

ULAC GE Foundations working group

We present two sample cover sheets (GE rationales) for two Foundations (Race, Ethnicity, and Gender Diversity & Natural Sciences). Once ULAC as a whole has agreed on the format for the Foundations cover sheet and the Themes cover sheet, we can follow the same format for the other categories in the Foundations.

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.
- The form starts with a question about why the course at hand is introductory or foundational. Indeed, the level of inquiry in courses in the Foundations will need to be different from the level of inquiry in the Themes courses. (A similar question will very likely be posed in the cover sheet accompanying submissions for the Themes.) Since the numerical level of courses will not necessarily be an indication of whether a course will fit well in the Foundations vs. the Themes, this question will help the reviewing panels when the syllabus does not make this clear.
- For the explanations of how the course fulfills each ELO, we have made sure to emphasize being *specific*. Indeed, lack of specificity is often an impediment to a smooth review of a GE request.
- 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 down the line that will make GE course assessment easier. 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. However, we don't want submitters to limit their explanation to activities/assignments/assessments. Indeed, the stated course goals, topics, and readings are important as well—as are at times other course components. (For example, it would be a non-starter to request GE Natural Science if appropriate scientific readings are not included in the course.)
- All the questions for the ELOs are the same (based on what is currently asked for GE requests), except for ELO 1.3 of the Natural Science category. That is the ELO that already seems to be quite misunderstood. Therefore, the form very clearly states the need to include an experiential component, provides examples of experiential components and asks the submitter to talk about that aspect of the course.

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. The ASCC will need to decide whether these minimum criteria will be maintained under the new GE. The example below for the GE Natural Science category includes a first pass at integrating these expectations.

Course Subject & Number: _____

GE Foundation Courses

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 Theme 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. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Because this document will be used in the course review and approval process, you should 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 at hand 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. In your answers, make sure to be as specific as possible. For example, list very concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted syllabus for the course.

A. Foundations

Explain why in your view this course is introductory or foundational for the study of Race, Gender, or Ethnic Diversity:

Course Subject & Number: _____

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.

Expected Learning Outcomes: Successful students are able to

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
Link 1.1. to (1) <i>specific activities/assignments</i> . Also, explain how 1.1. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>
1.2 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.
Link 1.2. to (1) <i>specific activities/assignments</i> . Also, explain how 1.2. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>
1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Link 1.3. to (1) <i>specific activities/assignments</i> . Also, explain how 1.3. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>

Course Subject & Number: _____

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Link 1.4. to (1) *specific activities/assignments*. Also, explain how 1.4. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

Course Subject & Number: _____

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

Expected Learning Outcomes: Successful students are able to

2.1 Demonstrate critical self- reflection and critique of their social positions and identities.

Link 2.1. to (1) *specific activities/assignments*. Also, explain how 2.1. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.

Link 2.2. to (1) *specific activities/assignments*. Also, explain how 2.2. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Link 2.3. to (1) *specific activities/assignments*. Also, explain how 2.3. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

Course Subject & Number: _____

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

B. Foundations

Explain why in your view this course is introductory or foundational:

C. Natural Science expected learning outcomes

Requesting a GE category for a course implies that the course at hand 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: Natural Science, please answer the following questions for each ELO. In your answers, make sure to be *as specific as possible*. For example, list very concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the submitted syllabus for the course. (Make sure to synchronize both documents.)

Course Subject & Number: _____

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

Expected Learning Outcomes: Successful students are able to

1.1 Explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.

Courses meeting this category are expected to provide a foundation in modern, sophisticated scientific knowledge and to incorporate scientific knowledge from other disciplines.

Link 1.1. to (1) *specific activities/assignments*. Also, explain how 1.1. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

1.2 Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.

Link 1.2. to (1) *specific activities/assignments*. Also, explain how 1.2. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. *Be specific.*

1.3 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.

Explain what **exper**iential component is included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. The experiential component should be the equivalent of 1 credit hour of effort and students are expected to analyze data and report on outcomes.

Course Subject & Number: _____

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.

Expected Learning Outcomes: Successful students are able to

2.1 Analyze the inter-dependence and potential impacts of scientific and technological developments.
Link 2.1. to (1) <i>specific activities/assignments</i> . Also, explain how 2.1. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>
2.2 Evaluate social and ethical implications of natural scientific discoveries.
Link 2.2. to (1) <i>specific activities/assignments</i> . Also, explain how 2.2. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>
2.3 Critically evaluate and responsibly use information from the natural sciences.
Link 2.3. to (1) <i>specific activities/assignments</i> . Also, explain how 2.3. will be met in as many of the following: (2) readings, (3) course goals, (4) topics, and (5) other course components. <i>Be specific.</i>

Course Subject & Number: _____