

GEC SUBMISSION GUIDELINES

The following guidelines for submitting proposals to add a course to the Revised General Education Curriculum (GEC-R, effective AU 2008) were approved by the ASC Committee on Curriculum and Instruction (CCI) on May 30, 2008. These guidelines are not intended to replace the content of the 1988 [ASC Model Curriculum](#) or the 1994 [Revised GEC Guidelines](#), but rather are the product of a deliberate and thoughtful effort on the part of the faculty to develop and streamline guidelines with careful consideration of existing structures and curriculum.

The submission guidelines below are designed to help make proposal requirements transparent, complete, and clear to proposers and vetting committees. Proposers are strongly encouraged to consult the *ASC Model Curriculum* before designing a course for GEC consideration (Appendix X).

1. Skills: A. Writing and Related Skills

Goals:

Writing and Related Skills coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression.

Expected Learning Outcomes:

1. Students apply basic skills in expository writing.
 2. Students demonstrate critical thinking through written and oral expression.
 3. Students retrieve and use written information analytically and effectively.
- (also see the specific Expected Learning Outcomes for the First, Second, and Third Writing Courses below)

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind (including subcategory outcomes), and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

First Writing Course

This course fulfills the First Writing requirement. Students also must take one Second Writing course. Some majors require a Third Writing course taken within the major.

The First Writing Course is a freshman level course housed in the English Department, and is prerequisite to second and (where required) third writing courses. The First Writing Course is designed to train students in the fundamentals of expository writing.

The First Writing Course proposals should also show how the course will help students to write grammatical, well-organized and well-supported essays in a style appropriate to their purpose and audience. This is applicable to all three levels of GEC writing courses.

The course must be kept to a size appropriate to the realization of the goals of college composition courses.

Expected Learning Outcomes specific to First Writing Course:

- Students are introduced to the conventions and challenges of academic discourse
- Students are prepared to read critically and analytically

Second Writing Course

This course fulfills the Second Writing requirement. Students also must take one First Writing course. Some majors require a Third Writing course taken within the major.

The Second Writing Course is meant to be taken during the sophomore year. It is offered by departments from across the university, should be accessible to non-majors, and is expected to include content and writings pertaining to the United States. Topics that deal with the pluralistic nature of institutions, societies, and cultures, with special attention to issues of race, gender, class, and ethnicity, are particularly appropriate. Credit for the second writing course is not allowed to count on the major. The course size is limited to 25 students per section.

Expected Learning Outcomes specific to Second Writing Course:

- Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively
- Students further develop basic skills in expository writing and oral expression
- Students further develop skills in effective communication and in accessing and using information analytically

Third Writing Course

This course fulfills the Third Writing requirement. Students also must take one First Writing course and one Second Writing course.

The intent of the Third Writing Course is to assure that junior- or senior-year students are provided an upper-level course in their major that contains a significant writing component. This can be realized in one or a series of courses that count as a part of the major.

Expected Learning Outcomes specific to Third Writing Course:

- Students apply writing skills to the major
- Students develop skills, in the oral articulation of ideas, in synthesizing ideas, and in the critical and analytical reading of demanding texts

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

Proposals for **Second Writing Courses** should also address the following questions:

- Does the course build on the fundamentals of expository writing as set forth in the First Writing Course
- How does the course incorporate topics and writings related to the United States?
- Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course?
- In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?

Proposals for **Third Writing Courses** should also address the following questions:

- How does this course qualify as a significant writing course?
- In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and to revise their work in light of this feedback?
- How will the course assist in the development of general critical and analytical abilities?
- Are students provided with opportunities for the oral articulation of ideas?

1. Skills: B. Quantitative and Logical Skills

Goals:

Courses in Quantitative and Logical Skills develop students' quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.

Expected Learning Outcomes:

1. Basic computational Skills: Students demonstrate computational skills and familiarity with algebra and geometry, and apply these skills to practical problems.
2. Mathematical and Logical Analysis: Students comprehend mathematical concepts and methods adequate to construct valid arguments, understand inductive and deductive reasoning, and increase their general problem solving skills.
3. Data Analysis: Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Required Coursework for Students:

Basic Computational Skills

The requirement is usually met by mathematics placement level "R" or above, or successful completion of Mathematics 075 or 104. The performance level is roughly equivalent to a good working knowledge of a high school "Algebra II" course. The expected outcomes of courses approved for this category should address this level of competence.

Mathematical and Logical Analysis

The intent of this category is to focus on argument in a context that emphasizes natural language, mathematics, computer science, or quantitative applications not primarily involving data. In addition to mathematics and computer science courses, courses which emphasize the nature of correct argumentation either in natural languages or in symbolic form are appropriate. Courses should emphasize the logical processes involved in mathematics, inductive or deductive reasoning, or computing, as well as the theory of algorithms. Courses in logic and argumentation are also appropriate. B.S. students satisfy this requirement by completing Math 151 and 152 or the equivalent.

Data Analysis

The intent of this category is to enable students to deal with problems of data-gathering, presentation, and interpretation. Students should develop an understanding of problems of measurement, be able to deal critically with numerical and graphical arguments, gain an understanding of the impact of statistical ideas in daily life and specific areas of study, and recognize the uses and misuses of statistics and related quantitative arguments. Courses should include exposure to fundamental ideas of probability, involve the use of computer programs in problems of data analysis, and include opportunities to present data using summary measures and graphical techniques. Specialized courses within the major may also be proposed to satisfy this requirement.

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.

- e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

Proposals for **Data Analysis** courses should also address the following questions:

- How will the course address problems of data-gathering, presentation, and interpretation?
- How will students be exposed to graphical and numerical arguments and problems of measurement in specific contexts?
- How are statistical ideas applied to the course, including discussion of uses and misuses of statistics?
- Are topics in the study of probability included?

1. Skills: C. Foreign Language

Goals:

Foreign Language coursework develops students' skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Students must complete coursework or achieve proficiency through the 104 level in a foreign language.

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

Proposals for **Foreign Language** courses should also address the following questions:

- How will students develop their skills in speaking, listening, reading, and writing in a foreign language?
- How will students learn to recognize and appreciate cultural differences?

2. Breadth: A. Natural Science

Goals:

Natural Science coursework fosters students' understanding of the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

Expected Learning Outcomes:

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students learn key events in the history of science.
3. Students provide examples of the inter-dependence of scientific and technological developments.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Bachelor of Arts students must take 15 hours, usually three courses. They must choose a two course sequence and at least one additional course. At least one course must be in the biological sciences and one course must be in the physical sciences. At least one course must have a laboratory.

Bachelor of Sciences students must take 20 hours, usually four courses. They must choose a two course sequence and at least two additional courses. At least one course must be in the biological sciences and one course must be in the physical sciences. At least one course must have a laboratory.

Course proposal packets for this category must include the following components:

If a question is not applicable, please provide a short statement indicating why it is not applicable:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?

- d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
 - 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
 - 6) sample assignments and examinations (optional)

Proposals for **Natural Science** courses should also address the following questions:

- How do the prerequisites provide an appropriate level of preparation for the proposed course? If there are no prerequisites, please indicate how this is consistent with the proposed level of the course.
- If the course is part of a **sequence**, what is the relationship between the courses in the sequence that links the two courses together? What do students gain from having taken them as a sequence?
- If the course is being proposed to fulfill the requirement for a course with a **laboratory**, please describe the type(s) of experiences students will have in the laboratory component of the course.

As stated in the ASC Model Curriculum “... laboratory experiences may range from familiar experimental work to field trips, astronomical observations, or the like.” It also states that the purpose of the laboratory is to “provide concrete experiences of the principles being presented and of the problems of observation, measurement, and proof in the natural sciences.”

2. Breadth: B. Social Science

Goals:

Social science courses develop students’ understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind (including subcategory outcomes) and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites required and not be restricted to majors.

Students must take two courses, one from any two of the three Social Science subcategories, to fulfill the Social Science requirement.

Social Science courses are divided into three sub-categories with specific Expected Learning Outcomes below: (1) Individuals and Groups; (2) Organizations and Politics; and (3) Human, Natural, and Economic Resources.

(1) Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

(2) Organizations and Politics Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

(3) Human, Natural, and Economic Resources Expected Learning Outcomes:

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

2. Breadth: C. Arts and Humanities

Goal: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Learning Outcomes:

1. Students develop abilities to be informed observers and interpreters of, or participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered (including subcategory outcomes), in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

*Students must take one **Literature** course and one **Visual and Performing Arts** course to fulfill the Arts and Humanities category requirement. In addition to this, students must take ten credit hours of “Additional Breadth,” which may consist of two courses from any of the Breadth areas, including those from the **Cultures and Ideas** category described below.*

Arts and Humanities courses are divided into three sub-categories with subcategory specific expected learning outcomes below: (1) Literature; (2) Visual and Performing Arts; and (3) Cultures and Ideas.

(1) Literature Expected Learning Outcomes:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures

(2) Visual and Performing Arts Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.
2. Students develop abilities to be informed observers or active participants in a

discipline within the visual, spatial, and performing arts.

(3) Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
 - f) How does the course aim to sharpen students' response, judgment, and evaluation skills?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

3. Historical Study

Goals:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Students must choose two Historical Study courses. The first course should be selected from the provided list on the GEC Advising Sheets. The second course can be from the list or any History course at the 300 or 500 level (except for 598).

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:

- how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
- e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- f) How does the course aim to sharpen students' response, judgment, and evaluation skills?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

4. Diversity

(1) Social Diversity in the United States

Goals:

Courses in social diversity will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

(2) International Issues (contains two subcategories: "Non-Western or Global," and "Western (Non-United States)

Goals:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Expected Learning Outcomes:

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses

should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

*This category requires students to take three courses which may overlap with approved courses from other GEC categories. Students must take one course from subcategory (1) **Social Diversity in the United States**, and one course from (2) **International Issues** which must be from the “Non-Western or Global” list. Also, students must take a third course from subcategory (2) **International Issues** which may be from either the “Non-Western or Global” list or from the “Western (non-United States)” list.*

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
 - how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
 - e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)

5. Capstone: Issues of the Contemporary World

Goals:

By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students enrich their experiences of the increasingly global nature of the contemporary world.

Expected Learning Outcomes:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

* Courses should be limited to level 4 students. Sections larger than 40 students are required to have discussion sections limited to 25 students.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Students must take one course in the Issues of the Contemporary World category.

Course proposal packets for this category must include the following components:

- 1) a GEC Summary Sheet (If you use the [Electronic Course Approval](#) [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
- 2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see [ASC Model Curriculum](#))
- 3) a rationale which answers the questions below with reference to the syllabus *written for faculty review members who are not familiar with your discipline*:
 - a) How do the course goals address the general and specific expected learning outcomes above?
 - b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
 - c) How do course topics address the general and specific expected learning outcomes above?
 - d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:

- how students gain significant writing experiences and other related skills involving effective written and oral communication
 - how the course includes opportunities for feedback and revision.
 - how students are encouraged to develop information literacy.
- e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
- 4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
- 5) a course syllabus (please see [ASC Syllabus Template](#) requirements)
- 6) sample assignments and examinations (optional)