Term Information

Effective Term	Autumn 2023
Previous Value	*Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Approval as a GE Foundations course. Change to course description.

What is the rationale for the proposed change(s)?

This course fits well in the new GE LVPA Foundation and satisfies all the ELOs. The updated course description is more accurate.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Inclusion in the GE.

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Theatre
Fiscal Unit/Academic Org	Theatre - D0280
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2211
Course Title	Introduction to Production Design
Transcript Abbreviation	Intro Prod Design
Course Description	Introduction to design for theatre and live events including scenic, costume, lighting, sound, and media design.
Previous Value	*Introduction to scenic, costume, lighting and sound design techniques for production; experience in research and designing projects.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   50.0502
Subsidy Level   General Studies Course
Intended Rank   Freshman

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
    Literary, Visual and Performing Arts
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Acquire an understanding and appreciation of design for production.
	• Explore and practice the production design process.
	• Develop skills in communicating design choices visually and verbally.
	• Critically reflect on the interplay between theatre, its audience, and human society.
	• Conduct research and analysis of both text and design.
	• Evaluate the design of produced works of performance.

Previous Value

Content Topic List	• Scenic design
	• Costume design
	• Lighting design
	• Sound design
	• Theatre design
Sought Concurrence	No

Attachments

- TH 2211 Syllabus.pdf: Theatre 2211 Syllabus

  (Syllabus. Owner: Kelly,Logan Paige)

- TH 2211 GE Rationale.pdf: GE Foundations Submission Form

  (Other Supporting Documentation. Owner: Kelly,Logan Paige)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kelly,Logan Paige	10/07/2022 01:49 PM	Submitted for Approval
Approved	Westlake,Jane E	10/07/2022 04:44 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/11/2022 09:42 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/11/2022 09:42 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Theatre 2211
Introduction to Production Design
SYLLABUS

TERM:	Autumn 2022	**INSTRUCTOR**:	Brad Steinmetz
CREDITS:	3	**OFFICE:**	Drake 087
LEVEL:	U	**OFFICE EMAIL:**	steinmetz.25@osu.edu
CLASS TIME:	TR 2:20-3:40pm	**OFFICE PHONE:**	614-688-3751
LOCATION:	Drake Union ????	**OFFICE HOURS:**	TR 9:30am-11:00am

COURSE DESCRIPTION: This course invites students to consider the little, temporary worlds created by plays and how those worlds are brought to full life by design choices and collaboration. We will explore the fundamental aspects of design and the design process and apply that knowledge to project work, both during and outside of class sessions. We will conduct substantial design research and script analysis. And we will put ourselves in the role of an audience member to observe, evaluate and consider the effects that design choices have on a produced work of performance.

LEARNING OBJECTIVES: By the end of this course, students should be able to successfully:
• Acquire an understanding and appreciation of design for production.
• Explore and practice the production design process.
• Develop skills in communicating design choices visually and verbally.
• Critically reflect on the interplay between theatre, its audience, and human society.
• Conduct research and analysis of both text and design.
• Evaluate the design of produced works of performance.

TEACHING METHOD & CONTACT HOURS:
Lecture/Discussion; 2.7 hours in class per week

REQUIRED TEXT:
The Clean House by Sarah Ruhl   http://isbn.nu/9780573633980

RECOMMENDED TEXT:
Stagecraft Fundamentals by Rita Kogler Carver   http://isbn.nu/9780240808574

REQUIRED SUPPLIES:
Sketch Pad, any size
Architect's Scale Rule

REQUIRED PRODUCTIONS:
Men on Boats   runs Oct 26 – Nov 5
The Country Wife   runs Nov 9 – 17

ATTENDANCE:
Attendance and punctuality are mandatory. You are expected to be present, punctual and an active participant in every class session. Nonetheless, your wellbeing is paramount so, if illness or other issues prevent you from being present, please get in touch with your instructor as soon as you're able. It may not be possible to make up some course work without sufficient advanced notice.

GENERAL EDUCATION LEARNING OUTCOMES

Literary, Visual and Performing Arts Goals:

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

Expected Learning Outcomes. Successful students are able to:

1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Coursework:

We will accomplish these GE goals by laying a foundation of visual design vocabulary and skills students will apply to their own work as well as the work they respond to. We will also interrogate the cultural assumptions and implications present in both the text and subtext of the script. Finally, we will research and respond to the interplay among our world, the imaginary world within play, and the real world manifested on stage by production design.

REQUESTING ACCOMMODATIONS:

The university strives to make all learning experiences as accessible as possible. In light of the pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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/.

COURSE POLICY:

In the unlikely event of class cancellation due to emergency, the instructor will contact you via e-mail and follow up as soon as possible with syllabus updates.

GRADING:

Grading Scale:

93 -	100.0%	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+
60 -	66.9%	D
0 -	59.9%	E

COURSE ASSIGNMENTS: (detailed descriptions in Carmen)

CHARACTER ANALYSIS **(50)** Select two characters from *Clean House* and write a descriptive narrative about their personality and characterization.

RESEARCH BOARD & COSTUME PLOT **(70)** Generate a clear and complete costume design idea for each of the two characters you selected in project 1. Create a detailed research board containing images of each costume item in your design along with supporting text. Create a costume plot charting each item by character and location in the script.

MEDIA DESIGN BOARD **(70)** Generate a projected media design for one moment in the play. Create a design board to support your design ideas, including images, storyboards, schematics and supporting text.

SOUND PLOT & SELECTIONS **(70)** Generate detailed sound design for a given scene in *Clean House.* Create a sound plot, including digital audio clips and supporting text for each.

SCENIC RESEARCH AND ANALYSIS **(50)** Create a detailed research board to spark and support your scene design ideas and include a written design concept.

GROUND PLAN AND SKETCHES **(70)** Create a preliminary floor plan in 1/4" = 1'-0" scale and a scenic sketch— each including all major scenic elements and significant props needed for the production of the play.

LIGHTING INSPIRATION AND RESEARCH **(50)** Create a detailed research board to spark and support your lighting design ideas and include supporting text.

LIGHTING KEY **(70)** Create lighting keys for your design of *Clean House* that support both general lighting of the whole play and selected specific moments.

RESPONSES TO PRODUCTIONS **(100 EACH)** Write a detailed response to the design elements of three theatre productions.

FINAL PORTFOLIO **(100)** Synthesize your work into a portfolio articulating your design approach to the world of *The Clean House*.

IN-CLASS EXERCISES **(200)** Participate in hands-on exercises during various class periods.

Theatre 2211: Intro to Production Design
COURSE SCHEDULE

subject to change

DATE		TOPIC/ACTIVITY	ASSIGNMENT DUE
Tue.	Aug. 23	Intro	
Thur.	Aug. 25	Tour	
Tue.	Aug. 30	Elements & Principles of Design	
Thur.	Sep. 1	Elements & Principles of Design	
Tue.	Sep. 6	Discuss *The Clean House*	read **The Clean House**
Thur.	Sep. 8	Costume Design	
Tue.	Sep. 13	Guest Artist	
Thur.	Sep. 15	Costume Technology	**Character Analysis Due**
Tue.	Sep. 20	Project Work	
Thur.	Sep. 22	*meet in the lobby of Sullivant Hall*	**Research Board & Costume Plot Due**
Tue.	Sep. 27	Media Design	
Thur.	Sep. 29	Media Technology	
Tue.	Oct. 4	Sound Design	**Media Design Board Due**
Thur.	Oct. 6	Guest Artist	
Tue.	Oct. 11	Sound Technology	
Thur.	Oct. 13	- FALL BREAK -	
Tue.	Oct. 18	Project Work	
Thur.	Oct. 20	Scene Design	**Sound Plot & Selections Due**
Tue.	Oct. 25	Guest Artist	
Thur.	Oct. 27	Scene Technology	**Scenic Research and Analysis Due**
Wed.	Oct. 26	*Men on Boats* opens	
Tue.	Nov. 1	Project Work	***Men on Boats* Response Due**
Thur.	Nov. 3	Project Work	
Tue.	Nov. 8	Lighting Design	**Ground Plan and Sketches Due**
Thur.	Nov. 10	Guest Artist	
Wed.	Nov. 9	*The Country Wife* opens	
Tue.	Nov. 15	Lighting Technology	**Lighting Inspiration and Research Due**
Thur.	Nov. 17	Lighting Technology	
Tue.	Nov. 22	Project Work	***The Country Wife* Response Due**
Thur.	Nov. 24	- THANKSGIVING -	
Tue.	Nov. 29	Project Work	
Thur.	Dec. 1	Portfolio Preparation	**Lighting Key Due**
Tue.	Dec. 6	Professional Pathways	
Fri.	Dec. 9	FINAL: 4:00-5:45pm	**Final Project Due**

THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Theatre 2211
Introduction to Production Design
SYLLABUS

TERM:	Autumn 2019	**INSTRUCTOR**:	Brad Steinmetz
CREDITS:	3	**OFFICE:**	Drake 087
LEVEL:	U	**OFFICE EMAIL:**	steinmetz.25@osu.edu
CLASS TIME:	TR 2:20-3:40pm	**OFFICE PHONE:**	614-688-3751
LOCATION:	Drake 2038	**OFFICE HOURS:**	WF 9:00am-11:30am

COURSE DESCRIPTION: Introduction to costume, scenic, lighting, media and sound design practices; opportunities for research and design.

LEARNING OBJECTIVES: To acquire an understanding and appreciation of design as it relates to theatrical and/or filmed media productions. To explore the fundamental aspects of design and the design process such as objectives, capabilities, methods and communication and put them into practice in projects. To conduct substantial research for production including script analysis and design research. To gain skills in the observation and evaluation of design for theatre and filmed media.

TEACHING METHOD: lecture, discussion, exercises

REQUIRED TEXTS:
The Clean House by Sarah Ruhl   http://isbn.nu/9780573633980

RECOMMENDED TEXT:
Stagecraft Fundamentals by Rita Kogler Carver   http://isbn.nu/9780240808574

REQUIRED SUPPLIES:
Sketch Pad, any size
Architect's Scale Rule

REQUIRED PRODUCTIONS:

Romeo and Juliet	Sep 27 - 29
Bonnets: (How Ladies of Good Breeding Are Induced to Murder)	Oct 24 - Nov 3
A Midsummer Night's Dream	Nov 15 - 22

COURSE POLICIES:
Attendance and punctuality are required. Tardiness or lack of attendance will adversely affect your grade. Assignments that can be made-up will be allowed for medical reasons or for participation in University functions. Late assignments will be penalized one letter grade for each day they are late. In-Class Exercises can generally not be made-up.

Theatre 2211: Intro to Production Design
COURSE SCHEDULE
subject to change

DATE		TOPIC/ACTIVITY	ASSIGNMENT DUE
Tue.	Aug. 20	Intro	
Thur.	Aug. 22	Tour	
Tue.	Aug. 27	Elements & Principles of Design	
Thur.	Aug. 29	Elements & Principles of Design	
Tue.	Sep. 3	Discuss *The Clean House*	*The Clean House*
Thur.	Sep. 5	Costume Design	
Tue.	Sep. 10	Guest Artist	
Thur.	Sep. 12	Costume Technology	**Character Analysis Due**
Tue.	Sep. 17	Project Work	
Thur.	Sep. 19	*meet in the lobby of Sullivant Hall*	**Research Board & Costume Plot Due**
Tue.	Sep. 24	Media Design	
Thur.	Sep. 26	Media Technology	
Fri.	Sep. 27	*Romeo & Juliet* opens	
Tue.	Oct. 1	Sound Design	**Media Design Board Due**
Thur.	Oct. 3	Guest Artist	
Tue.	Oct. 8	Sound Technology	***Romeo & Juliet* Response Due**
Thur.	Oct. 11	- FALL BREAK -	
Tue.	Oct. 15	Project Work	
Thur.	Oct. 17	Scene Design	**Sound Plot & Selections Due**
Tue.	Oct. 22	Guest Artist	
Thur.	Oct. 24	Scene Technology	**Scenic Research and Analysis Due**
Thur.	Oct. 24	*Bonnets* opens	
Tue.	Oct. 29	Project Work	***Bonnets* Response Due**
Thur.	Oct. 31	Project Work	
Tue.	Nov. 5	Lighting Design	**Ground Plan and Sketches Due**
Thur.	Nov. 7	Guest Artist	
Tue.	Nov. 12	Lighting Technology	**Lighting Inspiration and Research Due**
Thur.	Nov. 14	Lighting Technology	
Fri.	Nov. 15	*Midsummer* opens	
Tue.	Nov. 19	Project Work	***Midsummer* Response Due**
Thur.	Nov. 21	Project Work	
Tue.	Nov. 26	Portfolio Preparation	**Lighting Key Due**
Thur.	Nov. 28	- THANKSGIVING -	
Wed.	Dec. 4	Professional Pathways	
Fri.	Dec. 6	FINAL: 4:00-5:45pm	**Final Project Due**

GRADING:

Character Analysis	50
Research Board & Costume Plot	70
Media Design Board	70
Sound Plot & Selections	70
Scenic Research and Analysis	50
Ground Plan and Sketches	70
Lighting Inspiration and Research	50
Lighting Key	70
Romeo and Juliet Response	60
Bonnets Response	70
Midsummer Response	70
Final Portfolio	100
In-Class Exercises	200
TOTAL	**1000**

Grading Scale:

93 -	100.0%	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+
60 -	66.9%	D
0 -	59.9%	E

COURSE ASSIGNMENTS:

CHARACTER ANALYSIS (50) Select two characters from *Clean House* and write a descriptive narrative about their personality and characterization.

RESEARCH BOARD & COSTUME PLOT (70) Generate a clear and complete costume design idea for each of the two characters you selected in project 1. Create a detailed research board containing images of each costume item in your design along with supporting text. Create a costume plot charting each item by character and location in the script.

MEDIA DESIGN BOARD (70) Generate a projected media design for one moment in the play. Create a design board to support your design ideas, including images, storyboards, schematics and supporting text.

SOUND PLOT & SELECTIONS (70) Generate detailed sound design for a given scene in *Clean House.* Create a sound plot, including each digital audio clips and supporting text.

SCENIC RESEARCH AND ANALYSIS (50) Create a detailed research board to spark and support your scene design ideas and include a written design concept.

GROUND PLAN AND SKETCHES (70) Create a preliminary floor plan in 1/4" = 1'-0" scale and a scenic sketch—each including all major scenic elements and significant props needed for the production of the play.

LIGHTING INSPIRATION AND RESEARCH (50) Create a detailed research board to spark and support your lighting design ideas and include supporting text.

LIGHTING KEY (70) Create lighting keys for your design of *Clean House* that support both general lighting of the whole play and selected specific moments.

RESPONSES TO PRODUCTIONS (60, 70 & 70 RESPECTIVELY) Write a detailed response to the design elements of three theatre productions.

FINAL PORTFOLIO (100) Synthesize your work into a portfolio articulating your design approach to the world of *Clean House*.

IN-CLASS EXERCISES (200) Participate in exercises during various class periods.

COURSE POLICIES: In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and follow up as soon as possible with syllabus updates.

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://studentaffairs.osu.edu/resources/).

STUDENTS WITH DISABILITIES that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; https://slds.osu.edu/.

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 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)*

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)*

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)*

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.

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.

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.

<div style="border:1px solid black; height:500px;"></div>

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)*

<div style="border:1px solid black; height:350px;"></div>

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)*

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)*

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)*

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.

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)*

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)*

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)*