GUIDELINES FOR GENERAL EDUCATION COURSES

In order to evaluate proposals to add a GE designation on a new or existing course, CEP will require answers to the attached list of questions, making reference to the syllabus, as appropriate. Please provide clear justifications and specific explanations for how a proposed GE course will address each of the educational goals for that GE designation. These justifications can be brief, but they must be concrete, specific, and relate clearly to the educational goals.

Cross Cultural Analysis (CC) courses

1. How will students gain familiarity with one or more peoples, leading to a deeper understanding of cultures outside the U.S.?
2. Will students undertake at least one of the following?
   - an in-depth examination of a culture outside the U.S.
   - a comparative study of two or more diverse cultures.
   - an exploration of an inherently cross-cultural topic (e.g., international relations or globalization) with substantial attention to the topic as it exists outside of the U.S.
3. How will students' understanding of the above topics be evaluated?

Ethnicity and Race (ER) courses

1. How will students develop an understanding and appreciation of the culture(s) of one or more ethnically or racially defined groups, and their contributions to American, regional, or global society?
2. How will students learn how categories of ethnicity and race have been historically constructed, the roles they have often played in identity formation, and how they have been deployed to justify forms of enforced inequality?
3. How will students learn to appreciate how ethnicity & race intersect with other categories such as gender, class, or sexual orientation, to shape self-understanding & patterns of human interaction?
4. How is the course's perspective on race/ethnicity relevant to the present?
5. How will the students' understanding of the above topics be evaluated?

Interpreting Arts and Media (IM) courses

1. Which forms of artistic or mass media are emphasized in the course?
2. How will students learn to critically interpret artistic, as opposed to merely appreciate, artistic or mass media?
3. How will students learn to examine the role and the impact of artistic or mass media in the context of historical or contemporary culture and society?
4. How will students' understanding of the above topics be evaluated?

Mathematical and Formal Reasoning (MF) courses

1. Does the course emphasize one of the following?
   - university-level mathematics (at least MATH 3 pre-calculus or equivalent)
   - computer programming
   - building or application of formal systems (examples include generative grammars, supply and demand models, and formal music theory, or other models or systems with a well-defined semantics)
   - formal logic (including topics such as logical statements, rules of inference, inverse, converse and contrapositive statements, valid arguments, logical fallacies, and necessary and sufficient conditions, existential and universal quantification).
2. How will students' knowledge of mathematics or formal reasoning be evaluated?

Perspectives: Environmental Awareness (PE-E) courses

1. What environmental issues and trade-offs are discussed in the course?
2. How will students acquire an understanding of the complexity of particular ecosystems and/or people's interactions with nature?
3. How will students' understanding of the above topics be evaluated?

Perspectives: Human Behavior (PE-H) courses

1. Does the course focus on human behavior, as opposed to anatomy, physiology or related topics?
2. Which theories and phenomena related to human behavior are covered in the course?
3. How does the course expose students to methodologies used to study human behavior (e.g., interview, experiments)?
4. How does the course relate theories of human behavior to societal or individual problems?
5. How will students' knowledge of human behavior be evaluated?

Perspectives: Technology and Society (PE-T) courses

1. Does the course impart a basic understanding of our technological society and how technologies shape our society?
2. How will students acquire skills (analytical, critical, and/or technical) that will help them understand, participate, and/or guide a technologically oriented society?
3. How will students gain an appreciation of the necessary scientific and engineering advances that enable the relevant technological system's (or systems') design, development, and production?
4. Is there sufficient assessment of students' understanding of technology and how it shapes our society?

Practice: Creative Process (PR-C) courses

1. How will students learn specific techniques and skills required for the performance or creation of one or more forms of art or creative writing?
2. How will students learn how to utilize faculty and/or peer mentoring and feedback in their creative process?
3. Does the course culminate in a final presentation in class or at an opening/showing/public arena (performing arts, visual arts, film, or digital media courses only)? Does the course culminate in a public or class performance (music, dance or theater courses only)? Will students present their writing in a publication or informal collection (creative writing courses only)?
4. How will students' understanding of the above topics be evaluated?

Practice: Collaborative Endeavor (PR-E) courses

1. How will students learn techniques for effective group work?
2. Will students practice these techniques by working in groups to produce a finished product?
3. How will students' individual and group work be evaluated?

Practice: Service Learning (PR-S) courses

1. How will students' coursework and service-learning activities will be integrated?
2. How will the students' activities benefit their service-learning organization or the clients that it serves?
3. Please describe the academic oversight of students' service learning activities.
4. How will students' service learning activities be evaluated?

Scientific Inquiry (SI) courses

1. Does the course contain significant scientific content?
2. Does the course emphasize the scientific method? (purely descriptive courses do not satisfy the guidelines)
3. How will students learn about the essential role of observation, hypothesis, experimentation and measurement in the sciences?
4. How will students learn to address the relevance of scientific hypotheses or methodology to life outside the classroom?
5. How will students' knowledge of scientific inquiry be evaluated?

Statistical Reasoning (SR) courses

1. How will students develop skills in probability and statistical reasoning?
2. How will students learn to make decisions based on quantitative data and evaluate statistic claims and evidence?
3. How will students' knowledge of statistical reasoning be evaluated?

Textual Analysis and Interpretation (TA) courses

1. How will students learn to assess and deploy textual evidence?
2. How will the course move beyond questions of content and information (what the text says) into substantial analysis of how the text achieves its artistic or persuasive aims?
3. How will students' ability to analyze and interpret texts be evaluated?