ULAC GE Foundations working group

Attached are sample cover sheets (GE rationales) for the Foundation categories

Here is a quick explanation of the choices behind several aspects of the sample form:

* All the boxes in the form should be adjustable. Indeed, depending on the course, some submitters may have a lot to say and some less. It is not quantity that matters rather than the relevance and the specificity of the information provided. [feedback has indicated that guidance could help—100-500 words should be PLENTY]
* The form starts with a question about why the course at hand is introductory or foundational and underscores that the level of inquiry in courses in the Foundations must be different from the level of inquiry in the Themes courses.
* By using textboxes, we want to make sure that submitters provide information for each ELO separately.
* We have emphasized specific activities/assignments for each ELO because the lack of specificity is often an impediment to a smooth review of a GE request. Further, down the line these specifics will make GE course assessment easier because each ELO will already be linked to an activity, and thus assessing the extent to which each ELO is fulfilled in the course will be easy.

Note: Under the current GE, there are some categories equivalent to Foundation categories in the new GE that have some minimum content requirements in addition to the ELOs. That is, for example, the case for Natural Science, Data Analysis, Writing and Communication—Level I. ASCC will need to decide whether these minimum criteria will be maintained under the new GE and will want to edit the GE Rationale to make those expectations clear. The example below for the GE Natural Science category (ELO 1.3) includes a first pass at integrating these expectations.

# GE Foundation Courses (sample text that will explain the form and process)

Courses that are accepted into the General Education (GE) Foundations are expected to provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met.

This form contains expandable sections outlining the ELOs of each Foundation category. Please enter text in the boxes to describe how your class will meet the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Furthermore, be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

**GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)**

# Race, Ethnicity, and Gender Diversity expected learning outcomes

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational for the study of Race, Gender, or Ethnic Diversity: |

**GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity,** **and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.**

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| **Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.**

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| **Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of Social and Behavioral Sciences. |

**GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.**

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| **Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.**

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| **Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of History or Cultures. |

**Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.**

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| **Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.**

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| **Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** |
| Please link this ELO to the course goals and topics and identify the *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of Writing and Information Literacy. |

**GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.**

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| **Expected Learning Outcome 1.1: Successful students are able to** **compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to** **use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

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| **Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GOAL 2:** **Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.**

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| **Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.2: Successful students are able to** **locate, identify and use information through context appropriate search strategies.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Literary, Visual, and Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of Literary, Visual, and Performing Arts. |

**Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.**

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| **Expected Learning Outcome 1.1: Successful students are able to** **analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to** **describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.**

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| **Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.2: Successful students are able to** **critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of Natural Science. |

**GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.**

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| **Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

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| **Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** |
| Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. |

**GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.**

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| **Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis)** **(3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes

(ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

# A. Foundations

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| Please explain why or how this course is introductory or foundational in the study of Mathematical and Quantitative Reasoning (or Data Analysis). |

**Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.**

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| **Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |

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| **Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |
| **Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** |
| Please link this ELO to the course goals and topics and indicate *specific* activities/assignmentsthrough which it will be met. |