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## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area Korean  
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2797  
Course Title Study Abroad in Korea  
Transcript Abbreviation Korea Study Abroad  
Course Description The Korea Study Abroad Program introduces a dynamic mix of Korea's traditions and modern innovations. The course allows students to explore the country's cities, industries, cultural heritages, environmental policies, and green growth strategies through readings, site visits, and lectures. Students will gain hands-on experience through guided walking tours and excursions.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Field Experience  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0303  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Historical and Cultural Studies

## Course Details

### Course goals or learning objectives/outcomes

- 1. Students recognize and describe similarities, differences, and interconnections between Korea and the U.S.
- 2. Students understand and describe cultural, social, and industrial phenomena and development in Korea.
- 3. Students articulate how their

### Content Topic List

- Society and culture
    - The city of Seoul
    - Korea's industries
    - Smart city and smart technology
    - Environmental policies and green growth strategies
- No

### Sought Concurrence

## Attachments

- Korean 2797 Credit hour rationale.xlsx  
*(Other Supporting Documentation. Owner: Pyun, Danielle Ooyoung)*
- Study Abroad in Korea Syllabus Sept 27 2021.docx  
*(Syllabus. Owner: Pyun, Danielle Ooyoung)*
- ge-foundations-submission Korean 2797.pdf  
*(Other Supporting Documentation. Owner: Pyun, Danielle Ooyoung)*

## Comments

- Hi Danielle,  
I think over the summer we discussed a few points that have not been addressed in this resubmission:
  - If you are requesting a new GE category, the effective term needs to be AU22 since the new GE will not start before then. The form requests SP22 with a new GE, which cannot be.
  - If you are asking for that new GE category, you will need to fill out the relevant section of the GE form here <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/ge-foundations-submission.pdf>
  - Please remove GE Education Abroad language from the syllabus *(by Vankeerbergen, Bernadette Chantal on 09/24/2021 12:59 PM)*

**COURSE REQUEST**  
2797 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/05/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pyun, Danielle Ooyoung	06/02/2021 09:31 AM	Submitted for Approval
Approved	Bender, Mark A	06/02/2021 10:38 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/19/2021 10:15 AM	College Approval
Submitted	Pyun, Danielle Ooyoung	08/11/2021 09:13 PM	Submitted for Approval
Approved	Bender, Mark A	08/11/2021 09:21 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/24/2021 01:00 PM	College Approval
Submitted	Bender, Mark A	09/24/2021 02:14 PM	Submitted for Approval
Approved	Bender, Mark A	09/24/2021 02:17 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/24/2021 02:18 PM	College Approval
Submitted	Bender, Mark A	09/24/2021 03:27 PM	Submitted for Approval
Approved	Bender, Mark A	09/24/2021 03:28 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/24/2021 03:30 PM	College Approval
Submitted	Bender, Mark A	09/24/2021 03:35 PM	Submitted for Approval
Approved	Bender, Mark A	09/27/2021 10:19 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/27/2021 10:23 AM	College Approval
Submitted	Pyun, Danielle Ooyoung	09/27/2021 04:57 PM	Submitted for Approval
Approved	Pyun, Danielle Ooyoung	09/27/2021 05:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/05/2021 01:27 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/05/2021 01:27 PM	ASCCAO Approval

**Korean 2797 Study Abroad in Korea**  
(Global May Korea, 2023)

**Class No.:**                   **Credit hours:** 03

**Office hours:** Wednesdays 12:00-2:00 pm (by appointment)

**GE Category:** Historical and Cultural Studies

**Prerequisites:** There are no course prerequisites for this program. Students of any major are welcome to apply.

**Time:** May 4-June 4, 2023 (a four-week program)

**Location:** The program takes place primarily in Seoul but students will go on field trips and excursions to other cities such as Suwon, Ulsan, Gyeongju and Busan.

**Resident Director:** Prof. Danielle O. Pyun (The Ohio State University) E-mail: pyun.7@osu.edu  
Office in Korea: TBA, Cell (in Korea): TBA

**OSU OIA Coordinator:** TBA

**Host Institute in Korea:** Kyung Hee University, Seoul, Korea

**Host Director:** Prof. TBA Email:

Office in Korea:

**Onsite Assistant:** TBA

**Goals/Rationale:**

This course is designed to help students acquire and develop a breadth of knowledge and perspectives on Korea and become educated, productive, and principled citizens of the increasingly globalized world.

**Course Description**

This Global May course offered with the Office of International Affairs (OIA) introduces students to Korea's dynamic mix of traditions and modern innovations. This course allows students to explore the country's cities, industries, cultural heritage, environmental policies, and green growth strategies through readings, site visits, and lectures by local scholars, administrators, and corporate managers. Students will gain hands-on experience through guided walking tours and excursions to industrial sites and cultural attractions. In addition, students will be paired or grouped with Korean university students for cultural exchanges and collaborative activities. Instruction is delivered in English. No knowledge of Korean is required.

**Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between Korea and the U.S.

2. Students understand and describe cultural, social, and industrial phenomena and development in Korea.

3. Students articulate how their time abroad has enriched their academic experience.
4. Students recognize international diversity and develop global attitudes and perspectives.

**Accommodation:**

Students will be placed XXXX

**Facilities at Kyung Hee University:**

Students will have access to the internet and campus facilities at Kyung Hee University.

**Required readings** (all available at Carmen):

1. Cho, Y. et al. (2019). “What kind of language is Korean?”, *Integrated Korean Beginning 1* pp.2-15.
2. Sohn, H., Cheon, S. Y. & Jeong, H. (Eds.) (2012). “Economy”, *The Essentials of Korean Culture*, pp. 265-282.
3. Tudor, D. (2012). “A brief history of Korea”, *Korea: The impossible country*, pp.12-21
4. Sohn, H., Cheon, S. Y. & Jeong, H. (Eds.) (2012). “Religion and Philosophy”, *Essentials of Korean Culture*, pp. 117-139.
5. Seoul Solution, Seoul Urban Regeneration gentrification urban development
6. Oh, In. (2013). “The Globalization of K-pop: Korea’s place in the Global music industry”, *Korea Observer*, 44(3), 389-409
7. Charles Carter (2020), Smart Cities World City Profile: Seoul
8. Lim, W. (2017). The Fourth Industrial Revolution and its Challenges, *Global Asia*, 12(2), 42-46.
9. Lee, J. & Woo, J. (2020). Green New Deal Policy of South Korea: Policy Innovation for a Sustainability Transition, *Sustainability*, 12, 1-17.
10. Soh, C. (2014). Corporate Social Responsibility (CSR) Implementation in South Korea: Lessons from American and British CSR Policies,” *Institute of International Affairs, Journal of International and Area Studies*, 21(2).
11. Global Green Growth Institute (2015), *Korea’s Green Growth Experience: Process, Outcomes and Lessons Learned*, pp. green growth strategies, pp.7-14.
12. Global Green Growth Institute (2015), *Korea’s Green Growth Experience: Process, Outcomes and Lessons Learned*, pp.83-89.

**Requirements:**

Participation	20%
Reading worksheets (due as assigned)	20%
Annotated ePortfolio (once a week)	20%
Reflection/research papers	30%
Final Presentation	10%

**Course Grade**

93-100	A	90-92.9	A-
87-89.9	B+	83-86.9	B
		80-82.9	B-
77-79.9	C+	73-76.9	C
		70-72.9	C-
67-69.9	D+	63-66.9	D
		62.9 ~	E

## **How to prepare for this class:**

### **1. Attendance & Participation.**

It is vital to attend and participate in all classes and required excursions. It is essential for you to read the assigned readings prior to class and actively participate in class discussions or excursions. Inappropriate class behaviors will lower your participation grade (e.g., classroom chatting, internet search, iPhone use, texting on cell phones, etc.). One unexcused absence is allowed; after that, -1 point for each additional absence. No point will be deducted when the absence was due to medical reasons or other extenuating circumstances (with evidence provided).

### **2. Reading worksheets (due as assigned, due prior to class)**

Some of the assigned readings are accompanied by a worksheet. These worksheets are to check for your understanding of the materials. Complete the worksheet and submit it on Carmen prior to class.

### **3. Annotated ePortfolio**

Submit an annotated ePortfolio on Carmen by the end of each week. Your weekly ePortfolio may include photos or images demonstrating your experience, observation, activities, or reflections. Annotate each image/photo with a brief description.

### **4. Two Reflection/Research Papers (700~800 words for each paper, submit them on Carmen)**

- Reflective essay(s): Write reflection paper(s) on any topic(s)/issue(s) addressed in readings/lectures or covered in excursions. You can reflect on what you have learned and provide your thoughts, analysis, or opinions.
- Short research paper(s): Choose any topic(s)/issue(s) addressed in readings/lectures or covered in excursions and do further research on it. You can provide further information, critical analysis, evaluation, or arguments.

The first reflection or research paper is due by the end of the second week. The second reflection or research paper is due by the end of the fourth week.

### **5. Final presentation**

Your final presentation can be either an individual or group presentation. It can be a Powerpoint presentation or a multimedia production on any issue/topic stemming from assigned readings, lectures, or excursions. Your final presentation can be an extension of your reflection/research papers or different from them. Each presentation can last roughly for about 5~10 minutes.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Disability Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Course Schedule (subject to change)

#### Week 0

Wednesday	Pre-departure orientation
Saturday	Departure to Seoul, Korea
Sunday	Arrival in Seoul, Korea 7:00pm Group Dinner

#### Week 1 **Society, Culture and Economy**

Monday, May

10:00am-12:00 noon	Overview of the Course
12:00-	Meeting with your peers at Kyung Hee University, Campus tour Learn about Kyung Hee student associations and clubs

Tuesday, May

9:00 am-12:00 noon	Korean Language Instruction (Basic Korean phrases and survival Expressions) Assigned reading: Reading #1, <b>Submit worksheet #1 prior to class</b>
12:00~	Join a Kyung Hee student association/club that fits your interest.

Wednesday, May

10:00am-12:00 noon	An Overview of Contemporary Korean Society and Culture Assigned reading: Reading #2, <b>Submit worksheet #2 prior to class</b>
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Thursday, May

10:00am-12:00 noon	An Overview of Korean History Assigned reading: Reading #3, <b>Submit worksheet #3 prior to class</b>
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Friday, May

10:00am-12:00 noon	Philosophical and Religious Traditions
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2:00pm~6:00pm Assigned reading: Reading #4, **Submit worksheet #4 prior to class**  
Excursion: Jogye Temple and Lantern Festival

**Week 2 The City of Seoul**

Monday, May  
10:00am-4:00 pm Historic Neighborhoods  
Lecture tour: Historic places and old streets (Gyeongbok, Palace, Hanok Village, Insadong, Nakwondong)  
12:00 noon Lunch at a traditional market

Tuesday, May  
10:00am-4:00 pm Business and Shopping Districts  
Lecture tour: Jongno, Dongdaemun, Myongdong, Namdaemun  
12:00 noon Lunch at a traditional market

Wednesday, May  
10:00am-12:00 noon Urban Development and Gentrification  
Assigned reading: Reading #5, **Submit worksheet #5 prior to class**  
2:00pm-6:00pm Excursion: Gangnam

Thursday, May  
10:00am-2:00 noon Art District and Creative Hub  
Lecture tour: Hongdae

Friday, May  
10:00am-2:00 noon Smart City  
Lecture tour: Seoul Smart City Center

**Week 3 Industries and Other Cities**

Monday, May  
10:00am-12:00 noon Media and entertainment Industry  
Assigned reading: Reading #6, **Submit worksheet #6 prior to class**  
2:00pm- 5:30pm Lecture tour: Entertainment company

Tuesday, May  
10:00am-4:00pm High-tech Industry  
Assigned reading: Reading #7, **Submit worksheet #7 prior to class**  
Lecture tour: Samsung Electronics headquarters, Suwon, Korea  
1:00 pm Group Lunch  
7:00 pm Group Dinner

Wednesday, May  
9:00am-2:00pm Smart industry  
Lecture tour: Smart technology sites

Thursday, May  
6:00am-5:00pm Automobile and Shipbuilding Industry



	Lecture tour: Hyundai Motors Ulsan Plant & Hyundai Shipyard
	Assigned reading: Reading #8, <b>Submit worksheet #8 prior to class</b>
12:00 noon	Boxed Lunch
6:00 pm	Group Dinner
Friday, May	
7:00am-5:00pm	Gyeongju, Historic Areas (UNESCO World Heritage Site) & Port of Busan
	Excursion: Gyeongju & Busan Eco Delta Smart City
12:00 noon	Boxed Lunch
6:00 pm	Group Dinner
Saturday	Busan
Sunday, May	Return to Seoul
<b>Week 4</b>	<b>Environment, Sustainability, and Corporate Ethics</b>
Monday, May	
10:00am-12:00 noon	Eco-friendly Environmental Policies
	Assigned reading: Reading #9, <b>Submit worksheet #9 prior to class</b>
2:00-5:00pm	Excursion: Cheonggye mountain & Cheonggye stream
Tuesday, May	
10:00am-12:00 noon	Corporate Ethics
	Assigned reading: Reading #10, <b>Submit worksheet #10 prior to class</b>
Wednesday, May	
10:00am-12:00 noon	Korea's Green Growth Experience
	Assigned reading: Reading #11, <b>Submit worksheet #11 prior to class</b>
2:00pm-6:00pm	Lecture tour: Green buildings and transportation reform
Thursday, May	
10:00am-12:00 noon	Sustainability strategies & Green energy technologies
	Assigned reading: Reading #12, <b>Submit worksheet #12 prior to class</b>
Friday, May	
10:00am-12:00 noon	Final Presentation
Sunday, May	Return to the U.S.

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations 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. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets 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. Please 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.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

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

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

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender 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.

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

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

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through 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**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals 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.

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

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

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**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.

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

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.

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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/assignments through 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.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals 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.

**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/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

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

**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/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: 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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or 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**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

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.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

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

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

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.

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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. *(50-1000 words)*

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 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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**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/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/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.

**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/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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/assignments through which it will be met. (50-700 words)

**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/assignments through which it will be met. (50-700 words)