excluded.
➢ To promote active and critical reflection on the human self in its full range of contexts:
  o Students study the self and the ways in which it is situated in human, natural, and physical worlds. Students will explore how the social locations of gender, race, and social class (and others) shape perceptions of behavior.
  o Students recognize and engage with that which is other or unfamiliar to them. Students experience and reflect upon the role of "other" in society, and gain a degree of empathy for those so excluded.
➢ To encourage purposeful public engagement and social responsibility.
  o Students investigate multiple and evolving forms of civic identification and belonging, with particular attention to the practice of citizenship in local, national, and global contexts. Students will illustrate the importance of inclusion or exclusion as it pertains to self-identity, both public and private.
  o Students come to see themselves as responsible, engaged, and informed persons, capable and willing to act in ways that will improve or reshape the world. They will examine legal and moral decisions that they may face or that may be imposed upon them.