

**GE THEME COURSES**

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELO). One set is common for all GE Themes and one set is to the specific Theme to which the course belongs. Courses may be accepted into more than one Theme, but ELOs for each Theme must be met. If your course seeks approval as a 4-credit, Integrative Practices course, you will need to complete a similar submission form for the chosen practice. That form is available [URL](#)

This form contains a set of criteria common to all Themes and expandable sections relating to each specific Theme. Please enter text in the boxes to describe how your class will meet the ELOs of the Theme(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.

**All Themes**

Please briefly identify the ways in which this course represents an advanced study of the focal Theme. In this context, advanced refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Through what activities and experiences will students engage in critical and logical thinking?

Through what activities and experiences will students engage in an advanced, in-depth, scholarly exploration?

## GE THEME SUBMISSION DOCUMENTATION

Through what activities and experiences will students identify, describe, and synthesize approaches or experiences in this course?

How will students in this course use prior experiences to engage in reflection, self-assessment, and creative work?

How will students demonstrate their developing sense of themselves as learners in response to new and challenging contexts?

{Theme-specific ELOs follow. Note that each submission will minimally have the Theme-generic questions and ONE of the following sets of questions. This will be implanted as as a single form with pull-down options for each specific Theme being addressed}

**Citizenship**

Through what activities and experiences will students describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities?

Through what activities and experiences will students identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen?

Through what activities and experiences will students examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion?

Through what activities and experiences will students explore a variety of lived experiences?

Through what activities and experiences will students analyze and critique the intersection of concepts of justice, difference, and citizenship?

Through what activities and experiences will students analyze and critique how concepts of justice, difference, and citizenship interact with cultural traditions, structures of power and/or advocacy for social change?

**Health and Well-Being**

What perspectives on health and wellbeing (e.g., theoretical, socio-economic, scientific, historical, cultural, technological, policy, personal) are emphasized in this course?

Through what activities and experiences will students explore and analyze health and wellbeing?

Through what activities and experiences will students identify and reflect on the skills needed for resiliency and wellbeing?

Through what activities and experiences will students apply the skills needed for resiliency and wellbeing?

**Lived Environments**

Through what activities and experiences will students engage with the complexity and uncertainty of human-environment interactions?

Through what activities and experiences will students describe examples of human interaction with and impact on environmental change and transformation across time and space?

Through what activities and experiences will students analyze how humans' interactions with their environments shape (or have shaped) attitudes, beliefs, values and behaviors?

Through what activities and experiences will students describe how humans perceive and represent the environments with which they interact?

Through what activities and experiences will students analyze and critique conventions, theories, and ideologies that influence discourses around environments?

**Sustainability**

Through what activities and experiences will students describe elements of the fundamental dependence of humans on Earth, its environmental systems, and the resilience of these systems?

Through what activities and experiences will students describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future?

Through what activities and experiences will students use appropriate evidence and an explicit statement of values to devise informed and meaningful responses to problems and arguments in sustainability?