

Term Information

Effective Term Autumn 2026
Previous Value Spring 2022

Course Change Information

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

Shifting the course to GE

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

Film/Video I satisfies the goals and outcomes of the GEN: Visual, Literary, and is an introduction to video focusing on developing foundational shooting and editing skills as well as the technical vocabulary related to filmmaking. It additionally seeks to expose students to a broad range of cinema (including documentary, experimental, and narrative forms from around the globe and from different historical periods. Students learn fundamental skills for visual communication and analyze how film and video have been used as tools for expression of ideas about human society. Through in-class discussion, video assignments, and screening response papers, students analyze how filmmakers from a range of geographic locations and historical periods have use film as a tool to engage, understand, and change the world.

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?)

Expanding access to the film/video and the Department of Art through GE availability. No other changes at this time.

Is approval of the request 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	Art
Fiscal Unit/Academic Org	Art - D0215
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3009
Course Title	Film/Video I
Transcript Abbreviation	Film/Video 1
Course Description	This course is designed as an introduction to the technologies and terminology of video production. In the class students will learn the basics of shooting and editing video as well as ways of disseminating that video after completion. Alongside that, students will learn to use a precise technical vocabulary to describe your tools and techniques.
<i>Previous Value</i>	<i>Students engage fundamental concepts and techniques in video including duration, framing, exposure, and sequence with an introduction to filming and editing. Students develop their videos through explorations of contemporary moving-image artwork.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade

COURSE CHANGE REQUEST
3009 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/09/2026

Repeatable	No
Course Components	Laboratory
Grade Roster Component	Laboratory
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 5501.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

50.0701

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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](#)

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

- 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.
- 1.1 Successful students will be able to: analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- Analyze and describe with precise vocabulary the techniques used in others' videos as well as their own work
- 1.2 Successful students will be able to: describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- Understand how these techniques have been used to aid in cinematic expression in a variety of contexts and cinematic modes
- 1.3 Successful students will be able to: evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- Understand how these techniques have been used to aid in cinematic expression in a variety of contexts and cinematic modes
- 1.4 Successful students will be able to: evaluate social and ethical implications in literature, visual and performing arts, and design.
- Understand how these techniques have been used to aid in cinematic expression in a variety of contexts and cinematic modes
- 2.0 Successful students will experience the arts and reflect on that experience critically and creatively.
- 2.1. Successful students will be able to: engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- Demonstrate a basic mastery of techniques for shooting video with full manual control of the video image (GE ELO 2.1)
- Demonstrate a basic mastery of the fundamentals of video editing (GE ELO 2.1)
- 2.2. Successful students will be able to: critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
- Analyze and describe with precise vocabulary the techniques used in others' videos as well as their own work (GE ELO 1.1, 2.2)

Previous Value

- *Through lectures, readings, discussion, students will develop skills in the visual language and critical vocabulary of moving image media.*
- *These new tools will be applied in regular, "sketchbook" style production assignments—short video projects focused on specific concepts and techniques.*
- *Through the creation of these projects, and their discussion in weekly group critiques, students will develop literacy, fluency, and creative flexibility in their use of the medium of video.*

COURSE CHANGE REQUEST
3009 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/09/2026

Content Topic List

- RECOMMENDED TEXT
Action! Professor Know-It-All's Guide to Illustrated Guide to Film and Video Making
<<https://microcosmpublishing.com/catalog/books/3647/>>.
- CAMERA BASICS:
- VIDEO VOCABULARY
- INTRODUCTION TO EDITING
- CRITICAL THEORY
- ADVANCED EDITING TECHNIQUE
- ADVANCED IDEAS FOR ADVANCED TECHNIQUES

Previous Value

- [CAMERA BASICS:](#)
- [VIDEO VOCABULARY](#)
- [INTRODUCTION TO EDITING](#)
- [CRITICAL THEORY](#)
- [ADVANCED EDITING TECHNIQUE](#)
- [ADVANCED IDEAS FOR ADVANCED TECHNIQUES](#)

Sought Concurrence

No

Attachments

- ART 3009 GE syllabus.docx: new syllabus
(Syllabus. Owner: Owens-Morrison, Jennifer Renee)
- ge-foundations-submission.pdf: GE rationale
(GEC Model Curriculum Compliance Stmt. Owner: Owens-Morrison, Jennifer Renee)

Comments

- - On the form (in curriculum.osu.edu) you have selected the legacy VPA instead of the GEN Foundation LVPA.
- Per OAA, all GEN courses need to be checked off for all campuses. *(by Vankeerbergen, Bernadette Chantal on 02/02/2026 03:21 PM)*
- Please let me know if any additional documentation is needed. *(by Owens-Morrison, Jennifer Renee on 12/15/2025 09:14 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Owens-Morrison, Jennifer Renee	12/15/2025 09:14 AM	Submitted for Approval
Approved	Beebe, Roger Warren	01/30/2026 10:14 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/02/2026 03:22 PM	College Approval
Submitted	Owens-Morrison, Jennifer Renee	02/03/2026 10:04 AM	Submitted for Approval
Approved	Beebe, Roger Warren	02/03/2026 10:09 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/09/2026 10:44 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Wade, Macy Joy Steele, Rachel Lea	02/09/2026 10:44 AM	ASCCAO Approval

ART 3009: Film/Video I
GEN Foundations: Literary, Visual, or Performing Arts
delivery mode: in-person
contact hours: 6 hours

GEN Literary, Visual, or 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.

GEN Literary, Visual, or Performing Arts 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.

ART 3009: Film/Video I satisfies the goals and outcomes of the GEN: Visual, Literary, and is an introduction to video focusing on developing foundational shooting and editing skills as well as the technical vocabulary related to filmmaking. It additionally seeks to expose students to a broad range of cinema (including documentary, experimental, and narrative forms from around the globe and from different historical periods. Students learn fundamental skills for visual communication and analyze how film and video have been used as tools for expression of ideas about human society. Through in-class discussion, video assignments, and screening response papers, students analyze how filmmakers from a range of geographic locations and historical periods have use film as a tool to engage, understand, and change the world.

Course description

This course is designed as an introduction to the technologies and terminology of video production. In the class students will learn the basics of shooting and editing video as well as ways of disseminating that video after completion. Alongside that, students will learn to use a precise technical vocabulary to describe your tools and techniques, so, for example, you will leave knowing the difference between a tilt and a pan or between a long take and a long shot. These lessons will be taught by having students engage a range of examples from different historical

periods and different modes of filmmaking that can serve as models for their own short weekly exercises.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

- Demonstrate a basic mastery of techniques for shooting video with full manual control of the video image (GE ELO 2.1)
- Demonstrate a basic mastery of the fundamentals of video editing (GE ELO 2.1)
- Analyze and describe with precise vocabulary the techniques used in others' videos as well as their own work (GE ELO 1.1, 2.2)
- Understand how these techniques have been used to aid in cinematic expression in a variety of contexts and cinematic modes (GE ELO 1.2, 1.3, 1.4)

COURSE MATERIALS AND TECHNOLOGIES

The department provides all equipment necessary for completion of the class assignments (cameras, tripods, lights, etc.). Students may elect to use their own gear, but that gear should be appropriate to the project and not chosen just for convenience (e.g., shooting on your cell phone because it's in your pocket already).

RECOMMENDED TEXT

- *Action! Professor Know-It-All's Guide to Illustrated Guide to Film and Video Making* <<https://microcosmpublishing.com/catalog/books/3647/>>.

GRADING

Assignments

Gear survey & questionnaire.....	1 point each
6 short video assignments (9 points each).....	54 points
Mise en scene project.....	6 points
3 400-word response papers (3 points each).....	9 points
Final project.....	10 points
Participation.....	<u>20 points</u>
COURSE TOTAL	100 points

For video assignments, you will be evaluated in the following three areas:

- Quality of technique. Technical excellence: your success in applying skills learned in class.
- Quality of concept. Do you have a clear idea? Is it fulfilling the assignment? Are you making an effort to innovate?
- Quality of execution. How effectively does your concept come through in your finished video? Did you perform the necessary preparation? How well do the choices you made communicate your idea?

Grading scale

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+
60–66.9: D
Below 60: E

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Attendance policy

Attendance is required for all classes; there are NO excused absences. Students may miss up to 3 classes without a penalty; EACH subsequent absence will result in a ½-letter grade reduction of the final grade (an A becomes an A-; An A- becomes a B+; etc). A student missing a sixth class should withdraw from the class or will be given an E for the course.

You also will be required to attend additional screenings and events outside of class time. Absence from these events will be treated as absences from our regularly scheduled class meetings. I will attempt to give you as much warning as possible about these events; you should let me know as soon as possible about any conflicts that arise. If we're unable to resolve these conflicts, I will make an alternate viewing/writing assignment available to you. Failure to either attend or to complete the alternate assignment will count as an absence.

Timely attendance is also required, as much important information will be shared at the start of each class period. **Students arriving more than 15 minutes late will be considered absent.** Any student arriving late is responsible for information missed in their absence and should consult with a classmate to find out what they missed.

COURSE SCHEDULE

WEEK ONE (January 8/10) Introductions & camera basics

M: Introductions, course policies

W: Camera basics

TH: *Moonlight* (Barry Jenkins, 2016), Wexner Center for the Arts, 7 pm

WEEK TWO (January 15/17) composition/framing & duration

M: NO CLASS (MLK Day)

recommended outside screening:

The Shining (Stanley Kubrick, 1980) Drexel Theater, 7 pm

W: Watch excerpts—*Children of Men* (Alfonso Cuarón, 2006), *I Am Cuba* (Mikhail Kalatozov, 1964), *Touch of Evil* (Orson Welles, 1958); “Here it Goes Again,” “Untitled (How Does It Feel)”;
Meek’s Cutoff (Julia Reichardt, 2011)

WEEK THREE (January 22/24) Premiere basics, conventional & unconventional space

M: PROJECT #1 (duration) CRITS

W: *Conventional Space*, “Meshes of the Afternoon” (Maya Deren, 1943); *Battleship Potemkin* (Sergei Eisenstein, 1925) excerpt; “Discontinuity” (Lori Felker, 2016); *Breathless* (Jean-Luc Godard, 1960); *Bonnie and Clyde* (1967, Arthur Penn); “A Movie” (Bruce Conner, 1958); “Everywhere at Once” (Alan Berliner, 1985)

WEEK FOUR (January 29/31) Optics/Lenses (exposure, focal length, depth of field, shutter speed)

M: *Seconds*; *Miller’s Crossing*; *The Bourne Supremacy*; “Nummer Acht” (Guido van der Werve, 2007); Bill Brown, “Confederation Park” or “Roswell”

W: SCREENING RESPONSE PAPER #1 DUE—share; Watch *Sorry to Bother You* (Boots Riley, 2018)

F/S/Su: *Psycho* (Alfred Hitchcock, 1960), Gateway Film Center, multiple showtimes

WEEK FIVE (Feb 5/7)

M: **Required outside screening: *Do the Right Thing* (Spike Lee, 1989), Drexel Theatre, 7 pm**

W: PROJECT #2 (editing) CRITS

WEEK SIX (Feb 12/14) Light

Recommended outside screening: *Malcolm X* (Spike Lee, 1992), Gateway Film Center, multiple showtimes (beginning 2/9)

M: lighting practicum

W: PROJECT #3 (optics) CRITS

WEEK SEVEN (Feb 19/21) Mise-en-scène/art direction/production design

M: *Ali: Fear Eats the Soul* (Rainer Werner Fassbinder, 1974)

T: *Malcolm X*—Drexel Theatre, 6:30 pm, FREE

W: MISE EN SCENE PROJECT CRITS

Sa/Su: *A Girl Walks Home Alone at Night* (Ana Lily Amirpour, 2014)

WEEK EIGHT (Feb 26/28)

M: *Amélie* (Jean-Pierre Jeunet, 2001), Gateway Film Center, 5 pm

W: *Ceddo* (Ousmane Sembène, 1977), Wexner Center, 4 pm

SCREENING RESPONSE PAPER #2 DUE

Required outside screening: *The Night of the Hunter* (Charles Laughton, 1955), Gateway Film Center, multiple showtimes Fri/Sat/Sun

WEEK NINE (March 4/6) Sound

M: PROJECT #4 (day/night) CRITS

W: John Smith, “The Girl Chewing Gum” (1976); [“See with Your Ears: Spielberg and Sound Design”](#); Bad Lip Reading; Kelly Kirshtner, “Falling, In Terms of Silent”;

Deborah Stratman, "Hacked Circuit"; The Books, "Of the Word God"; Lenka Clayton, "qaeda quality question quickly quickly quiet"; Arthur Lipsett, "Very Nice, Very Nice"; Christian Marclay, "Telephones"

Recommended outside screening: *The Manchurian Candidate* (John Frankenheimer, 1962), Drexel Theatre, Tuesday, March 12, 7 pm

WEEK TEN (March 11/13)
NO CLASS—SPRING BREAK

WEEK ELEVEN (March 18/20)

Tu: Required outside screening: *Jeanne Dielman* (Chantal Akerman, 1975) Drexel Theatre, 6:30 pm, FREE

W: PROJECT #5 (sound) CRITS

WEEK TWELVE (March 25/27) Layering/frame break-up

M: *Requiem for a Dream* (Darren Aronofsky, 2000); *Grand Prix* (John Frankenheimer, 1966); *The Thomas Crown Affair* (Norman Jewison, 1968); *Big Sleep*TM (Evan Meaney, 2015); *Carrie* (Brian De Palma, 1976); *Sisters* (Brian De Palma, 1972); *Woodstock* (Michael Wadleigh, 1970)

W: SCREENING RESPONSE PAPER #3 DUE

WEEK THIRTEEN (April 1/3)

M: frame break up jam session

W: supervised work day

WEEK FOURTEEN (April 8/10)

M: PROJECT #6 (layering/frame break-up) CRITS

W: supervised work day

WEEK FIFTEEN (April 15/17)

M: Screen revised project rough cuts

W: Screen revised project rough cuts (cont.)

WEEK SIXTEEN (April 22)

FINAL SCREENING/ART OPEN HOUSE

OTHER COURSE POLICIES

Academic integrity policy

- **Written assignments:** Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Disability Statement

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If

concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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)

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)