COUNCIL ON GENERAL EDUCATION
COURSE PROPOSAL PREPARATION PACKAGE
Approved by CGE 3/01/11

The intent of this document is to help faculty develop innovative and high quality course and program proposals that meet the University guidelines. Included in this document are definitions, policies, and forms that are used during the curriculum approval process. Questions concerning the curriculum process may be directed to the Director of General Education, 141 Stevenson Hall, 438-5669.

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DEFINITIONS OF COURSE FORMATS

Interdisciplinary (IDS) Courses
Interdisciplinary courses are designated as IDS (rather than listing departments in cross-listed courses) and are listed in a separate front portion of the Undergraduate Catalog. Interdisciplinary courses offer faculty and students a unique opportunity to synthesize knowledge that spans two or more academic disciplines. Interdisciplinary courses proceed through the regular curriculum process with the Council on General Education signing as the College Curriculum Committee and the Director of General Education signing as the College Dean.

Cross-Listed Courses
Cross-Listed and "Also offered as . . ." mean that the courses being specified are essentially the same. The statement implies that the curricular committees have determined that the specified courses overlap to a degree that students cannot count both toward graduation. Such courses should be considered to be interchangeable in meeting all requirements. A cross-listed course will be considered as one course regardless of the department through which the student registered for the course. This is a general rule that applies to all cross-listed courses taken for any purpose.

If a new course is to be cross-listed with another department, the department proposing the course is responsible for submitting the course proposal to the Council on General Education. The department in which the course is to be cross-listed must submit a Cover Sheet that must include the signatures of the department chair, College Curriculum Committee chair, and college dean that requires approval of the cross listing. It is strongly recommended that all departments collaborating in a cross-listed course supply a sample syllabus. In either case, all involved departments must submit in writing a Cover Sheet requesting approval of the proposed cross listing of a course. Departments wishing to separate cross-listed courses should follow the same procedure.

Credit/No Credit
Certain courses in the University are offered on a Credit/No Credit (CT/NC) basis only. Students receive a grade of CR (Credit) or NC (No Credit). The offering of CR/NC courses must be approved through the regular curricular process by the Council on General Education. Indicate the Credit/No Credit option on the Cover Sheet. CR/NC is a grading system used for an entire course.

The Credit/No Credit Student Option (commonly called Pass/Fail and designated CT/NC) is designed to encourage students to enroll in courses they otherwise would not take. A grade of CT is recorded when the grade submitted by the instructor is A, B, or C. A grade of NC is recorded when the grade submitted by the instructor is D or F. Additional information can be obtained in the Undergraduate Catalog. CT/NC is a grading system used for an individual student in an otherwise graded course.

Note: The Credit/No Credit option is not available for any General Education Inner Core or Middle Core courses.

DEFINITIONS OF COURSE LEVELS

100-199 Level Courses
Lower-division undergraduate courses, primarily for freshmen and sophomores.

As a minimum, in a 100-level course, a student can be expected to:
- gain a basic knowledge of this topic;
- acquire basic skills in the topic;
- learn fundamental principles and theories of the topic;
- learn how fundamental principles and theories in the topic are applied;
- learn the general methods of analysis and problem-solving in the topic;
- learn how to communicate ideas about the topic clearly and effectively;
- learn how to develop creative and expressive capacities in the topic; and
- develop breadth in the topic.

200-299 Level Courses
Upper-division undergraduate courses, primarily for juniors and seniors. A student should normally have completed 45 semester hours before enrolling in a course at this level.

As a minimum, in a 200-level course, a student can be expected to:
- use basic knowledge and skills in the field of study;
- gain specialized knowledge in the field of study;
- acquire specialized skills in the field of study;
- learn specialized principles and theories in the field of study;
- learn specialized methods of analysis and problem-solving in the field of study;
- develop creative and expressive capacities in the field of study;
- examine basic values in the field of study; and
- receive general training to meet career objectives.

300-399 Level Courses
Advanced undergraduate courses, open to juniors, seniors and graduate students. A student normally should have completed at least 75 semester hours before enrolling in a course at this level. (See Dual 300-level courses.)

As a minimum, in a 300-level course, a student can be expected to:
- use specialized knowledge and skills in the field of study;
- acquire "state-of-the-art" knowledge and skills in the field of study;
- apply principles and theories in the field of study;
- employ methods of analysis and problem-solving in the field of study;
- communicate ideas about the field of study clearly;
- effectively demonstrate creative and expressive capacities in the field of study;
- receive specialized training to meet career objectives; and
- practice career-related skills in the appropriate settings.

DEFINITIONS OF GENERAL EDUCATION COURSE CATEGORIES

Inner Core
Inner Core courses focus on the acquisition and practice of specific academic skills: language, mathematics, and science. These courses offer a structured context for the development of abilities and understanding important to subsequent undergraduate course work. Students are expected to take Composition as Critical Inquiry or Communication as Critical Inquiry the first semester of their freshman year and the other of the two courses their second semester. The mathematics and natural science requirements are to be completed as early as possible in the first two years.

Middle Core
These course categories are of two varieties. Quantitative Reasoning and Language in the Humanities courses provide opportunities for the continued development of academic skills applied to a range of topics and involving a variety of disciplinary perspectives. Courses in the other Middle Core categories, United States Traditions, Individuals and Civic Life, and Individual and Societies categories, foster the application of academic skills to traditional knowledge bases. Students take one course from each of the five categories.

Outer Core
These courses give insight into the varied nature of disciplinary knowledge; introducing students to the ways that specific disciplines create knowledge and examining the interplay between disciplinary inquiry and the larger world in which such an inquiry is situated. Students take one course chosen from each of four discipline groups: Science, Mathematics, and Technology; Social Sciences; Fine Arts; and Humanities. It is strongly recommended that at least one of the four courses chosen must deal with the cultures of Asia, the Middle East, Africa, Latin America, or the indigenous peoples of the world in order to meet the Global Studies requirement.

GENERAL EDUCATION REQUIREMENTS TABLE

	Course Category Name	Required or Choice	Sem Hour
Inner	ENG 101 Composition as Critical Inquiry	Required	3
Core	COM 110 Communication as Critical Inquiry	Required	3
	Mathematics	Choice	3-4
	Natural Sciences*	Choice	6 (2 x 3)
Middle	Quantitative Reasoning**	Choice	3-4
Core	Language in the Humanities	Choice	3-4
	United States Traditions	Choice	3
	Individuals and Civic Life	Choice	3
	Individuals and Societies	Choice	3
*Outer***	Science, Mathematics and Technology	Choice	3
Core	Social Sciences	Choice	3
	Fine Arts	Choice	3
	Humanities	Choice	3
		Total	42 minimum

*Students must complete at least one course from two different sciences
**Students pursuing a B.A. degree must substitute LAN 115 for a Quantitative Reasoning course.
***It is recommended that students satisfy their Global Studies requirement through an Outer Core course.

CATEGORY DESCRIPTIONS, GOALS, AND CRITERIA

See General Education website http://www.gened.ilstu.edu/ for a list of all goals and outcomes. The numbering of goals comes from the General Education Goals approved by the Academic Senate in 2006.

INNER CORE

Composition as Critical Inquiry

- Content: Composition as Critical Inquiry (ENG 101) challenges students to develop a range of rhetorical and intellectual abilities. Students learn how to analyze the multiple dimensions and meet the multiple demands of any written rhetorical situation. These dimensions and demands include: topic, audience, purpose, primary and secondary research, forum, genre, ethos, and kairos (timing). Students also develop an array of strategies to help them navigate any rhetorical terrain. These strategies include: reading, brainstorming, writing to learn and think, drafting, research, giving and receiving helpful responses, revision, editing and proofreading, publication, and critical reflection on one's own rhetorical processes.

- Course Objectives: in Composition as Critical Inquiry, students will
  1. develop strategies for critical inquiry, especially as it relates to rhetoric, writing, and information literacy.
  2. read critically for the purpose of using information and evidence to develop authority in their writing.
  3. use writing to learn.
  4. engage in the social and collaborative production of texts.
  5. write effectively for a variety of audiences, purposes, and forums.
  6. identify and incorporate rhetorical, stylistic, and grammatical conventions appropriately.
  7. use technology effectively to compose.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Primary outcomes are in plain text, secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
   Outcomes: As a result, students will be able to
   (a). assess the relative value of literary and artistic works for themselves and for contemporary society.
Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
   Outcomes: As a result, students will be able to
   a. critically evaluate a wide variety of ideas and express that analysis in both writing and speaking.
Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
   Outcome: As a result, students will be able to
   a. develop skills that can be incorporated within their majors.

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Goal 4: Provide for student involvement in learning that is active and continuous.
  Outcomes: As a result, students will be able to
  a. articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
  Outcomes: As a result, students will be able to
  (a). recognize moral issues and apply relevant principles and arguments to their resolution.
Goal 6: Develop a critical appreciation of a wide range of aesthetic experiences.
  Outcomes: As a result, students will be able to
  (a). formulate interpretations of diverse forms of creative expression.
Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
  Outcomes: As a result, students will be able to
  (a). discuss how and why different fields may legitimately develop various formulations of a single issue.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
  Outcomes: As a result, students will be able to
  a. contribute to collaborative efforts involving two or more disciplines.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
  Outcomes: As a result, students will be able to
  a. account for the influence of context upon the creation and use of knowledge.

Communication as Critical Inquiry

- Content: Communication as Critical Inquiry (Com 110) seeks to improve students' abilities to express themselves and to listen to others in a variety of communication settings. Effective oral communication is viewed as an essential life skill that every person must possess in order to function in today's society. The course emphasizes participation in a variety of communication processes in order to develop, reinforce, and evaluate communication skills appropriate for public, small group, and interpersonal settings. The course content and experiences will enable students to assume their responsibilities as speaker-listener-critic in a culturally diverse world. In short, the course is designed to make students competent, ethical, critical, confident, and information literate communicators.

- Course Objectives: In Communication as Critical Inquiry, students will
  1. become more competent communicators (using knowledge, skill, motivation, and judgment).
  2. become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection and presentation of ideas.
  3. conduct background research necessary to develop well-informed presentations.
  4. evaluate the communication skills of others (identifying effective and ineffective aspects of oral presentations).
  5. become more competent in communicating in small group discussions (articulating and defending their own ideas as well as listening to and considering the ideas of others).
  6. become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Primary outcomes are in plain text and secondary outcomes are indicated in italics.

  Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
    Outcomes: As a result, students will be able to
    a. critically evaluate a wide variety of ideas and express that analysis in both writing and speaking.
  Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
    Outcome: As a result, students will be able to
    a. develop skills that can be incorporated within their majors.
  Goal 4: Provide for student involvement in learning that is active and continuous.
    Outcomes: As a result, students will be able to
    a. articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
  Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
    Outcomes: As a result, students will be able to
    (a). recognize moral issues and apply relevant principles and arguments to their resolution.
  Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
    Outcomes: As a result, students will be able to
    (a). discuss how and why different fields may legitimately develop various formulations of a single issue.

Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
Outcomes: As a result, students will be able to
a. contribute to collaborative efforts involving two or more disciplines.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
Outcomes: As a result, students will be able to
a. account for the influence of context upon the creation and use of knowledge.

Mathematics

- Prerequisites or Corequisites: Math 104 equivalency (Placement test may be required)

- Content: In Mathematics courses, students develop problem-solving capabilities that follow logical patterns and provide the essential mathematical background for work in other fields and courses. Mathematics will be composed of specifically designed courses (e.g., finite mathematics, calculus, etc.); each designed to develop an appropriate degree of mathematical competency. The main topics in each course will depend on the level of competency required for enrollment in the course. Connections will be drawn to life and culture; also, there will be discussion of the historical development of mathematical topics.

- Course Objectives: In Mathematics courses, students will
  1. understand the structure of mathematics.
  2. understand particular mathematical concepts, minimally building upon intermediate algebra.
  3. develop the mathematical skills essential for problem solving.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Inner Core, and are meant to serve as a guide for faculty in developing Inner Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

  Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
  Outcomes: As a result, students will be able to
  c. describe principal scientific and mathematical concepts used to understand both the natural world and the technologies that modify it.
  Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
  Outcomes: As a result, students will be able to
  b. use quantitative reasoning appropriate to the particular problems they address.
  Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
  Outcome: As a result, students will be able to
  a. develop skills that can be incorporated within their majors.

Natural Sciences

- Content: In Natural Sciences, students learn about the scientific view of the universe, the scientific laws governing its behavior, and the nature of scientific inquiry into these phenomena. The course emphasizes basic scientific principles and the way an understanding of these principles helps individuals understand the physical and natural worlds. Students will be expected to integrate information from the natural and physical sciences, and thus to begin the life-long process of arriving at an understanding of the nature of life, the earth, the universe, and interactions among them.

- Course Objectives: In Natural Sciences courses, students will
  1. be introduced to the language and principles essential to the sciences.
  2. be introduced to the diversity within and among scientific paradigms and yet be aware of commonalties and consistencies with which the world is viewed through different disciplines.
  3. be prepared to understand the role of science in our culture and the possible societal impacts of science and technology.
  4. confront how scientists know what they know and examine the limits of scientific knowledge.
  5. be encouraged to develop an abiding interest in and curiosity about the process of scientific discovery and the application of scientific knowledge in a broader context.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Inner Core, and are meant to serve as a guide for faculty in developing Inner Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

  Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
  Outcomes: As a result, students will be able to
  c. describe principal scientific and mathematical concepts used to understand both the natural world and the technologies that modify it.
  d. illustrate the relevance of science and technology to problems connected with the quality of life for individuals and communities.
  Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
  Outcomes: As a result, students will be able to
  b. use quantitative reasoning appropriate to the particular problems they address.
  Goal 3: Integrate General eEducation with the major through the identification, exploration, and development of common dimensions.
  Outcomes: As a result, students will be able to
  (a). develop skills that can be incorporated within their majors.
  Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
  Outcomes: As a result, students will be able to
  (a). contribute to collaborative efforts involving two or more disciplines.

Students will select two courses created for the General Education Program from Biological Sciences, Chemistry, Geology, and Physics.

NOTE: Major programs may designate two alternative sciences--laboratory courses chosen from two different sciences (Biological Sciences, Chemistry, Geology, and Physics). These courses must include specific General Education content and be approved for the General Education Program.

MIDDLE CORE

Quantitative Reasoning

- Prerequisites: Inner Core Mathematics

- Content: In Quantitative Reasoning, students examine the principles, practices, instruments, and systems of mathematics and logic used to measure, quantify, analyze, and represent social, scientific, technological, and other phenomena as a basis for decision-making. Problems and examples in the course are drawn from a variety of disciplines to represent a rich diversity of applications. Mathematics and logic will provide a basis for addressing the quantitative dimensions of problems confronting individuals, societies, and humanity.

- Course Objectives: In Quantitative Reasoning, students will
  1. understand quantitative concepts and related technologies and apply them to problems confronting individuals, organizations, societies, and humanity.
  2. develop systematically their critical thinking, quantitative reasoning, and communication skills enabling them to collect, analyze, synthesize, and evaluate information and argument from a range of sources appropriate to specific problems.
  3. reason quantitatively using mathematical tools, logical tools, and related technologies suited to the problems they address.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Middle Core, and are meant to serve as a guide for faculty in developing Middle Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
   Outcomes: As a result, students will be able to
   c. describe principal scientific and mathematical concepts used to understand both the natural world and the technologies that modify it.
Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
   Outcomes: As a result, students will be able to
   b. use quantitative reasoning appropriate to the particular problems they address.
Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
   Outcome: As a result, students will be able to
   a. develop skills that can be incorporated within their majors.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
   Outcome: As a result, students will be able to
   a. contribute to collaborative efforts involving two or more disciplines.
Goal 11: Develop an understanding of the earth's environment, including the natural forces and specific human activities that impinge upon it.
   Outcome: As a result, students will be able to
   (a). evaluate the real and potential consequences of natural, ideological, and social forces that affect life.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
   Outcome: As a result, students will be able to
   (a). account for the influence of context upon the creation and use of knowledge.

NOTE: Students pursuing a B.A. degree must take the equivalent of Foreign Languages 115 or higher in place of this course category.

Language in the Humanities

- Prerequisites: Composition as Critical Inquiry
- Corequisite: Communication as Critical Inquiry

- Content: In Language in the Humanities, students will build on their language experiences in earlier writing and speech courses to exercise their formal language abilities in the context of the humanities, including literature, philosophy, history, and the fine arts. Courses in this category will focus on readings in the humanities that serve to stimulate student thinking and writing. The courses will be designed to enhance the students' appreciation of language and their ability to use it effectively, especially in written form, within and beyond academic contexts. The courses in this category are writing intensive courses and are not intended as courses in composition.

- Course Objectives: In Language in the Humanities, students will
  1. write and speak well according to the conventions governing language use.
  2. understand and discuss readings and other cultural artifacts in the humanities and use appropriate language to explore and describe them.
  3. build on their ability to use language effectively for different audiences and different purposes within and beyond the academy.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Middle Core, and are meant to serve as a guide for faculty in developing Middle Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
   Outcomes: As a result, students will be able to
   a. assess the relative value of literary and artistic works for themselves and for contemporary society.
   b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.
Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
   Outcomes: As a result, students will be able to
   a. critically evaluate a wide variety of ideas and express that analysis in both writing and speaking.

Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
  Outcomes: As a result, students will be able to
  a. develop skills that can be incorporated within their majors.
Goal 4: Provide for student involvement in learning that is active and continuous.
  Outcomes: As a result, students will be able to
  (a). articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
  Outcome: As a result, students will be able to
  (a). recognize moral issues and apply relevant principles and arguments to their resolution.
Goal 6: Develop a critical appreciation of a wide range of aesthetic experiences.
  Outcome: As a result, students will be able to
  a. formulate interpretations of diverse forms of creative expression.
  b. understand the role of the individual as creator in diverse forms of expression.
  c. demonstrate knowledge of the breadth and depth of human creativity.
Goal 7: Develop the ability to function as a responsible participant in the social, economic, technological, and political dimensions of life within local, national, and global communities.
  Outcomes: As a result, students will be able to
  b. analyze the meaning and purpose of individual and social life, focusing on such concepts or institutions as family, religion, business, and the state.
Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
  Outcomes: As a result, students will be able to
  (a). discuss how and why different fields may legitimately develop various formulations of a single issue.
  (b). explore the ramifications of knowledge across disciplinary fields.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
  Outcomes: As a result, students will be able to
  (a). contribute to collaborative efforts involving two or more disciplines.
Goal 10: Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary work community.
  Outcomes: As a result, students will be able to
  (a). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.
  (b). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.
  (c). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of world cultures.
  (d). investigate cross-cultural issues, including human nature, human rights, gender, race, and religion globally.

United States Traditions

- Prerequisites: Either Composition as Critical Inquiry or Communication as Critical Inquiry
- Corequisite: Composition as Critical Inquiry or Communication as Critical Inquiry

- Content: In United States Traditions, students study the historical and contemporary influences affecting changes in American society within broader traditions. The course focuses on the diverse individuals, social values, beliefs, and institutions that have shaped and continue to shape American culture. Special emphasis is placed on demographic (such as race, class and gender), political, legal, scientific, technological, economic, artistic, and literary forces that have influenced and continue to influence the many varieties of American culture.

- Course Objectives: In United States Traditions, students will
  1. understand the development of American culture through the examination of selected traditions using methods of analysis derived from the humanities, sciences, and social sciences.
  2. explain the contributions of individuals, events, issues, practices, ideas, and institutions to the development of and diversity within American culture.
  3. describe the mechanisms by which traditions and cultural values are shaped and applied to local, regional, and national affairs in the United States.
  4. relate the involvement of the United States in global affairs to elements of American culture.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Middle Core, and are meant to serve as a guide for faculty in developing Middle Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

   Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
       Outcomes: As a result, students will be able to
       b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.
   Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
       Outcomes: As a result, students will be able to
       (a). recognize moral issues and apply relevant principles and arguments to their resolution.
   Goal 7: Develop the ability to function as a responsible participant in the social, economic, technological, and political dimensions of life within local, national, and global communities.
       Outcomes: As a result, students will be able to
       a. describe different ways in which the social, economic, technological, and political dimensions of life are known and conducted.
   Goal 10: Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary world community.
       Outcomes: As a result, student will be able to
       a. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.
       b. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.
       (c). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of world cultures.
       (d). investigate cross-cultural issues, including human nature, human rights, gender, race, and religion globally.

Individuals and Civic Life

- Prerequisites: Either Composition as Critical Inquiry or Communication as Critical Inquiry
- Corequisite: Composition as Critical Inquiry or Communication as Critical Inquiry

- Content: In Individuals and Civic Life, students learn about functioning responsibly in their civic environment. Students develop an understanding of the complex interrelationships among people, political structures, and other dimensions of society, including the natural, social, business, and legal. Special attention will be given to the civic traditions of diverse cultures in United States society. The course helps students understand how in the past and in the present individual freedoms and social and political environments interact. The course should actively stimulate students to ponder the socially responsible choices that educated citizens who participate in shared governance make.

- Course Objectives: In Individuals and Civic Life, students will
   1. understand the general principles and various kinds of institutions of governance and how they affect individuals.
   2. explore individual responsibilities in the conduct of civic life.
   3. analyze the dimensions in which interaction between the individual and groups occur.
   4. make judgments concerning personal ethics and responsibilities.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Middle Core, and are meant to serve as a guide for faculty in developing Middle Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

   Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
       Outcomes: As a result, students will be able to
       (b). recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.

Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
> **Outcomes: As a result, students will be able to**
> *(a). crucially evaluate a wide variety of ideas and express that analysis in both writing and speaking.*

Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.
> **Outcomes: As a result, students will be able to**
> *(a). develop skills that can be incorporated within the major.*

Goal 4: Provide for student involvement in learning that is active and continuous.
> **Outcomes: As a result, students will be able to**
> *(a). Articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.*

Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
> **Outcomes: As a result, students will be able to**
> a. recognize moral issues and apply relevant principles and arguments to their resolution.

Goal 7: Develop the ability to function as a responsible participant in the social, economic, technological, and political dimensions of life within local, national, and global communities.
> **Outcomes: As a result, students will be able to**
> a. describe different ways in which the social, economic, technological, and political dimensions of life are known and conducted.
> b. analyze the meaning and purpose of individual and social life, focusing on such concepts or institutions as family, religion, business, and the state.
> c. formulate a critically informed position on participation in civic life.

Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
> **Outcomes: As a result, students will be able to**
> *(a). contribute to collaborative efforts involving two or more disciplines.*

Goal 10; Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary world community.
> **Outcomes: As a result, students will be able to**
> *(a). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.*

Goal 11: Develop an understanding of the earth's environment, including the natural forces and specific human activities that impinge upon it.
> **Outcomes: As a result, students will be able to**
> a. evaluate the real and potential consequences of natural, ideological, and social forces that affect life.

Individuals and Societies

- Prerequisites or Corequisite: Composition as Critical Inquiry or Communication as Critical Inquiry

- Content: In Individuals and Societies students develop an understanding of the complex interrelationships among individuals and groups, and the natural, social, economic, legal, cultural, temporal, and spatial contexts in which they live. Special attention will be given to the traditions of diverse cultures in a global environment. The course will sensitize students to the complexities of human societies.

- Course Objectives: In Individuals and Societies, students will
  1. understand the role both of individuals and of groups in society, and differences among societies.
  2. develop an understanding of the general principles by which patterns of social organization, locational patterns, and the nature of the individual affect both collective human life and the individual.
  3. examine the variations of social organizations and institutions that are created in different societies, places, and civilizations, especially with respect to their interrelationships.
  4. analyze the similarities and differences among particular societies, groups, regions, and individuals, with special reference to the way in which they have been studied by scholars from different disciplines.
  5. examine questions of individuals' responsibility toward themselves, toward their societies, and toward global environments.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Middle Core, and are meant to serve as a guide for faculty in developing Middle Core courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.

    Outcomes: As a result, students will be able to

    d. illustrate the relevance of science and technology to problems connected with the quality of life for individuals and communities.

Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions.

    Outcomes: As a result, students will be able to

    (a). develop skills that can be incorporated within their majors.

Goal 4: Provide for student involvement in learning that is active and continuous.

    Outcomes: As a result, students will be able to

    (a). articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.

Goal 7: Develop the ability to function as a responsible participant in the social, economic, technological, and political dimensions of life within local, national, and global communities.

    Outcomes: As a result, the students will be able to

    a. describe different ways in which the social, economic, technological, and political dimensions of life are known and conducted.

    b. analyze the meaning and purpose of individual and social life, focusing on such concepts or institutions as family, religion, business, and the state.

    c. formulate a critically informed position on participation in civic life.

Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.

    Outcomes: As a result, the students will be able to

    a. discuss how and why different fields may legitimately develop various formulations of a single issue.

    b. explore the ramifications of knowledge across disciplinary fields.

Goal 10: Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary world community.

    Outcomes: As a result, the students will be able to

    a. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.

    b. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.

    c. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of world cultures.

Goal 11: Develop an understanding of the earth's environment, including the natural forces and specific human activities that impinge upon it.

    Outcomes: As a result, students will be able to

    a. evaluate the real and potential consequences of natural, ideological, and social forces that affect life.

    (b). demonstrate an understanding of the interactive links between the development and use of technology and the biosphere.

Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.

    Outcomes: As a result, students will be able to

    a. account for the influence of context upon the creation and use of knowledge.

OUTER CORE

Courses in this category are grouped into four discipline categories: Science, Technology, and Mathematics; Fine Arts; Humanities; or Social Sciences.

Science, Mathematics, and Technology

- Prerequisites or Corequisites: Inner Core and, often, Middle Core Quantitative Reasoning or Individuals and Societies

- Content: In Science, Mathematics, and Technology, students examine the varied nature of scientific, mathematical, and technological knowledge. Students are introduced to the methodologies which investigators in these fields use to develop principles and practices critical to their disciplines, as well as the inter-relationships between focused inquiry and the environment in which these investigations occur.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Science, Mathematics, and Technology (SMT) courses, and are meant to serve as a guide for faculty

in developing Outer Core SMT courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
    Outcomes: As a result, students will be able to
    a. assess the relative value of literary and artistic works for themselves and for contemporary society.
    b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.
Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
    Outcomes: As a result, students will be able to
    b. use quantitative reasoning appropriate to the particular problems they address.
Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions:
    Outcomes: As a result, students will be able to
    (a). develop skills that can be incorporated within their majors.
Goal 4: Provide for student involvement in learning that is active and continuous.
    Outcomes: As a result, student will be able to
    (a). articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
    Outcomes: As a result, students will be able to
    (a). discuss how and why different fields may legitimately develop various formulations of a single issue.
    (b). explore the ramifications of knowledge across disciplinary fields.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
    Outcomes: As a result, students will be able to
    (a). contribute to collaborative efforts involving two or more disciplines.
Goal 11: Develop an understanding of the earth's environment, including the natural forces and specific human activities that impinge upon it.
    Outcomes: As a result, students will be able to
    b. demonstrate an understanding of the interactive links between the development and use of technology and the biosphere.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
    Outcomes: As a result, students will be able to:
    (a). account for the influence of context upon the creation and use of knowledge.

Social Sciences

- Prerequisites: Inner Core

- Content: Students encounter and apply various ways of knowing appropriate to investigation and interpretation of problems in the social sciences (generally understood as those disciplines that systematically study humans and human interactions with institutions).

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Social Sciences courses, and are meant to serve as a guide for faculty in developing Outer Core Social Sciences courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
    Outcomes: As a result, students will be able to
    b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.
Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
    Outcomes: As a result, students will be able to
    b. use quantitative reasoning appropriate to the particular problems they address.
Goal 3: Integrate General Education with the major through the identification, exploration, and development of common dimensions:
    Outcomes: As a result, students will be able to
    a. develop skills that can be incorporated within their majors.

Goal 4: Provide for student involvement in learning that is active and continuous.
   Outcomes: As a result, students will be able to
   a. articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
Goal 5: Develop the ability to make informed, well reasoned moral and ethical judgments.
   Outcomes: As a result, students will be able to
   a. recognize moral issues and apply relevant principles and arguments to their resolution.
Goal 6: Develop a critical appreciation of a wide range of aesthetic experiences.
   Outcomes: As a result, students will be able to
   a. formulate interpretations of diverse forms of creative expression.
Goal 7: Develop the ability to function as a responsible participant in the social, economic, technological, and political dimensions of life within local, national, and global communities.
   Outcomes: As a result, students will be able to
   a. describe different ways in which the social, economic, technological, and political dimensions of life are known and conducted.
   c. formulate a critically informed position on participation in civic life.
Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
   Outcomes: As a result, students will be able to
   (a). discuss how and why different fields may legitimately develop various formulations of a single issue.
   (b). explore the ramifications of knowledge across disciplinary fields.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
   Outcomes: As a result, students will be able to
   a. contribute to collaborative efforts involving two or more disciplines.
Goal 10: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
   Outcomes: As a result, students will be able to
   (a). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.
   (b). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.
   (c). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of world cultures.
   (d). investigate cross-cultural issues, including human nature, human rights, gender, race and religion globally.
Goal 11: Develop an understanding of the earth's environment, including the natural forces and specific human activities that impinge upon it.
   Outcomes: As a result, students will be able to
   (a). evaluate the real and potential consequences of natural, ideological, and social forces that affect life.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
   Outcomes: As a result, students will be able to
   a. account for the influence of context upon the creation and use of knowledge.

Fine Arts

- Prerequisites: Inner Core

- Content: Outer courses in the Fine Arts introduce students to the ideas and methods of the disciplines of Visual Art, Music and Theatre. In these courses students examine the interplay between disciplined inquiry in the Fine Arts, which includes the creation of art by artists and the analysis of works of art by critics and historians, and the larger world in which such inquiry is situated. Courses may focus on how factors in a cultural context such as technological developments, social and political forces, ethical concerns, and developments in other disciplines, help to shape the fine arts. Or they may focus on ways in which the arts and knowledge created in the arts helps transform the larger society, such as by challenging accepted social norms, enhancing the quality of life, or transforming the environment. Or they may focus on both.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Fine Arts courses, and are meant to serve as a guide for faculty in developing Outer Core Fine Arts courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary goals are in plain text and secondary outcomes are indicated in italics.

Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences and social sciences.
    Outcomes: As a result, students will be able to
      a. assess the relative value of literary and artistic works for themselves and for contemporary society.
      b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.
Goal 2: Provide for the systematic development of critical thinking, qualitative reasoning, and communication skills.
    Outcomes: As a result, students will be able to
      a. Critically evaluate a wide variety of ideas and express that analysis in both writing and speaking.
Goal 3: Integrate General Education with the major through the identification, exploration and development of common dimensions.
    Outcomes: As a result, students will be able to
      a. Develop skills that can be incorporated within their majors.
Goal 4: Provide for student involvement in learning that is active and continuous.
    Outcomes: As a result, students will be able to
      a. articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.
Goal 6: Develop a critical appreciation of a wide range of aesthetic experiences.
    Outcomes: As a result, students will be able to
      a. formulate interpretations of diverse forms of creative expression.
      b. Understand the role of the individual as creator in diverse forms of expression.
      c. demonstrate knowledge of the breadth and depth of human creativity.
Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
    Outcomes: As a result, students will be able to
      (a). discuss how and why different fields may legitimately develop various formulations on a single issue.
      (b). explore the ramifications of knowledge across disciplinary fields.
Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
    Outcomes: As a result, students will be able to
      (a). contribute to collaborative efforts involving two or more disciplines.
Goal 10: Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary world community.
    Outcomes: As a result, students will be able to
      (a). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.
      (b). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.
      c. identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of World cultures.
      (d). investigate cross-cultural issues, including human nature, human rights, gender, race, and religion globally.
Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
    Outcomes: As a result, students will be able to
      (a). account for the influence of context upon the creation and use of knowledge.

Humanities

- Prerequisites: Composition as Critical Inquiry and Communication as Critical Inquiry

- Content: Students encounter and apply ways of knowing appropriate to investigation and interpretation of problems and questions posed in the humanities (generally understood as those disciplines that study the human condition through examination of languages, literature, history, philosophy, religion, and the arts), and will learn to use appropriate methodology.

- Criteria: The goals and outcomes listed below are taken from the General Education Program goals and outcomes. Those provided here are the ones which apply to Humanities courses, and are meant to serve as a guide for faculty in developing Outer Core Humanities courses that align with the broader program goals. It is not expected that every course will address all of these goals and outcomes. Rather, faculty members may focus on particular goals and outcomes that best fit the topics of their courses. Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

    Goal 1: Focus on the acquisition and application of a common core of knowledge, drawn from the humanities, sciences, and social sciences.
      Outcomes: As a result, students will be able to
        a. assess the relative value of literary and artistic works for themselves and for contemporary society.
        b. recognize the significant events, ideas, individuals, artifacts, and institutions that have shaped our knowledge of the world.

Goal 2: Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills.
    Outcomes: As a result, students will be able to
    a. critically evaluate a wide variety of ideas and express that analysis in both writing and speaking.

Goal 3: Integrate General Education with the major through the identification, exploration, and dvelopoment of common dimensions.
    Outcomes: As a result, students will be able to
    a. develop skills that can be incorporated within their majors.

Goal 4: Provide for student involvement in learning that is active and continuous.
    Outcomes: As a result, students will be able to
    a. articulate their positions on a variety of issues, understanding the contexts of others' viewpoints.

Goal 5: Develop the ability to make informed well reasoned moral and ethical judgments.
    Outcomes: As a result, students will be able to
    a. recognize moral issues and apply relevant principles and arguments to their resolution.

Goal 6: Develop a critical appreciation of a wide range of aesthetic experiences.
    Outcomes: As a result, students will be able to
    c. demonstrate knowledge of the breadth and depth of human creativity.

Goal 8: Provide opportunities to explore connections among ideas from the perspectives of different disciplines.
    Outcomes: As a result, students will be able to
    (a). discuss how and why different fields may legitimately develop various formulations of a single issue.
    (b). explore the ramifications of knowledge across disciplinary fields.

Goal 9: Provide learning experiences on issues and themes that transcend the boundaries of traditional disciplines.
    Outcomes: As a result, students will be able to
    a. contribute to collaborative efforts involving two or more disciplines.

Goal 10: Develop an acquaintance with the civilizations of the world, the many ethnic traditions that create American culture, and the emerging common civilization of the contemporary world community.
    Outcomes: As a result, students will be able to
    (a). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in the United States.
    (b). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of culture in Western cultures.
    (c). identify and critically reflect upon the major institutions, movements, ideas, and values which characterize the past and present of world cultures.
    (d). investigate cross-cultural issues, including human nature, human rights, gender, race, and religion globally.

Goal 12: Foster an understanding of the social and collaborative nature of knowledge and learning.
    Outcomes: As a result, students will be able to
    (a). account for the influence of context upon the creation and use of knowledge.

GLOBAL STUDIES COURSES

Students must take at least one course from a list of Global Studies courses available in the catalog. Courses may qualify if
  a. the course focuses primarily upon facets of specific cultures from these regions or these cultures in general.* A minimum of 75% of the course content must deal directly with the culture(s) from these regions.
  b. Exploration of the culture(s) is developed in a comparative perspective which helps the student understand and appreciate differences between the culture(s) under consideration and cultures and traditions of America.
  c. the course includes exposure to primary writings and artifacts from the culture(s).

*Global Studies is defined as the cultures and traditions of Asia, Africa, the Middle East, Latin America, or Indigenous Peoples of the World.

GENERAL EDUCATION COURSE PREPARATION GUIDELINES

1. All General Education courses must require the appropriate prerequisites as outlined in this document.
2. General Education courses generally should not have prerequisites other than courses within the General Education program. (Exceptions: Foreign Languages, Mathematics, and Chemistry).
   All 200-level Outer Core courses must have as a prerequisite the completion of one specified Middle Core category.
3. All Inner Core and Middle Core courses should stipulate "not available for credit/no credit."
4. Enrollment in General Education courses may not be restricted beyond the prerequisites accepted for each course.
5. Department may not specify "majors only" sections of General Education courses unless they make a request to the Director of General Education (Exceptions: Honors sections and Learning Community sections).

GENERAL EDUCATION COURSE APPROVAL CRITERIA

1. All General Education courses must reflect the approved philosophy of General Education.
2. All General Education courses seek to broaden student horizons, rather than function as introductory courses for specific majors or as traditional survey courses in particular disciplines. Each course is designed to give perspective and a broad view while addressing knowledge, modes of inquiry, and applications.
3. The General Education Program fosters an interdisciplinary approach to learning. University-wide faculty dialogue and interaction are expected to be the basic source of program interdisciplinarity.
4. Courses in General Education should provide for interaction between faculty and students and encourage students' active pursuit of knowledge.
5. All General Education courses must meet the criteria established for the appropriate course or course category.
6. Specific student learning outcomes should be identified for each General Education course, and these outcomes must be consistent with both the program objectives and the goals established for each course or course category.
7. All General Education courses must require some writing, speaking, reading, and peer interaction. Communication skills help students acquire and use knowledge.

INSTRUCTIONS FOR THE PREPARATION OF GENERAL EDUCATION PROPOSALS

Preface: When creating courses for the General Education Program, faculty should be conscious of the fact that, because the General Education Program is an integrated program, the process for course development is different from that followed for traditional courses. While virtually all of the elements of a traditional course proposal need to be present in a proposal for the General Education Program, other issues need to be addressed so that the responsible committees may make appropriately informed decisions.

An important question for the developer of a course is where and how the course fits into the General Education Program. This means that the developer must understand the entire program and the ways in which the course categories relate to one another to accomplish the objectives and student outcomes of the program. The course developer must integrate consideration of these program objectives and outcomes with the content, goals, and criteria established for the course category. In this context, "content" becomes only one of several considerations in the creation of the course.

In order for a course to fit well into the General Education Program, the development process must confront how the course is integrated with and complements other courses and course categories. The progression of course categories from Inner Core, through Middle Core, to Outer Core suggests that a proposed course either must assume student experiences that have happened earlier in the program or that subsequent courses will depend upon the proposed course to fulfill certain responsibilities to the General Education Program.

Each course proposed for the General Education Program needs to be conceived not only from the perspective of the course itself, but also from the point of view of the General Education Program. The evaluation of courses for the General Education Program will include how the course contributes to the overall balance of the program and how the course is integrated with the total program.

Proposal Format: Each proposal must contain three elements: abstract, narrative, and syllabus, submitted as an attachment to the curricular proposal form available at http://www.registrar.ilstu.edu/ucc/Policies/

Online forms, including

a.   Abstract: is a brief synopsis (one or two paragraphs) of the course and its role in the specific course category within the General Education Program. The abstract will be posted for University-wide review. Submitted as an attachment.

b.   Narrative: should be devoted to a clear and complete exposition of the reasons that the course should be approved for inclusion in the General Education Program. The narrative should address the following:

   i.   the elements of the "the Goals of General Education" which are met by this course (see: www.gened.ilstu.edu/faculty/)

   ii.   how the category-specific content, goals, and criteria, as well as the program objectives and student outcomes designated for the course category are met by this course. Be as specific as possible by using examples, data, illustrations, and references to the course syllabus.

   iii.   pedagogical methods to be used in the course and resources available to support the course. Relate those methods to objectives and expected outcomes.

   iv.   the ability of the department(s) to staff the course with qualified faculty and provide access to any special equipment and/or facilities.

   v.   where appropriate, how the course builds upon content, principles, and skills developed in other parts of the General Education program. If this course is to be a prerequisite for a subsequent category course, discuss how it will serve and maintain that role. In general, prerequisites to courses offered in General Education shall be course categories from the preceding level in the General Education Program, rather than a specific course(s). There may be some exceptions where, for example, a specific middle core Quantitative Reasoning course may have a specific Inner Core Mathematics course as a prerequisite.

   vi.   the placement of the proposed course in the course category. The initiator should demonstrate that placement in the proposed course category is appropriate.

   vii.   a description of an interdepartmental consultation and/or collaboration in the preparation and delivery of the proposed course when appropriate. Submitted as an attachment.

   viii.   coordination with other courses within and between course categories is both highly desirable and strongly encouraged. In this section, discuss any ongoing plans or commitments for such coordination.

NEW/REVISED/DELETED COURSE PROPOSAL INSTRUCTIONS

For information on new or revised course proposals as well as to delete courses, go to –

https://www.registrar.ilstu.edu/curriculumforms/support/login.aspx

COUNCIL ON GENERAL EDUCATION COMMITTEE PROCEDURES

Courses included in the General Education Program must receive initial approval from the Council on General Education (CGE), which will make judgments based upon the course goals and criteria set forth in the General Education Program Description, upon the Objectives for General Education at Illinois State University, and upon the Goals of General Education.

General Education courses may be developed under departmental designations or as Interdisciplinary Studies (IDS) courses. Course content and curricular proposals are developed by departmental faculty or by groups of faculty representing a variety of disciplines. Courses developed by individual departments, or to be cross-listed among several departments, follow regular University curricular processes. Courses offered as IDS courses are reviewed and approved by CGE.

The Council on General Education will approve and monitor all General Education and IDS courses using the online system.

A. Substantive Review by the Council on General Education

1. Proposals that are technically acceptable will be reviewed on substantive grounds. Proposals may be assigned to a CGE subcommittee to be reviewed for substantive issues. In this case, the members of this subcommittee may not be from the college initiating the proposal. At other times the CGE will act as a committee of the whole. Substantive issues include:
    - the level of the course;
    - the content of the course;
    - the demonstrated need for the course; and
    - duplication or overlap of other University courses.

2. The initiator of the proposal has the responsibility to demonstrate clearly and convincingly that the proposed course is valid and justified for General Education. Initiators, department chairs, school directors, and interested others are encouraged to attend CGE meetings. Substantive changes may require reapproval by appropriate department and college committees.

B. Course Approval Procedures
    Course proposals to which no objections have been raised will be listed as discussion items on the agenda of a CGE meeting.

C. Voting procedures:

1. The CGE will act as a committee of the whole on each proposal in an open session. The date when specific proposals will be considered is announced as part of the CGE agenda.
2. The CGE will vote on the proposal, with a simple majority of those voting deciding approval or rejection.
3. If the proposal is rejected, it will be returned to the originator for reconsideration and revision. The originator may withdraw the proposal or resubmit it after revisions have been completed and approved. There is no limit to the number of resubmissions.
4. Notification of CGE action to Departments and Schools: Minutes of the Council on General Education will serve as official notification to the departments submitting proposals as well as online documentation via the submission system.

PROPOSAL DEADLINES FOR THE NEXT CATALOG

For deadlines, see http://www.registrar.ilstu.edu/ucc/Policies/

The timeline for submission of materials to the College Curriculum Committee (CCC) depends on when in the catalog process we are. The Undergraduate catalog is published every other year; the graduate catalog, every year. There is an undergraduate supplement that is published in off years. It publishes only new courses, minors, programs, as well as revisions due to accreditation issues.

Once the CCC receives a proposal, it may take 2 to 4 weeks before it is approved for the UCC. If a course needs to be approved by the CGE, the CTE or the Graduate Curriculum Committee, the amount of time required for approval may be much longer. New programs also need a financial implications form approved by both the Dean and the Provost before a curricular proposal can be submitted.

EFFECTIVE DATES FOR NEW COURSE OFFERINGS OR CHANGES IN THE CURRICULUM

Curricular changes approved by the CGE may be offered as soon as administratively possible unless prohibited by other sections of this document or rules of the Academic Senate. Courses must appear in either the Undergraduate Catalog or Class Registration Directory to be offered.

CURRICULUM FLOW CHART FOR UNDERGRADUATE COURSES

Available at http://www.registrar.ilstu.edu/ucc/Policies/