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CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN A, B, OR C-TAG (Experience and Study of the Arts Literature addressing ILO #1, ILO #2, or ILO #5)

SUBMIT PROPOSALS TO THE EXPERIENCE AND STUDY OF THE ARTS ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The literary, visual, and performing arts engage the intellect, emotions, and senses and contribute to the development of human wholeness. Engagement in artistic endeavors and study of the arts promotes aesthetic understanding and appreciation of imaginative responses to human experience. Specifically, each student will be able to:

GOAL: Investigate the role of creative expression in human experience through creative/scholarly practice.

ILO #1: Analyze and interpret historical and contemporary artistic works (such as those in literature, visual art, theater, or music) in relation to the historical, social, and cultural contexts in which they were produced and experienced.

ILO #2: Produce or perform artistic works using media and techniques effectively.

ILO #3: Demonstrate the capacity for critical evaluation and analysis of one's own and others' artistic productions.

ILO #4: Apply theories and methods of artistic production, interpretation, and criticism that are fundamental to aesthetic inquiry.

ILO# 5: Read, discuss, and write about works of literature, using fundamentals of literary interpretation to form opinions and arguments about literary texts.

Intended Learning Outcome(s) required for the experience tag:

Courses that embody the ILOs for "Experience and Study of the Arts and Literature" will have as their focus investigation of the role of creative expression in human experience through creative and/or scholarly practice.

A-tag – must address ILO #1 plus at least two of the four remaining ILOs.

B-tag – must address ILO #2 plus as least two of the four remaining ILOs.

C-tag – must address ILO#5 plus at least two of the four remaining ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

The following objectives can variously apply to ILO's # 1, 2, 3, 4, 5

- a. Describe and analyze historical and/or contemporary works by comparing and contrasting their content and context.
- b. Analyze historical and/or contemporary works as products of particular historical, social, and cultural frameworks and modes of thought.
- c. Acquire an understanding of conceptual paradigms to analyze works of art and/or literature.

- d. Gain, synthesize, and apply knowledge of different aesthetic approaches.
- e. Cultivate a personal sense of artistic inquiry and exploration.
- f. Apply and justify the use of specific artistic and evaluative conventions and practices.
- g. Further the abilities to read perceptively and to communicate, in writing and in other forms of expression, ideas and arguments about artistic works/texts.
- h. Critically evaluate one's own work and/or the work of others.

The following objectives would apply to ILO#2:

- a. Develop performance and/or artistic production technique(s) informed by tradition, research, and/or professional standards.
- b. Acquire skills and techniques specific to an artistic discipline.
- c. Explore and use a wide variety of tools and materials.
- d. Develop a personal approach to artistic expression.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

1. Instructional approaches

- a. Lecturing
- b. Modeling: The instructor performs tasks while reflecting on the thought processes involved, thereby making these processes visible to students.
- c. Guided Discourse: The instructor directs students or groups of students in a discussion of work of art or literature within a given conceptual framework.
- d. Coaching: The instructor observes students carrying out a task and provides feedback, suggestions, and/or recommendations.
- e. Articulation: Students communicate their knowledge, reasoning, and problem-solving processes.
- f. Reflection: Students compare their work to that of the expert and fellow students.
- g. Exploration: Students are encouraged to solve problems and gain insights on their own.
- h. Demonstrations, critiques and field experiences

2. Scholarly products

- a. Artistic works, including but not limited to:
 - i. Public and/or private performance of works developed during this course
 - ii. Sculpture
 - iii. Recording
 - iv. Film/Video
 - v. Photography
 - vi. Painting
 - vii. Creative Writing
- b. Research Papers
- c. Discussion Leading
- d. Peer Review
- e. Response Papers, critiques
- f. Presentations
- g. Journals
- h. Portfolios and exhibitions.

3. Assessment processes

- a. Regular oral and/or written feedback on scholarly products (see above)
 - i. Rubrics yielding quantitative values
 - ii. Qualitative narrative assessment
- b. Critique and formal evaluation of portfolios, performances, written work

The subcommittee's expectations for course content in courses that embody these ILOs:

1. The ILOs covered in the course should be an integrated part of the curriculum throughout the semester.
2. Studio time will be balanced between developing skills and producing and/or performing artistic works.
3. The experience or study of the arts must be an essential portion of the focus and substance, not merely the means of illustration of student learning.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

1. Insofar as the arts cannot be properly studied without giving a context to the work, courses meeting the requirements for an A tag should be grounded in the artistic practices, scholarly discourses, and critical theoretical approaches relevant to the field. They should either address the subject matter within a specific framework or discursive tradition (e.g., Postmodernism, Neo-realism, etc.) or should provide and study a variety of frameworks or traditions so as to facilitate a critique of works within those parameters.
2. Courses in this area will foreground study of basic elements pertinent to this area of artistic practice (for example, in music: rhythmic values, harmonic content, etc.).
3. Clear description of aesthetic approaches as grounded in relevant disciplines and conceptual frameworks.
4. Courses focusing on ILO #2 may not directly address a discursive tradition or conceptual framework but should afford students the opportunity to apply those ideas to their own works.

Additional instructions or information:

The subcommittee expects to see objectives that clearly address the selected ILOs and that are specific to the course, and assessment processes and tools that directly address each course objective, even if they overlap/repeat from one objective to another.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR A MULTICULTURAL PERSPECTIVES EXPERIENCE (D-tag)

SUBMIT PROPOSALS TO THE PERSPECTIVES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of multicultural perspectives examines culturally significant characteristics (such as race, ethnicity, gender, sexual orientation, gender identity, religion, class, and ability) of individuals and groups within the United States, and emphasizes the intersections among them, and the resulting variations in status and power. Awareness and understanding of cultures, including one's own, enable students to value the experiences and contributions of different groups in the United States, understand the connections between social structures and inequality, and communicate and interact effectively to build a just and compassionate world. Specifically, each student will be able to:

GOAL: Use multiple perspectives to critically analyze historical and contemporary experiences of different cultural groups in the United States through diverse disciplinary viewpoints.

ILO #1: Demonstrate fundamental knowledge and understanding of historical and contemporary experiences of diverse peoples and cultures in the United States, recognizing multiple cultural perspectives as well as commonalities.

ILO #2: Demonstrate an awareness of the intersections of race and ethnicity with other culturally significant characteristics, such as class, gender, sexuality, and ability, and acknowledge the role of power and privilege in identity constructions.

ILO #3: Understand the ways in which cultural conventions affect interactions and communications among people from diverse cultures in the United States.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructors should employ culturally responsive pedagogies.

Intended Learning Outcome(s) required for the experience tag:

Minimum two of three ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Course-specific objectives that embody critical perspectives on race, ethnicity, and multiculturalism.

Selected examples from existing courses:

- Use multiple perspectives to critically analyze historical and contemporary experiences of different racial and cultural groups in the United States and Wisconsin, recognizing contexts of oppression and marginalization (ED/ETHS 200 Education in a Pluralistic Society)
- Explore the concept of race and its connections with racism, discrimination, and the creation of a racialized social system (SOC/ETHS 309 Race and Ethnicity)

- Demonstrate an understanding of the ways in which culture influences communication (COMMS/ETHS 317 Intercultural Communication)
- Understand the intersections of race, ethnicity, class, and gender in the construction of Asian American Identities (ENG/ETHS 325 Asian American Writers)
- Demonstrate an understanding of African American organizations, individuals , events, and ideologies that shaped African American history (HIST/ETHS 359 African American History)

Please note that these are examples only and that your course objectives should integrate the D-tag ILOs pertinent to your particular course.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructors should employ culturally responsive pedagogies. Assessment processes and scholarly products should facilitate student engagement in critical examinations of race, ethnicity, and multiculturalism primarily in the United States. Examples include, but not limited to:

- Papers
- Exams
- Presentations
- Portfolios
- Creative projects
- Journals

The subcommittee’s expectations for course content in courses that embody the ILOs:

The ILO’s should be woven throughout the course, demonstrating a significant emphasis in content and major assignments.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Critical perspectives on race, ethnicity, and multiculturalism, such as Critical Race Theory, culturally relevant pedagogies, or cultural criticism pertaining to one or more historically marginalized racial and ethnic groups in the U.S.

Additional instructions or information:

Please also submit a course syllabus OR a detailed outline, including a course title and a course description, both of which provide a clear sense of the theme or issue pertinent to the D-Tag; a list of possible course readings; and a tentative course calendar. Proposers should consider the following criteria before submitting their proposals:

Course Title: Does the course title provide a clear sense of the theme or issue pertinent to the D-tag ?

Course Description: Does the course description emphasize the theme or issue pertinent to the D-tag?

Course Objectives: Does a majority of the course objectives embody critical perspectives on race, ethnicity, and multiculturalism, integrating the D-tag ILO's?

Required Texts: Do texts focus on works by women and men from racial and ethnic minority groups in the U.S. and/or address D-tag issues and topics?

Assignments: Is there a significant emphasis on the D- ILO's in major assignments?

Course Calendar or Outline: Is there clear evidence that the D- ILO's are woven throughout the course, demonstrating a significant emphasis in content?

Conceptual Framework: Does the critical framework/discursive tradition reflect critical perspectives on race, ethnicity, multiculturalism, and/or cultural criticism pertaining to one or more historically marginalized racial and ethnic groups in the U.S.?

CRITERIA FOR APPROVING COURSE PROPOSALS WITH AN E-TAG (Environmental Perspectives Experience)

SUBMIT PROPOSALS TO THE PERSPECTIVES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

Human society is completely dependent on the Earth's ecological systems, but these systems are increasingly stressed by human activity. Knowledge of environmental issues enables students to recognize and respect the complex natural systems upon which contemporary society is built. This knowledge cultivates a sense of responsibility for addressing the short and long term consequences of human activity and provides the necessary framework for seeking solutions to ecological problems. Specifically, each student will be able to:

GOAL: Recognize the interdependence of human society and the natural environment and the ways in which principles of ecological sustainability are essential to building a just and compassionate world.

ILO #1: Demonstrate how concepts of ecology are central to many areas of study.

ILO #2: Identify the ecological consequences of human activity on the Earth and envision fundamental solutions that work toward long-term sustainability.

Intended Learning Outcome(s) required for the experience tag:

ILO #1 and #2.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

We will look for course objectives that support the goal of the Environmental Perspectives requirement and both of its two Intended Learning Outcomes and which use the perspectives provided by multiple disciplines.

ILO #1: Demonstrate how concepts of ecology are central to many areas of study:

Course objectives should indicate how students will identify concepts of ecology. They should also demonstrate that these concepts will be considered from the perspectives provided by multiple disciplines. See "Additional Instructions" below for examples from the sub-committee about what are commonly considered to be the basic concepts of ecology.

ILO #2: Identify the ecological consequences of human activity on the Earth and envision fundamental solutions that work toward long-term ecological sustainability

Course objectives should demonstrate that students will examine environmental problems/solutions from the perspectives provided by multiple disciplines. They should also show how principles of sustainability create the opportunity for building a just and compassionate world. See "Additional Instructions" below for a summary of key principles of sustainability.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructional approaches should be appropriate for specific disciplines and course content, though we do encourage direct experience with natural or human environments and real-world applications of ecological concepts and principles of sustainability.

The subcommittee's expectations for course content in courses that embody these ILOs:

We expect that the equivalent of 2 credits worth of course time is content that is directly relevant to the Environmental Perspectives ILOs. Course material can concurrently be considered relevant to the ILOs of the E Tag and to other tags in our General Education Curriculum.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

None required, though it may be useful to recognize that this emerging field of study is one in which the conceptual framework, as well as the body of knowledge that underlies it, is undergoing continuing development and revision.

Just a couple of suggested readings:

Orr, David (1991) What Is Education For? Six Myths about the Foundations of Modern Education, and Six New Principles to Replace Them. *In Context*. 27: 52–55.
Orr, D.W. (2003). Four Challenges of Sustainability. *Conservation Biology*. 16: 1457-1460.

Additional instructions or information:

We would like to emphasize the breadth of disciplines that can embrace the ILOs of the Environmental Perspectives requirement. Consider the following definitions and lists of “concepts of ecology” and “principles of sustainability”:

Ecology = The study of interactions between organisms and their environment.

Sustainability = (one definition, following the Brundtland Report, 1987) Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Concepts of Ecology (summarized from sources including the Environmental Education and Training Partnership Resource Library (2002)).

- Ecology can be studied at the level of individuals, populations, communities, or ecosystems.
- The species within a community depend on interactions with other species.
- Organisms have adaptations that enable them to thrive in specific environments
- Ecological systems function according to the laws of physics, particularly energy flow and

nutrient cycling.

- Living organisms maintain homeostasis, or constancy, in a number of physiological characteristics.
- Succession occurs as organisms change their environment in ways that favor or disfavor the continuity of other species
- Humans are members of ecosystems, and have profound impacts on the natural communities of which they are a part.

Principles of Sustainability (from the section entitled seven common themes, from Edwards, A.R. (2005) *The Sustainability Revolution*. Gabriola Island, BC: New Society Publishers, p. 128.)

- Stewardship
- Respect for limits
- Interdependence
- Economic restructuring
- Fair distribution
- Intergenerational perspective
- Nature as a model and teacher

CRITERIA FOR APPROVING COURSE PROPOSALS FOR A GLOBAL PERSPECTIVES EXPERIENCE (G-tag)

SUBMIT PROPOSALS TO THE PERSPECTIVES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

Global knowledge expands one's worldview and increases awareness of diverse ways of thinking and living. Educated citizens of the 21st century hold a coherent and broad understanding of cultures beyond their own and can assess global issues and cultural differences. Specifically, each student will be able to:

GOAL: Demonstrate knowledge of global interdependence and diversity.

ILO#1: Demonstrate knowledge of the history and culture of a country or world region other than one's own.

ILO#2: Use knowledge, diverse cultural frames of reference, and alternate perspectives to critically examine global issues, events, or processes.

ILO#3: Analyze differences and commonalities in world values, beliefs, and cultures to develop a compassionate understanding of them.

Intended Learning Outcome(s) required for the experience tag:

All course proposals must address ILO #1 and at least one of the two remaining ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

The ILO's and the course objectives relating to them should be addressed in the Course Approval Form.

- a. For a G Tag, a course must address at least 2 of the 3 ILO's for Global Perspectives.
Clearly list the exact ILO's you are addressing.
- b. Clearly indicate which course objectives address which ILO's. Use the following as a guideline:

ILO #1: This ILO focuses on knowledge, so describe the facts, ideas, or concepts that students will learn. Course objectives should focus on "history and culture"; "history" is self-explanatory; "culture" includes (but is not limited to) topics like politics, economics, geography, society, people, popular culture, literature, arts, and/or religion. The course can focus either on a country or a world region "other than one's own." Sample course objective: "learn about the major political figures and events of modern Mexico".

ILO #2: This ILO focuses on analytical skill. Proposers should describe how the course asks students to analyze global issues, processes, or events using multiple perspectives. Focus should be primarily on other countries, regions, or cultures outside the U.S. Explain how course readings and assignments present diverse viewpoints. Sample course objective: "examine immigration between Mexico and the U.S. from the viewpoint of each country."

ILO #3: This ILO refers to both a skill and attitude. Proposers should describe how the course asks students to identify both differences and similarities in world values, beliefs, and cultures; and as a result, how students will better understand other cultures. Focus should be primarily on other countries, regions, or cultures outside the U.S. Sample objective: "analyze the similarities and differences in three world religions."

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructional approaches:

- Required: Comparative or cross-cultural analysis so students see multiple perspectives and connections.
- Optional: Additional instructional methods are possible, such as a problem-based approach or observer-participant methodology.

Assessment processes:

- Should go beyond the superficial and stereotypical representations with the aim to inform and deepen knowledge and understanding of global cultures. Sample scholarly products and/or assessment tools:
- Research papers involving an inquiry into a specific global topic, theme or issue
- Interviews with representatives from topic of inquiry (sweat-shop workers, healthcare providers, writers)
- Testimonials (from holocaust survivors, war veterans, refugees, peace-makers)
- Exams
- Oral presentations

- Reflective essays incorporating multiple perspectives (on global concerns such as torture, human rights, peace processes, hunger, global poverty etc)
- Journals (for example from a study-abroad term or year)
- Group projects
- Simulations

The subcommittee’s expectations for course content in courses that embody the ILOs:

Required: In order to meet the ILO’s, a minimum of 50% global focus in course content, assignments, and readings is required.

Other possible course content:

- A course focusing on contemporary issues, or shows how historical approaches are related to contemporary issues
- A course on the history and culture of a single non-U.S. country or region, but in a comparative global context
- A course on global issues, events, or processes, e.g., global warming, pandemics, global trade, women’s rights, poverty, global justice, solidarity movements
- A course on world values, beliefs, and cultures
- A course on global citizenship and human rights
- A course with an international, transnational, or comparative focus that includes a variety of perspectives
- A course focusing on cross-border phenomena, e.g., linguistic, cultural, economic, or political borders
- A course using a global survey or comparative approach to a particular topic, e.g., history, literature, politics, music, education

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

A variety of theoretical approaches or discursive frameworks could underlie a global studies course. Explain the conceptual framework that is appropriate to the proposed course, independent of who teaches it.

Additional instructions or information:

Course proposers are invited to consult the Global Subcommittee if they have questions. The earlier in the process the consultation is done, the better.

Specific instructions for items in the Course Proposal Form:

Item #1: Department prefix & course number –It can be a department prefix from Arts & Sciences; a prefix from the Schools of Education, Nursing, or Business; or the Global Studies prefix “GS” from the School of Integrative Studies.

Item #5: Requested experience tag(s)—The experience tag for Global Perspectives is “G”.

Item #10: Student number of credits—Ordinarily a course carrying a G tag should be 3 or 4 credits. For any exception to this, please provide a brief rationale.

Item #16: Please list the Global Studies Program as a unit that would benefit from access to assessment data from this course.

Foreign-Language-Across-the-Curriculum is welcome, e.g., course proposers can integrate foreign language into their courses.

With advance preapproval from the Registrar and the Global Subcommittee, courses taken through study abroad may transfer in and fulfill G tag(s) for the Edgewood General Education Curriculum.

CRITERIA FOR APPROVING COURSE PROPOSALS WITH AN H TAG (History Experience of Reflecting on Human Culture, Values and Ideas)

SUBMIT PROPOSALS TO THE REFLECTION ON HUMAN CULTURE, VALUES AND IDEAS ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of the human condition is directed to a recognition of and familiarity with fundamental questions about the meaning of life, approached intellectually, spiritually, mythically, and metaphorically. Analyzing historical accounts and artifacts by means of examination, reading, writing, and discussion helps students acquire knowledge, sympathetic understanding, and critical thinking skills. Specifically, each student will be able to:

GOAL: Use critical reasoning, dialogue, narrative, intuition, and debate to analyze the relationship between the experiences, beliefs and actions of individuals, groups, and societies.

ILO #1: Articulate and evaluate ethical positions within the context of philosophical values or religious beliefs.

ILO #2: Recognize and examine worldviews and beliefs that underlie human nature and experience.

ILO #3: Critically confront historical texts to investigate the ways in which historical contexts shape events and decisions.

ILO #4: Explore the relevance of the past to the present, including themes of continuity and change.

Intended Learning Outcome(s) required for the experience tag:

Minimum three of four ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

Courses that receive an H tag will use primary texts where appropriate, and will be taught (respectively) within the disciplines of History. A proposed H-tag course should devote the overwhelmingly majority of content and time to substantial and continuous historical inquiry.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Among the instructor's options are critical reasoning, dialogue, narrative, intuition, and debate (including student presentations and exams) A proposed H-tag course should employ historical methodologies in teaching the course. It should (a) use primary and secondary documents throughout the course, (b) use historical reasoning, particularly necessary and sufficient with respect to causality (i.e., in order to understand the origins of WWII in Europe, it is necessary to know about Adolf Hitler, but this is not sufficient. One must also know about the Great Depression, Benito Mussolini, etc.), (c) use the historical narrative: the "story" that links necessary and sufficient causality through the use of primary and secondary sources, and (d) use appropriate historicism: the contextualization of events in the past, specifically the interactions of the political, social, economic, cultural or military milieu in which particular events occurred.

The subcommittee's expectations for course content in courses that embody these ILOs:

Such a course will have set aside within it a minimum of 1/3rd of class time in which the instructor intentionally and overtly works with students to achieve the ILO's associated with a single tag. A proposed H-tag course should be either a broad historical survey course that covers main trends of world civilizations or various regions of the world over extended periods of time (such as Modern World History, Western Europe 1500-1789, or American History 1877 to the present) or a course dedicated to an in-depth historical investigation of particular places, peoples, eras, movements, or ideologies (such as investigations in to the Holocaust, Modern Middle East, the Civil Rights Movement, or Modern Japan). It should also yield a number of important learning outcomes. A student in an H-tag course should: (a) have the ability to discuss the relevance of the past to the present (e.g., in Intro American History, students are asked to identify continuity and change in the US government's policy towards Native Americans), (b) have the ability to examine diverse, conflicting interpretations and understand their significance in studying history, (c) have the ability to interpret historical primary and secondary documents and effectively demonstrate (oral, writing) their importance in studying history, (d) have the ability to examine different kinds of historical evidence and develop their own points based on a variety of evidence, (e) be familiar with appropriate historical terms/concepts/ideologies (Marxism, Black Power, the Enlightenment), and (f) know the past not as a mere accumulation of facts in sequence but rather as events contingent up on the context in which they occurred.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

A proposed H-tag course should spend considerable class time discussing the historiography of the subject under investigation by which is meant the “history” of the school or schools of interpretation surrounding the historical subject being taught, such as the schools of Classical Liberalism or of Marxism or of National Socialism or of American slavery or of Chinese-American political relations in the 19th century.

Additional instructions or information:

- Two pieces of advice (non-compliance with which does not imply that there is a defect in the proposal):
1. Please try to write course titles, descriptions, objectives and stated outcomes in non-specialized, student-friendly language.
 2. Please attach a sample reading list or course outline to your proposal to help us evaluate it.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR INFORMATION AND TECHNOLOGICAL LITERACY (I-tag)

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of information literacy skills enables each student to access, evaluate, organize, and synthesize information from a variety of sources and apply it in their personal, professional, and academic lives. The development of technological literacy skills enables each student to use appropriate technology effectively in their scholarly pursuits, the world of work, and everyday life. Specifically, each student will be able to:

GOAL: Apply a repertoire of creative and flexible information-seeking strategies to investigate an issue or topic.

ILO#1: Develop an understanding of the social, ethical, and legal issues affecting the access to and use of information and technology, such as plagiarism, copyright, privacy, and socio-political issues.

ILO#2: Use, understand, and appreciate computing technology as a tool of information and knowledge management.

ILO#3: Use computing technology effectively in one’s field(s) of study.

Intended Learning Outcome(s) required for the experience tag:

Course must fulfill ILOs #1 and #2 by meeting the criteria listed below. Fulfilling ILO #3 is optional.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

Cornerstone Courses receiving an I-tag need to incorporate both Information Literacy and Technological Literacy. As stated in the Gen Ed Goals, "The development of information literacy skills enables each student to access, evaluate, organize, and synthesize information from a variety of sources and apply it to their personal, professional, and academic lives." The Information Literacy component is addressed in ILO #1 and will introduce students to the basics of academic research using a variety of scholarly resources at the college level. "The development of technological literacy skills enables each student to use appropriate technology effectively in their scholarly pursuits, the world of work, and everyday life." This component is addressed in ILO #2 and will develop students' basic skills in using a variety of computing systems.

ILO # 1: Develop an understanding of the social, ethical, and legal issues affecting the access to and use of information and technology, such as plagiarism, copyright, privacy, and socio-political issues.

Students will use print, digital and other resources, including scholarly tools to investigate a topic and will be able to:

- devise search strategies in various interfaces selecting sources appropriate to the task
- gather and evaluate new information, integrating it with prior information
- evaluate print and/or electronic, popular and scholarly, current and historical, and primary and secondary sources from several different disciplines to provide evidence for the topic and satisfy the research need
- demonstrate an understanding of social, ethical issues of access to technology and information including copyright and open access
- understand issues of plagiarism and effectively paraphrase, quote, cite, and credit information in an appropriate citation style

ILO #2: Use, understand, and appreciate computing technology as a tool of information and knowledge management.

Students will use digital tools and media to manage and communicate information. Students will be able to:

- demonstrate a sound understanding of the nature and operation of technology systems as well as proficiency in using those systems
- select digital tools appropriate to a variety of tasks
- demonstrate mastery of basic applications and techniques of the tools and media
- use digital tools to interact and collaborate with others in an academic environments
- use technology tools to enhance learning, increase productivity and promote creativity
- use technology to solve problems and to make informed decisions
- select the most appropriate media to process and/or manipulate data and clearly present concepts to the intended audiences
- demonstrate responsible and legal use of technology

ILO #3: Use computing technology effectively in one's field(s) of study (Optional)

This ILO is intended to provide students with an enhanced experience using the specialized information sources and technological tools appropriate to a specific field of study.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

- Scholarly products and/or assessment processes that demonstrate that students are learning and doing college-level work (such as a paper that examines a topic or issue that is a direct consequence of using computing technology)
- Utilization of technology that supports scholarly activity (such as searching and selecting academic sources, employing a critical assessment of source materials)
- Active experimentation of technologies that examine the human condition (such as use of web-enabled software to create a virtual community)
- Acquisition of technological skills through completion of hands on activities that use a building block approach for skill development (such as using application software to support the acquisition of a skill in another cornerstone course)
- Use of small groups to promote exploration of one's own perspectives on the benefits and challenges of personal use of technology and potential impact on society (such as a group presentation on global trends in technology)

The subcommittee's expectations for course content in courses that embody the ILOs:

Such a course will have set aside within it a minimum of 80% of class time (in a standard three credit course) in which the instructor intentionally and overtly works with students to achieve the course objectives.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Four frameworks most suitable for this type of cornerstone experience include:

- Constructivist (Bruner) where students build their knowledge of the subject areas incrementally, utilizing each foundational topic through integrative, progressively higher order learning activities, evidenced in outcomes that demonstrate application of concepts in new, student created contexts
- Experiential (Rogers/Kolb) where students explore the topics through integrative activities that utilize abstract and concrete articulation of theory in relevant experiences with technology
- Criterion Referenced (Mager) where students demonstrate evidence of application of concepts through a criterion-based electronic portfolio of accomplished work
- Situated Learning (Lave) where students choose social and academic contexts, in which to base their learning activities, allowing them to create links between technological theory and relevance to current societal condition

Additional instructions or information:

Evidence of student learning is best obtained through a series of exploratory, hands-on activities that demonstrate not just skill acquisition but relevance and use of technology from the global societal perspective. Librarians and Computer Science Faculty welcome the opportunity to collaborate with

course proposers as they develop syllabi and class projects.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR ANALYSIS OF HUMAN BEHAVIOR AND SOCIAL STRUCTURE (J-tag)

SUBMIT PROPOSALS TO THE EXPLORATION OF THE NATURAL WORLD &
ANALYSIS OF HUMAN BEHAVIOR AND SOCIAL STRUCTURE ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of human society explores the nature and behavior of individuals, groups, institutions, and societies. The social sciences seek to understand how humans shape and are shaped by economic, social, political and cultural institutions. This analysis requires an understanding of mental processes, social interactions, and complex social organization. Specifically, each student will be able to:

GOAL: Critically analyze, through empirical research, the ways in which people behave within social structures as individuals, as members of groups, and within social environments, as well as how those social structures are shaped by human relationships and in turn, shape those relationships.

ILO#1: Identify and articulate the theoretical basis for understanding social structures, human behaviors, and human interactions.

ILO#2: Apply quantitative or qualitative research methods to examine human behavior, institutions, and societal change.

ILO#3: Examine the links between the behavior of the individual, larger social processes, institutions, and communities.

ILO#4: Explore how agents of change apply knowledge to ethical or social problems.

Intended Learning Outcome(s) required for the experience tag:

Minimum three of four ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Courses that examine

1. the behavior of individuals or
2. the dynamic interaction of individuals in groups or collectivities, or
3. the ways in which human institutions are constructed in the moment and over time by individuals operating in their own interests, class interests, national interest, or for the common good of all humanity

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

The following instructional approaches could be incorporated in a semester experience:

1. Lecture
2. Seminar discussion
3. Small group interactions
4. Community based learning
5. Research (primary and secondary sources)

The subcommittee's expectations for course content in courses that embody the ILOs:

The major emphasis of the course should be related to at least three of the four ILOs for the J tag.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

The course must ask fundamental questions about how individuals behave in complex societies. Methodological approaches can vary depending on the subject matter.

Additional instructions or information:

A specific assessment plan for each course should be submitted 90 days after the approval of the course.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN ENRICHED ORAL COMMUNICATION EXPERIENCE (K-tag)

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications. Specifically, each student will be able to:

GOAL: Use a variety of communication media as both sources and receivers of message.

ILO#1: Engage in a variety of oral communicative actions.

ILO#2: Interpret communicative messages intelligently and critically.

ILO#3: Produce discourses appropriate for a range of contexts including personal, academic, public, organizational, and intercultural.

Intended Learning Outcome(s) required for the experience tag:

Must address at least two of the three ILOs above, including ILO #1, with a focus on oral communication/performance.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

- Students should acquire enhanced competence and confidence in substantial communication activity/performance (s).
- Students should acquire a conceptual understanding of the communicative structure that fits the mode of activity/performance.
- Students should acquire a capacity to critically evaluate the conduct of her activity/performance from a communicative perspective.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructional approaches should fit the mode(s) of communication cultivated in the proposed course. A variety of communication activities and performance are acceptable (e.g., leading a team, formal presentation of research, artistic performance including audience analysis, development, and exposition of the artistic work), extensive (guided) work in counseling, negotiating, training, etc. All instruction should be framed conceptually by an understanding of communication as a transactional process.

The subcommittee's expectations for course content in courses that embody the ILOs:

Three basic components are essential to courses which qualifies for the K-tag in Communication:

1. A performance/activities component
2. A conceptual component
3. A critical/reflective component

These components must satisfy the following criteria:

1. The performance/activities component should provide the student with an opportunity to engage in a guided, substantial and significant communicative performance or activity relevant to the student's personal and/or development of her/his capacity to communicate effectively. For example, such performance/activities might consist in the student's written preparation and oral presentation of a conference quality research paper in a senior seminar (including, perhaps, her presentation of her research findings to a lay persons), or it might consist in the students audience-oriented preparation (over a series of courses) for his/her senior "recital," including her/his discussion of the performance with relevant audiences.

A “guided” performance/activity would provide the student with assistance/direction in her/his preparation for the performance/activity which enables the student to competently communicate.

A “substantial activity/performance” would provide the student with insight into the pragmatics of how this (these) kind of performance/activity functions to convey ideas, insight, an enlarged appreciation, etc. to larger audience/addressees (conversational partners, etc.).

A “significant activity/performance” would enable the student to gain confidence in his/her ability to attain competence (even excel at) this mode of communication.

2. The conceptual component should provide the student with reading, class discussion, and exemplary models which frame the activity/performance in communicative terms. For example, a student’s preparation and presentation of her senior seminar research paper should be informed by readings and tutorial guidance regarding the functions and nature of effective communication in science (Communication Studies faculty will provide assistance in identifying and evaluation appropriate readings, etc.), or the student’s preparation for her/his “senior recital,” should be informed by readings in the communicative functions of music (art), audience development, and the verbal interpretation/exposition of the performance for relevant audiences (again, Communication Studies faculty will assist in identifying and evaluating appropriate conceptual material). There should be some connection between the conceptual material guiding the student’s communicative performance/activity and the pragmatic insight she/he is to gain from the performance and, also, her critical evaluation of the performance/activity from a communicative perspective.
3. The critical/reflective component should include serious evaluation by the student, his/her colleagues, and his/her audience of his/her performance from a communicative perspective. This evaluation should include consideration of whether the performance/activity conveyed the message, import, insight, impression, etc. the student intend to communicate, whether that message etc. was appropriate to the audience, occasion, etc., whether the student’s performance/activity was well designed to enhance the audience’s larger appreciation of this kind of artistic communication, and whether the student had an informed understanding of the audience/addressee’ response.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

These criteria have been developed in conversation with members of the music and science faculty. They can be satisfied in a variety of ways. However, the basic structure of significant performance/activity framed by appropriate conceptual understanding of relevant modes of communication, and accompanied by appropriate, in depth critical evaluation/appreciating is essential to satisfaction of an enriched O-tag in oral communication. In addition, the performance/activity, etc. should carry the student communicative competence beyond that achieved in the introductory level communication course.

Additional instructions or information:

The Communication Studies Department would welcome the opportunity to work with colleagues developing courses for the K-tag. COURSES PROPOSED FOR K-TAGS MUST REQUIRE COMPLETION OR CONCURRENT ENROLLMENT IN AN O-TAG COURSE.

**CRITERIA FOR APPROVING COURSE PROPOSALS WITH AN L-TAG
(World Languages Experience)**

SUBMIT PROPOSALS TO THE PERSPECTIVES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

World language introduces students to languages other than their own. The study of language, its literature, and cultural context offers students not only the opportunity to gain a valuable perspective on language, but also the benefit of understanding a new culture. Specifically, each student will be able to:

GOAL: Use language skills and cultural knowledge to communicate and interact effectively with people from other cultures or countries.

ILO#1: Read, write, speak, and understand at an elementary level a language other than one's own.

ILO#2: Demonstrate basic cultural knowledge in the contexts of the target language.

ILO#3: Show appreciation for the cultures and countries of the target language.

Intended Learning Outcomes (ILOs) required for the experience tag (please type in the box below):

All course proposals must address ILO #1, and at least one of the other two ILO's.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Edgewood College 's General Education offerings in World Languages include first year, Beginner, sequence (101-102) and second year, Intermediate, sequence (201-202).

Curriculum should be designed to meet, at the appropriate Beginner or Intermediate level, the five "C"s from the American Council on the Teaching of Foreign Languages report *STANDARDS FOR FOREIGN LANGUAGE LEARNING Preparing for the 21st Century*

http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

namely: Communication, Cultures, Connections, Comparison and Communities.

For 101-102 first year Beginner sequence, students should strive for the ACTFL writing and oral proficiency standard of Novice High.

For 201-202 second year Intermediate sequence, students should strive for the ACTFL writing and oral proficiency standard of Intermediate Mid.

Guidelines are available at <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Standard texts would be first year and second year, college level, world language textbooks.

Courses should apply the four skills: reading, writing, listening, speaking.

Language learning should always occur in a cultural context, including:

- realia from the media, literature, or popular culture;
- guest lecturers;
- film and video showings;
- campus and community events

Main processes include interpretive communication, interpersonal communication and presentational communication. See guidelines for World Languages from Wisconsin's Educational Communications Board: <http://www.ecb.org/worldlanguageassessment/clover.htm>

Assessment and feedback should be continuous throughout the semester/ year. Scholarly products and assessment measures may include a combination of the following:

- Quizzes
- Chapter tests
- Mid-term and final exams
- Take home papers
- In-class presentations
- Cultural research projects
- One-on-one oral interviews with instructor
- Guided compositions.
- Recorded conversations
- Take home grammar assignments (e.g. cloze exercises)

The subcommittee's expectations for course content in courses that embody the ILOs:

- 100% of the course should be focused on language-learning in a cultural context.
- Interactive, learning-centered, participative classroom
- Courses conducted predominantly in the target language.
- Small (maximum 22 student) classroom size.
- Four credit course, not three.
- Four daily contact hours (not two hour blocks).
- Daily conversation practice.
- Regular written practice
- Integration of technology (e.g. language lab; online lab manual, in-class audio-visual equipment).
- Study abroad (at intermediate level).

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

- Courses may be designed according to one of the commonly accepted pedagogies or methodological approaches in world languages, e.g. proficiency-oriented communicative approach, Natural Approach, TPR , audio-lingual.
-

Additional instructions or information:

- For Item #5 on the course approval form "Requested experience tag(s)": The experience tag for World Languages is "L".
- For Item #10 on the course approval form "Student number of credits": A course carrying an L tag must be 4 credits.
- With advance preapproval from the Registrar and the Global/World Languages Subcommittee, beginning and intermediate language courses taken through study abroad may transfer in and fulfill the E.C. Gen Ed requirement.

**CRITERIA FOR APPROVING COURSE PROPOSALS FOR A
MATH CORNERSTONE EXPERIENCE (M-tag)**

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of mathematical thinking skills enables each student to illuminate mathematical truths through the use of pattern recognition and articulation, spatial reasoning, and deductive reasoning, informed by a comprehension of the meaning and significance of number and measurement. The development of quantitative literacy skills enables each student to utilize a diverse set of mathematical ideas in a variety of contexts to understand and describe everyday occurrences. Specifically, each student will be able to:

GOAL: Analyze and solve mathematical problems and effectively communicate mathematical thinking.

ILO#1: Use deductive reasoning in a variety of mathematical settings.

ILO#2: Solve problems using mathematical insights, for example through pattern recognition, spatial reasoning and understanding of measurement.

ILO#3: Demonstrate number sense and comprehend the significance of numbers and measurement relevant to life in this culture and in the world, and draw reasonable conclusions about information presented in a quantitative format.

Intended Learning Outcome(s) required for the experience tag:

All three ILOs must be included in a course proposal.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Assessable objectives that require students to demonstrate proficiency at a college level in all three of the Mathematics Intended Learning Outcomes

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instructional approaches – any instructional approaches appropriate to the content of the course.
Scholarly products and/or assessment processes – will demonstrate that students are learning and doing college-level mathematics as outlined in the course goals and ILOs.

The subcommittee's expectations for course content in courses that embody the ILOs:

In order to adequately embody all three ILO's, at least three credits worth of the course are expected to be fully devoted to mathematics. To determine the extent to which the material covered is fully devoted to mathematics, a list of all the course objectives should be provided.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Additional instructions or information:

A Math Cornerstone Experience will be provided by a mathematics course at or beyond the level of Math 111: *College Algebra*, Math 114A: *Precalculus A: Accelerated College Algebra* or Math 101: *Problem Solving* with course goals that require students to demonstrate proficiency at a college level in all three of the Mathematics Intended Learning Outcomes.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN INITIAL ORAL COMMUNICATION EXPERIENCE (O-tag)

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications. Specifically, each student will be able to:

GOAL: Use a variety of communication media as both sources and receivers of message.

ILO#1: Engage in a variety of oral communicative actions.

ILO#2: Interpret communicative messages intelligently and critically.

ILO#3: Produce discourses appropriate for a range of contexts including personal, academic, public, organizational, and intercultural.

Intended Learning Outcome(s) required for the experience tag:

All three ILOs must be addressed for an O-tag to be recommended, but with an emphasis on oral communication as opposed to written.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

1. Students will develop an understanding of the human communication process and its transactional nature in various settings, such as interpersonal, small group, organizational, and/or mediated.
2. Students will develop communication skills and learn to apply these skills appropriately in given settings and with given audiences.
3. Students will develop the ability to critically analyze communicative messages, both those they receive and those they create.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Instruction should include guided activities/performance in a variety of modes of communication, using a variety of communications media. Instruction should conceptually prepare students to understand and analyze communication as a transactional process and grasp the pragmatics of that process as realized in various modes of and settings for communication. And instruction should provide the students criteria, models, and tools for evaluating a variety of kinds of communication.

The subcommittee's expectations for course content in courses that embody the ILOs:

The expectation is that the equivalent of a three credit, semester long course will be needed to satisfy the learning objectives for an initial o-tag. That course would include in depth study of interpersonal, organizational, and mass communication; and the course will have a substantial lab/experiential component.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

The course should be informed by traditions of rhetorical art and by contemporary approaches to communication study.

Additional instructions or information:

Persons seriously planning to develop a course for the initial O-tag (oral communication) should contact the Communication Studies Department for assistance and guidance.

CRITERIA FOR APPROVING COURSE PROPOSALS WITH AN P TAG (Philosophy Experience of Reflecting on Human Culture, Values and Ideas)

SUBMIT PROPOSALS TO THE REFLECTION ON HUMAN CULTURE, VALUES AND IDEAS ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of the human condition is directed to a recognition of and familiarity with fundamental questions about the meaning of life, approached intellectually, spiritually, mythically, and metaphorically. Analyzing historical accounts and artifacts by means of examination, reading, writing, and discussion helps students acquire knowledge, sympathetic understanding, and critical thinking skills. Specifically, each student will be able to:

GOAL: Use critical reasoning, dialogue, narrative, intuition, and debate to analyze the relationship between the experiences, beliefs and actions of individuals, groups, and societies.

ILO #1: Articulate and evaluate ethical positions within the context of philosophical values or religious beliefs.

ILO #2: Recognize and examine worldviews and beliefs that underlie human nature and experience.

ILO #3: Critically confront historical texts to investigate the ways in which historical contexts shape events and decisions.

ILO #4: Explore the relevance of the past to the present, including themes of continuity and change.

Intended Learning Outcome(s) required for the experience tag:

Minimum three of four ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

Courses that receive a P tag will use primary texts where appropriate, and will be taught (respectively) within the disciplines of Philosophy.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Among the instructor's options are critical reasoning, dialogue, narrative, intuition, and debate (including student presentations and exams).

The subcommittee's expectations for course content in courses that embody these ILOs:

Such a course will have set aside within it a minimum of $1/3^{\text{rd}}$ of class time in which the instructor intentionally and overtly works with students to achieve the ILO's associated with a single tag.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Additional instructions or information:

Two pieces of advice (non-compliance with which does not imply that there is a defect in the proposal):

1. Please try to write course titles, descriptions, objectives and stated outcomes in non-specialized, student-friendly language.
2. Please attach a sample reading list or course outline to your proposal to help us evaluate it.

CRITERIA FOR APPROVING COURSE PROPOSALS WITH A Q-TAG (Gender Perspectives Experience)

SUBMIT PROPOSALS TO THE PERSPECTIVES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of gender perspectives critically examines the experiences, roles or achievements of women, issues related to the lives of women, issues of gender relative to social roles and representation, and the connections between gender, sexuality, race and class as loci of oppression. Understanding gender as a social construction allows students to assess mechanisms of power, privilege and inequality through the critical examination of social roles, groups and identities that they normally take for granted.

GOAL: Use multiple disciplinary perspectives to critically evaluate contemporary social constructions of gender in the United States and globally.

ILO #1: Articulate fundamental knowledge of the role of gender in the operations of social structures and personal life.

ILO #2: Articulate intersections between gender, race, ethnicity, class and sexuality in both the United States and around the world.

ILO #3: Critically examine mechanisms of power and privilege that shape the construction of femininity and masculinity as identities, women's and men's social roles, and cultural representations of gender.

Intended Learning Outcome(s) required for the experience tag:

Minimum two of three ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcomes:

Course objectives should facilitate the use of multiple disciplinary perspectives to critically evaluate contemporary social constructions of gender in the United States and globally, and to this end should include:

ILO #1: Articulate fundamental knowledge of the role of gender in the operations of social structures and personal life.

- examine gender as socially constructed through the roles assigned to women and men
- describe issues related to the lives of women and men, gays and lesbians, and/or transgendered people

ILO #2: Articulate intersections between gender, race, ethnicity, class and sexuality in both the United States and around the world.

- examine the intersections of gender with sexuality, race, ethnicity, and/or class in the US or around the world

ILO #3: Critically examine mechanisms of power and privilege that shape the construction of femininity and masculinity as identities, women's and men's social roles, and cultural representations of gender.

--critically reflect on current theories about the construction of knowledge and cultural representations of gender

--critically assess particular disciplines' theorizing of gender

--critically assess some past or current perspectives, research and theories about gender as related to women and men, gays and lesbians, transgendered people and/or operations of masculinity and femininity in the US or around the world

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Pedagogies should operate out of the assumption that students and teachers are learning partners, each bringing valuable knowledge and experience to the classroom in which multiple perspectives are given voice. The goals are collaboration between and among students, and between students and professor, with an emphasis on collaboration in the learning process. Scholarly products and assessment processes would also, then, facilitate student participation in the discourses of Gender Studies, allowing students to demonstrate an understanding of and critical engagement with the course content and theoretical traditions within the field. Specific examples include, but are not limited to:

--group projects

--papers

--exams

--student presentations

--reflective essays

--journals

--creative projects

The subcommittee's expectations for course content in courses that embody these ILOs:

- 1) The course must engage feminist and/or gender theoretical paradigms.
- 2) At least 50% of the course content, including course materials, activities and assignments, should be devoted to feminist and/or gender issues such as:
 - examination of the social construction of femininity and masculinity and their socio-cultural representations
 - examination of the social construction of sexuality and/or gender identity
 - examination of the intersections of gender with sexuality, race, ethnicity and/or class

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

The course must be grounded in theoretical frameworks that critically engage with feminist, gender and/or queer theory.

Additional instructions or information:

None

CRITERIA FOR APPROVING COURSE PROPOSALS WITH AN R TAG (Religious Studies Experience of Reflecting on Human Culture, Values and Ideas)

SUBMIT PROPOSALS TO THE REFLECTION ON HUMAN CULTURE, VALUES AND IDEAS ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The study of the human condition is directed to a recognition of and familiarity with fundamental questions about the meaning of life, approached intellectually, spiritually, mythically, and metaphorically. Analyzing historical accounts and artifacts by means of examination, reading, writing, and discussion helps students acquire knowledge, sympathetic understanding, and critical thinking skills. Specifically, each student will be able to:

GOAL: Use critical reasoning, dialogue, narrative, intuition, and debate to analyze the relationship between the experiences, beliefs and actions of individuals, groups, and societies.

ILO #1: Articulate and evaluate ethical positions within the context of philosophical values or religious beliefs.

ILO #2: Recognize and examine worldviews and beliefs that underlie human nature and experience.

ILO #3: Critically confront historical texts to investigate the ways in which historical contexts shape events and decisions.

ILO #4: Explore the relevance of the past to the present, including themes of continuity and change.

Intended Learning Outcome(s) required for the experience tag:

Minimum three of four ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the subcommittee's intended learning outcome:

Courses that receive a R tag will use primary texts where appropriate, and will be taught (respectively) within the disciplines of Religious Studies.

The sorts of instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Among the instructor's options are critical reasoning, dialogue, narrative, intuition, and debate (including student presentations and exams).

The subcommittee's expectations for course content in courses that embody these ILOs:

Such a course will have set aside within it a minimum of 1/3rd of class time in which the instructor intentionally and overtly works with students to achieve the ILO's associated with a single tag.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Additional instructions or information:

- Two pieces of advice (non-compliance with which does not imply that there is a defect in the proposal):
1. Please try to write course titles, descriptions, objectives and stated outcomes in non-specialized, student-friendly language.
 2. Please attach a sample reading list or course outline to your proposal to help us evaluate it.

**CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN
EXPLORATION OF THE NATURAL WORLD EXPERIENCE WITH A
FIELD/LABORATORY COMPONENT (S-tag)**

SUBMIT PROPOSALS TO THE EXPLORATION OF THE NATURAL WORLD &
ANALYSIS OF HUMAN BEHAVIOR AND SOCIAL STRUCTURE ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

Exploring the natural world requires the interplay of observation and inquiry. The goal of science is understanding nature: life, the properties of matter, the history and composition of the universe, and the interaction of matter, energy, and motion. The practice of science occurs within particular philosophical, historical, and cultural contexts that shape its work. Specifically, each student will be able to:

GOAL: Use scientific knowledge and methods to understand the natural world, to draw evidence-based conclusions, and to make informed decisions.

- ILO#1: Demonstrate the ability to engage in scientific inquiry in the laboratory and/or field.
- ILO#2: Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.
- ILO#3: Describe the significance of the history and philosophy of science in shaping current thought and practice.
- ILO#4: Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

Intended Learning Outcome(s) required for the experience tag:

Course must address ILO#1 plus at least two of the three remaining ILOs (#2, #3 and/or #4).

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Clearly list the precise ILOs that you are addressing. For each ILO listed, describe what the goal looks like in your particular discipline (as represented in the course being proposed).

Clearly articulate the course objectives that relate to each ILO. If there is any chance that the relationship between the two is less than obvious, please add any explanation necessary. Use the descriptions below as a guideline.

ILO #1: Demonstrate the ability to engage in scientific inquiry in the laboratory and/or field.

A definition of scientific inquiry in your particular area is necessary. Describe the particular aspects of inquiry in which your students will be engaging.

Not all classes that have a “lab” will automatically meet ILO #1. Labs that consist of only “cook-book” or very prescriptive laboratory exercises will not meet the spirit or intent of the scientific inquiry ILO. Although these kinds of experiences are appropriate for laboratory time and may play a role in teaching students the components of scientific inquiry, the intent of ILO#1 is to be sure that students engage in the processes of asking questions, collecting data and coming to data driven conclusions.

At least two of the remaining three ILOs must be included in the course proposal:

ILO #2: Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.

In this section first describe the basic framework or theoretical basis for your course. For this ILO we are asking you to define and describe the short-list of important concepts or ideas that you will be giving students the opportunity to engage with during the course of the semester. Think of it as the distillation of the objectives for your course into their essential nature for your discipline and course. Be sure that you also address the habits of mind that you expect student to develop as a result of taking this course.

ILO #3: Describe the significance of the history and philosophy of science in shaping current thought and practice.

This is an area that is not always fully represented in classes and a misunderstanding of the nature of science (i.e. philosophy) often stands between students and their success in science. The historical

aspect is easy to envision; provide the historical context that shapes your course of study. The philosophy of science may be implicit in many things that you do. Your task, should you be trying to meet this ILO, is to make the philosophy more explicit for the student. In addressing this ILO, consider how you might help students understand:

- What science is
- How science is different than other areas of inquiry (with priority given to evidence)
- How science works (observation, hypothesis testing, experimentation, revision of thought)
- What theories and laws are. How the use of the word “theory” is different in science than in the vernacular.
- The changing nature of scientific knowledge, what it means to “know” something in science (can you ever be 100% sure?).

It is through investigating these issues that historical examples are often instructional. Provide historical examples that would be used in this course.

ILO # 4: Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

List the types of student experiences that will help them see that scientific knowledge is not static (i.e. not a bunch of facts in a book to be memorized), but rather a process by which we come closer (hopefully) to understanding how the natural world works.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

For each of the objectives listed, describe the specific student experiences that will lead them to a deeper understanding of/facility with the objective or ILO. Students need to be exposed to important concepts repeatedly and in varying ways. Students need multiple opportunities to interact with an idea in order to learn, apply, synthesize, and evaluate it. In this section you are asked to describe the kinds of learning experiences in which your students will engage that are designed to help them reach mastery of each objective that you listed. This list will not, cover everything that you do that may introduce and later reinforce these concepts. It is understood that critical concepts may be woven into many class activities. What is requested in this section is:

- a description of the major student activities designed to directly address the objective
- a description of student activities that that will be used to assess the ILOs

The subcommittee’s expectations for course content in courses that embody the ILOs:

A significant enough portion of the proposed course to allow students to be introduced to the concepts described above, and then to practice with and apply their understanding.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

This information is included in the Instructional Approaches box above.

Additional instructions or information:

Requested experience tag(s):

S-tag – For courses that include a formal laboratory component (i.e., ILO #1 is significantly addressed in the course)

What support will you need to design and implement this course?

In this section be sure to address issues of lab supplies, facilities requirements, assistance with lab preparation and set-up, time for course development and any other financial implications of this course. If any of the above will be substantial, please discuss this with your dept chair prior to requesting their signature.

**CRITERIA FOR APPROVING COURSE PROPOSALS FOR A
INITIAL CRITICAL THINKING EXPERIENCE (T-tag)**

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of critical thinking skills enables each student to evaluate ideas, solve problems, and draw conclusions. Specifically, each student will be able to:

Create and sustain an argument logically and identify its strengths and weaknesses.

ILO#1: Critically assess and question beliefs and ideas from multiple perspectives.

ILO#2: Make judgments based on evidence, while recognizing the open-endedness and complexity of the reasoning process.

Intended Learning Outcome(s) required for the experience tag:

ILO #1 and #2.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Courses that receive a T-tag will include:

1. An in-depth exploration of the concepts relating to creating and sustaining a logical argument, including the concepts of consistency, validity, probability, inference, inductive, deductive, etc.
2. An in-depth exploration of the concepts relating to identifying argumentative strengths and weaknesses, including the concepts of argument by analogy, causal arguments, modus ponens, categorical arguments, authoritative testimony, bifurcation, affirming the consequent, etc.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

The instructor will use approaches that emphasize the dialogic nature of truth-seeking and the self-evaluative components of critical thinking. Options include (but are not limited to):

1. Student debates;
2. Analytical essays, along with class presentation and discussion and/or peer review;
3. Argumentative essays, along with class presentation and discussion and/or peer review;
4. Group work.

The subcommittee's expectations for course content in courses that embody the ILOs:

Such a course will have set aside within it a minimum of 2/5ths of class time (in a standard three credit course) in which the instructor intentionally and overtly works with students to achieve the course objectives.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

The instructor of this course should be familiar with the tradition of exploring the nature of argumentation and inference that began with Aristotle.

Additional instructions or information:

None

**CRITERIA FOR APPROVING COURSE PROPOSALS FOR A
ENRICHED CRITICAL THINKING EXPERIENCE (U-tag)**

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of critical thinking skills enables each student to evaluate ideas, solve problems, and draw conclusions. Specifically, each student will be able to:

Create and sustain an argument logically and identify its strengths and weaknesses.

ILO#1: Critically assess and question beliefs and ideas from multiple perspectives.

ILO#2: Make judgments based on evidence, while recognizing the open-endedness and complexity of the reasoning process.

Intended Learning Outcome(s) required for the experience tag:

ILO #1 and #2.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Courses that receive a U-tag will include:

1. A discussion and demonstration of the methodology or perspective of the discipline or discipline area in the course (with respect to using and evaluating evidence);
2. A discussion and reflection on that methodology or perspective in relation to other methodologies or perspectives and on the open-ended nature of the reasoning process;
3. A component in which students are invited to make an argument using evidence in the way specified in the relevant methodology or perspective and to evaluate that argument using standard of evidence evaluation from the methodology or perspective.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

The instructor will use approaches that emphasize the dialogic nature of truth-seeking and the self-evaluative components of critical thinking. Options include (but are not limited to):

1. Student debates;
2. Analytical essays, along with class presentation and discussion and/or peer review;
3. Argumentative essays, along with class presentation and discussion and/or peer review;
4. Group work.

The subcommittee's expectations for course content in courses that embody the ILOs:

Such a course will have set aside within it a specifically designated amount of time in which the instructor intentionally and overtly works with students to achieve the course objectives. No specific percentage should be required.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

No particular conceptual framework needs to be specified.

Additional instructions or information:

None.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN EXPLORATION OF THE NATURAL WORLD EXPERIENCE WITHOUT A FIELD/LABORATORY COMPONENT (V-tag)

SUBMIT PROPOSALS TO THE EXPLORATION OF THE NATURAL WORLD &
ANALYSIS OF HUMAN BEHAVIOR AND SOCIAL STRUCTURE ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

Exploring the natural world requires the interplay of observation and inquiry. The goal of science is understanding nature: life, the properties of matter, the history and composition of the universe, and the interaction of matter, energy, and motion. The practice of science occurs within particular philosophical, historical, and cultural contexts that shape its work. Specifically, each student will be able to:

GOAL: Use scientific knowledge and methods to understand the natural world, to draw evidence-based conclusions, and to make informed decisions.

ILO#1: Demonstrate the ability to engage in scientific inquiry in the laboratory and/or field.

ILO#2: Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.

ILO#3: Describe the significance of the history and philosophy of science in shaping current thought and practice.

ILO#4: Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

Intended Learning Outcome(s) required for the experience tag:

Course must address ILO #2, #3 and #4.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Clearly list the precise ILOs that you are addressing. For each ILO listed, describe what the goal looks like in your particular discipline (as represented in the course being proposed).

Clearly articulate the course objectives that relate to each ILO. If there is any chance that the relationship between the two is less than obvious, please add any explanation necessary. Use the descriptions below as a guideline.

ILO #2: Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.

In this section first describe the basic framework or theoretical basis for your course. For this ILO we are asking you to define and describe the short-list of important concepts or ideas that you will be giving students the opportunity to engage with during the course of the semester. Think of it as the distillation

of the objectives for your course into their essential nature for your discipline and course. Be sure that you also address the habits of mind that you expect student to develop as a result of taking this course.

ILO #3: Describe the significance of the history and philosophy of science in shaping current thought and practice.

This is an area that is not always fully represented in classes and a misunderstanding of the nature of science (i.e. philosophy) often stands between students and their success in science. The historical aspect is easy to envision; provide the historical context that shapes your course of study. The philosophy of science may be implicit in many things that you do. Your task, should you be trying to meet this ILO, is to make the philosophy more explicit for the student. In addressing this ILO, consider how you might help students understand:

- What science is
- How science is different than other areas of inquiry (with priority given to evidence)
- How science works (observation, hypothesis testing, experimentation, revision of thought)
- What theories and laws are. How the use of the word “theory” is different in science than in the vernacular.
- The changing nature of scientific knowledge, what it means to “know” something in science (can you ever be 100% sure?).

It is through investigating these issues that historical examples are often instructional. Provide historical examples that would be used in this course.

ILO # 4: Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

List the types of student experiences that will help them see that scientific knowledge is not static (i.e. not a bunch of facts in a book to be memorized), but rather a process by which we come closer (hopefully) to understanding how the natural world works.

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

For each of the objectives listed, describe the specific student experiences that will lead them to a deeper understanding of/facility with the objective or ILO. Students need to be exposed to important concepts repeatedly and in varying ways. Students need multiple opportunities to interact with an idea in order to learn, apply, synthesize, and evaluate it. In this section you are asked to describe the kinds of learning experiences in which your students will engage that are designed to help them reach mastery of each objective that you listed. This list will not, cover everything that you do that may introduce and later reinforce these concepts. It is understood that critical concepts may be woven into many class activities. What is requested in this section is:

- a description of the major student activities designed to directly address the objective
- a description of student activities that that will be used to assess the ILOs

The subcommittee’s expectations for course content in courses that embody the ILOs:

A significant enough portion of the proposed course to allow students to be introduced to the concepts described above, and then to practice with and apply their understanding.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

This information is included in the Instructional Approaches box above.

Additional instructions or information:

Requested experience tag(s):

V-tag – For courses that do not include a formal laboratory component (i.e., ILO #1 is not significantly addressed in the course)

What support will you need to design and implement this course?

In this section be sure to address issues of lab supplies, facilities requirements, assistance with lab preparation and set-up, time for course development and any other financial implications of this course. If any of the above will be substantial, please discuss this with your dept chair prior to requesting their signature.

**CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN
INITIAL WRITING EXPERIENCE (W-tag)**

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications. Specifically, each student will be able to:

GOAL: Use a variety of communication media as both sources and receivers of message.

ILO#1: Engage in a variety of written communicative actions.

ILO#2: Interpret written and visual media intelligently and critically.

ILO#3: Produce discourses appropriate for a range of contexts including personal, academic, public, organizational, and intercultural.

Intended Learning Outcome(s) required for the experience tag:

Minimum two of three ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Students will be introduced to and develop the following skills:

- critical reading
- the ability to write in a variety of academic forms with attention to organizational coherence, conventions of standard edited English, responsiveness to audience and purpose, and an understanding of the social uses of these forms
- the ability to synthesize, allude to and/or engage with other writings, with appropriate attention to documentation of sources
- the ability to find relevant research materials and distinguish between scholarly and non-scholarly sources
- an understanding of the social nature of writing, including the uses of peer review, tutoring and conferencing
- uses of informal writing to develop thinking and to build towards formal edited writing
- an understanding of the revision process

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

A “Writing Intensive” course – or initial experience, should:

1. Be process-oriented.

- a. Instructors should take a developmental approach to teaching writing. Students cannot learn everything at once; therefore, the course construction should reflect different stages of writing competence.
- b. All formal writing assignments should involve multiple drafts. In order to teach writing process, the class has to focus on the different stages of free writing, developing focus, analyzing texts, creating structure, articulating an argument, etc.

2. Involve instructor-student conferences.

Writing intensive instruction should involve at least some individual attention for the student in the form of writing conferences. Different instructors will use conference time in different ways, but one common goal is to help students to talk about their work and to see writing as a practice that involves sustained effort. Here are some models for how such a conferencing requirement might look in practice:

- a. Two to four times during the semester, students would meet individually with instructors to discuss student writing.
- b. An instructor might use one of the four hours of scheduled class time each week for conferencing.

3. Include a research requirement.

A course that fulfills the writing intensive requirement should offer students basic instruction in general college level research techniques as well as ask students to implement those techniques for one or more writing assignments. Possible ways of incorporating a research requirement into a writing course include:

- a. A research paper, either related to the course theme or chosen by the student. Such a paper might involve a proposal, an annotated bibliography, and multiple drafts.

- b. Students might be required to incorporate outside research into one or more regular writing assignments for the course.

For example: A paper assignment based on course readings to do with a particular theme might require that students find one-three additional sources on that theme to incorporate into the paper.

- c. A course might be structured so that it included ongoing research for a particular project.

For example: Starting early in the semester, students might be asked to spend one out of the four hours of class time per week on research activities. Those activities could be broken down by the instructor but would be carried out by individual students working on a larger product. There would have to be a written result, but that writing might include research journals as well as a more formal paper.

4. Call for challenging, academic reading.

Writing at the college level means reading at the college level; therefore, writing intensive courses should include assigned, shared readings that involve complex conceptual reasoning. Some examples of how to incorporate reading at this level:

- a. Build writing assignments around challenging essays.

For example: Students would read one, two, or three challenging essays on topic related to the course, and produce a formal essay of their own in response to the readings.

- b. Use the research requirement to develop students' reading skills.

For example: Students might be asked to incorporate three peer reviewed journal articles in a research paper.

5. Incorporate assignments that focus on academic prose.

While the types of assignments might vary from section to section and course to course, we agree that a Writing Intensive experience must require polished, academic prose. Examples include:

- a. An academic argument essay that responds to shared readings.

For example: If a class were to read a novel, students might be required to write an analytical argument paper in response to the novel.

- b. Formal research essays, persuasive essays, etc.

6. Require a minimum of fifty pages of writing per student.

Writing Intensive courses should ask students to do a lot of writing. Since, as stated above, we see writing as a process-oriented skill, fifty pages should be the minimum so that students learn (1)to see that writing improves with practice, and (2)that revision and drafting are integral to the writing process.

- a. The minimum page limit could be built into the number of drafts students have to do for each essay assignment.

- b. Weekly or bi-weekly response papers could contribute toward the total number of pages.

The subcommittee's expectations for course content in courses that embody the ILOs:

Course content should focus on writing as an area of instruction. An optional theme or topic for an individual course might serve to assist the instructor to create sequences of assignments that build on each other.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

The teaching of this course should reflect the decades of scholarship in Composition and Rhetoric, as exemplified by the work of the CCCC (Conference on College Composition and Communication)

Additional instructions or information:

Everyone who teaches a “Writing Intensive” course should have some training in and/or experience of teaching writing at the college level.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR AN ENRICHED WRITING EXPERIENCE (X-tag)

SUBMIT PROPOSALS TO THE CORNERSTONES ADVISORY SUBCOMMITTEE

Goals and Intended Learning Outcomes (ILOs):

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications. Specifically, each student will be able to:

GOAL: Use a variety of communication media as both sources and receivers of message.

ILO#1: Engage in a variety of written communicative actions.

ILO#2: Interpret written and visual media intelligently and critically.

ILO#3: Produce discourses appropriate for a range of contexts including personal, academic, public, organizational, and intercultural.

Intended Learning Outcome(s) required for the experience tag:

Minimum two of three ILOs.

Course objectives that the subcommittee is looking for in a course intended to embody the intended learning outcomes:

Writing enriched courses:

1. Ensure writing is integral to the quality and aims of the course content
2. Include writing as a course objective
3. Provide writing instruction as part of the regular course curriculum

Instructional approaches, scholarly products and/or assessment processes that the subcommittee would like to see as part of a course proposal in this area:

Writing enriched courses:

1. Have writing assignments distributed throughout the course (not just at the end as a final paper) and have writing assignments that build on each other
2. Require both formal and informal writing
3. Give students an opportunity to revise papers with feedback both from students and teacher
4. Provide clear written assignments and grading expectations
5. Base a substantial portion of the grade on writing

The subcommittee's expectations for course content in courses that embody the ILOs:

Writing enriched courses require a substantial amount of writing.

The conceptual framework(s) or discursive tradition(s) that the subcommittee would like to see associated with the teaching of a course proposed in this area:

Writing Across the Curriculum initiatives are the model and have a long history at other campuses.

Additional instructions or information:

1. Prospective instructors will participate in opportunities to develop and share their teaching practices.
2. Faculty development seminars will be offered.
3. Writing enriched courses are limited to no more than twenty students.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR THE COR-I TAG

SUBMIT PROPOSAL TO THE COR SUBCOMMITTEE

Faculty Roles and Responsibilities for Teaching COR I Seminars

If you are proposing to teach a COR I seminar, you are committing to the following roles and responsibilities, in addition to helping students explore the COR I essential questions and meet the intended learning outcomes of:

- **Who am I and who could I become? Intended Learning Outcome:** Identify, explore, and critically reflect upon personal identities, values, beliefs, spiritualities, and worldviews;
- **What are the needs and opportunities of the world? Intended Learning Outcome:** Utilize inquiry-based approaches to critically investigate relevant human issues questions; and
- **What is my role in building a just and compassionate world? Intended Learning Outcome:** Explain contemporary issues and problems from multiple perspectives.

I. Collaborating with the COR I Program

Your participation as an active member of the COR I team is important to providing a shared and cohesive learning experience for our first-year students. Collaborating as a COR I Program member includes:

- Participating in two planning meetings to work with other COR I instructors on the implementation of COR I courses in January and May 2012
- Contributing to the development of a common COR I student experience that provides the foundation for facilitating students' achievement of COR I intended learning outcomes
- Participating in monthly COR I program meetings during the Spring 2012 and Fall 2012 semesters
- Providing data (i.e. through student work samples) that contribute to the COR I assessment of student learning plan.
- Collaborating with a Peer Leader who will work with you as a teaching assistant/student academic role model in COR I classes
- Implementing a course assignment that asks students to prepare a personal philosophy or mission statement

II. Utilizing Integrative Pedagogy

Facilitating students' achievement of COR I intended learning outcomes requires attention and shared commitment to pedagogy, as well as the academic substance of a seminar. Utilizing integrative pedagogy within COR I includes:

- Designing your course around a theme/problem/issue that allows students to explore the three COR questions
- Integrating community-based learning to facilitate connections between classroom and community
- Promoting classroom discussion-based approaches, with particular emphasis on those skills necessary for fostering civic discourse

- Providing opportunities for students to examine their beliefs, values, spiritualities, and worldviews

III. Mentoring First Year Students' Successful Transition to College

Mentoring first-year students' transition to college is one of your roles as a COR I instructor. This means paying attention to those issues that we know are indicators of students' success during this time of transition. As a COR I mentor you will also work in partnership with those programs and individuals on campus who have expertise in this area (e.g. professional advisors, student development staff, etc.). Included in your role as a mentor are the following commitments:

- Meeting individually, at least twice during the semester, with each student in your COR I seminar. Please note that this is different from serving as the students' academic advisor. Advising of first-year students will be done by professional advisors
- Integrating student transition issues into your mentoring relationships with students
- Integrating transition-to-college themes, in partnership with student affairs staff, into your COR I seminar

ADDITIONAL INSTRUCTIONS and CRITERIA FOR COMPLETING COR I COURSE PROPOSAL FORM

Note: Instructions to assist with the completion of your proposal are denoted by a gold bar. Criteria that guide proposal review are in pink. Instructions and criteria follow the order in which they are listed on the Course Proposal Form from the General Education Implementation Task Force.

◆COR I INSTRUCTIONS I

Department prefix and course number

- When deciding upon a course prefix and course number for COR I classes, consideration should be given to the following:
 - An **existing course** that is being revised, and applying for a COR I experience tag should retain its current prefix and number. COR I classes will most typically be 100 level courses. There may be more limited situations in which a 200 level course could be a COR I, keeping in mind that they are freshmen-only seminars.
 - A **new course** that is being proposed for a COR I experience tag should carry the prefix of the department in which the course resides, or is most typically utilized by students to meet requirements in the major or minor. In general, COR I courses will not be cross-listed with a COR prefix. For example, a course that will carry a COR I experience tag, but may also be used by English majors or minors to satisfy a requirement should carry an ENG prefix. A COR I course that fulfills **only** a general education experience tag(s) should use a COR prefix. In this case, the Human Issues Program will determine the course number for a COR I class. In other words, classes earning a COR I experience tag will have a departmental/program prefix, or a COR prefix, but not both. In the event that there is a compelling reason to cross-list a COR I course the COR course number and the department/program course number need to match. For example, COR 101/RS 101.

◆COR CRITERIA I

Course title

- a. The title of the seminar is written in student-friendly language, and provides students with a clear sense of the theme/issue that the seminar will be exploring.

◆COR I INSTRUCTIONS II

Crosslisted Course

- a. Please note that, typically, classes in the COR Program will either have the COR prefix, or a departmental prefix, but not both. In the rare case that there is a justifiable reason for a crosslist with both COR and departmental prefixes, please visit with the Director of COR in advance of completing the proposal. Courses with a COR tag may have departmental crosslists outside of COR. In the case of a crosslist, include the course prefix and number of any new or existing course with which the proposed course will be crosslisted.

◆COR I INSTRUCTIONS III

Requested experience tag(s); tags previously awarded for this course

- a. Remember that a COR I seminar will usually meet the intended learning outcomes for one other General Education area – Perspectives, Ways of Knowing, or an Initial Cornerstone. We anticipate that most COR I seminars will have *one* other experience tag in addition to COR I.
- b. The experience tag for a COR I seminar is the number one (1), as opposed to a letter like “C.”
- c. If requesting a new tag for a previously approved course, list the tag(s) of the previously approved course.

◆COR I INSTRUCTIONS IV

Course enrollment limit

- a. In general, the typical class enrollment limit for a COR I seminar will be 18 students. If you have a legitimate need for a different course enrollment limit, please provide a rationale.
- b. If course limits need to be increased due to enrollment needs, it will only be done in consultation with the faculty member teaching the course.

◆COR I INSTRUCTIONS V

Prerequisites

- a. Given that COR I seminars are a first year experience, there should be no prerequisites attached to a COR I seminar. The theme, course content, and pedagogy should be appropriate for first-semester freshmen.

◆COR I INSTRUCTIONS VI

Based on stated criteria, categorize this course (check one)

- a. It is anticipated that all COR I course proposals for the Fall 2012 semester will either be brand new courses, or courses requiring substantial revisions to an existing course.

◆COR I INSTRUCTIONS VII

Student number of credits

- a. A COR I course should be 3 or 4 credits. Please provide a pedagogically sound rationale justifying the course credit number for students. Please note that faculty will earn a stipend equivalent to one extra credit of load (\$750) for teaching a COR I seminar, beyond the student number of credits, to recognize the commitment to student mentoring and participation in the COR I program. Please refer to the Roles and Responsibilities document for the specific expectations that accompany the additional credit.

◆COR I CRITERIA II

Course description

- a. The approximately 100 word description communicates the theme/issue focus of the seminar, and communicates to students how they will have the opportunity to explore the three organizing COR questions: (1) Who am I and who can I become? (2) What are the needs and opportunities of the world? and (3) What is my role in building a more just and compassionate world?

◆COR I CRITERIA III

General Education Intended Learning Outcomes/Course objectives/Assessment

- a. The course objectives and assessments ask students to integrate study, reflection and action.
- b. The assignments in which students will be engaging are described, and not only listed, in the Assessment Processes column.
- c. Scholarly products and assessments include a personal mission, or philosophy, statement.

◆COR I CRITERIA IV

Theoretical Approach/Intellectual Tradition/Discursive Framework

- a. The proposal describes how the seminar will ask students to explore the theme/issue from multiple, interdisciplinary perspectives.
- b. The proposal describes how the seminar will introduce students to the Dominican tradition.
- c. The proposal describes how the seminar will introduce students to the role of the liberal arts.
- d. The proposal includes a bibliography of scholarly resources that will inform the course development indicating with an asterisk (*) which resources the proposer envisions students engaging with as part of the course. The resources reflect current scholarship in the theme/issue area.

◆COR I CRITERIA V

Instructional approaches

- a. The proposal describes how students will demonstrate an understanding and application of inquiry-based approaches as relates to the theme/issue.
- b. The proposal describes how students will have classroom-based opportunities to understand and practice skills necessary for civic discourse.
- c. The proposal describes the nature of the community-based experience(s) in which students will participate as part of this course, and how they will be linked to the course theme/issue.

- d. The proposal describes how this COR I seminar will provide an opportunity for students to integrate an examination of their values, beliefs, spiritualities, and worldviews as part of the course requirements.
- e. The proposal describes how college transition themes will be integrated into the seminar.

◆COR I INSTRUCTIONS VIII

What specific support will you need to design and implement this course?

Please describe the support needed to implement the distinctive features of a COR I seminar such as:

- a. Faculty development areas (e.g., resources on the Dominican tradition, use of inquiry-based approaches)
- b. Community engagement opportunities (e.g., locating appropriate options, funding experiences)
- c. Classroom features/arrangement
- d. Other

◆COR I INSTRUCTIONS IX

Which academic units will benefit from access to assessment data from this course?

- a. Please list the COR Program as a unit that will benefit from access to assessment data.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR THE COR-II TAG

SUBMIT PROPOSAL TO THE COR SUBCOMMITTEE

Faculty Roles and Responsibilities for Teaching COR II Offerings

If you are proposing to teach a COR II offering you are committing, first and foremost, to facilitating students’ exploration of COR II essential questions and achievement of the intended learning outcomes of:

- **Who am I and who could I become? COR II ILO:** Clarify a sense of self in relation to the world;
- **What are the needs and opportunities of the world? COR II ILO:** Analyze ethical issues embedded in meaningful community-based learning experiences; and
- **What is my role in building a just and compassionate world? COR II ILO:** Integrate knowledge and skills from multiple sources and meaningful experiences.

In addition, collaborating with the COR II Program, utilizing integrative pedagogy, and planning for a student pathway to engagement are expectations for all COR II faculty, as described below.

I. Collaborating with the COR II Program

Your participation as an active member of the COR II team is important to providing a shared and cohesive learning experience for our students. Collaborating as a COR II Program member includes:

- Participating in a planning meeting to work with other COR II instructors on the implementation of COR II offerings, prior to the start of the semester in which you will be teaching;
- Exploring possible common COR II student experiences that provide the foundation for facilitating students' achievement of COR II intended learning outcomes – e.g. a common reading;
- Participating in one or two program meetings each semester in which you are teaching a COR II offering
- Providing data (e.g. student work samples) that contribute to the COR II assessment of student learning plan;
- Assisting students in making explicit connections between COR I and COR II;
- Implementing a course assignment that asks students to prepare a personal philosophy or mission statement that expands upon a similar assignment from COR I.

II. Utilizing Integrative Pedagogy

Facilitating students' achievement of COR II intended learning outcomes requires attention and shared commitment to pedagogy, as well as the pathway and academic substance of an offering. Utilizing integrative pedagogy within COR II includes:

- Designing your course around a theme/problem/issue that allows students to explore the three COR questions;
- Integrating a pathway to engagement to facilitate connections between theory and practice;
- Promoting classroom discussion-based approaches, with particular emphasis on analyzing the ethical dimensions of community and social issues and themes;
- Providing opportunities for students to clarify a sense of self in relation to the world.

III. Pathway to Engagement Planning

Developing, maintaining, integrating, and assessing the impact of reciprocal community-based experiences is critical for both meaningful student learning and the ongoing health and vitality of community relationships. Planning for a particular "pathway to engagement" includes:

- Conceptualizing intensive community-based experiences that are of mutual benefit to students and community;
- Arranging and facilitating intensive community-based experiences that enable students and community members to develop meaningful relationships with one another;
- Nurturing community-based relationships and communicating about the goals and impact of the experiences on students and community;
- Ensuring that the community-based experience provides students with an opportunity to cultivate skills promoting cultural awareness, leadership development, and/or civic engagement.

ADDITIONAL INSTRUCTIONS and CRITERIA FOR COMPLETING A COR II COURSE PROPOSAL

Note: Instructions to assist with the completion of your proposal are denoted by a gold bar. Criteria that guide proposal review are in pink. Instructions and criteria follow the order in which they are listed on the Course Proposal Form from the General Education Implementation Task Force.

◆COR II INSTRUCTIONS I

Department prefix and course number

- a. When deciding upon a course prefix and course number for COR II classes, consideration should be given to the following:
 - An **existing course** that is being revised, and applying for a COR II experience tag, should retain its current prefix and number. COR II classes will most commonly be 200/300 level courses, keeping in mind that COR II offerings are typically sophomore/junior level experiences.
 - A **new offering** that is being proposed for a COR II experience tag should carry the prefix of the department in which the offering resides, or is most typically utilized by students to meet requirements in the major or minor. In general, COR II offerings will not be cross-listed. For example, an offering that will carry a COR II experience tag, but may also be used by English majors or minors to satisfy a requirement should carry an ENG prefix. A COR II offering that fulfills **only** a general education experience tag(s) should use a COR prefix. In this case, the COR Program will determine the course number for a COR II offering. In other words, offerings earning a COR II experience tag will have a departmental/program prefix, or a COR prefix, but not both. In the event that there is a compelling reason to cross-list a COR II offering the COR course number and the department/program course number need to match. For example, COR 319/COMM 319.

◆COR II CRITERIA I

Course title

- a. The title of the offering is written in student-friendly language, and provides students with a clear sense of the theme/issue that the course or credit-bearing integrative component will be exploring.

◆COR II INSTRUCTIONS II

Crosslisted Course

- a. Please note that, typically, classes in the COR Program will either have the COR prefix, or a departmental prefix, but not both. In the rare case that there is a justifiable reason for a crosslist with both COR and departmental prefixes, please visit with the Director of COR in advance of completing the proposal. Courses with a COR tag may have departmental crosslists outside of COR. In the case of a crosslist, include the course prefix and number of any new or existing course with which the proposed course will be crosslisted.

◆COR II INSTRUCTIONS III

Requested experience tag(s); tags previously awarded for this course

- a. Remember that a COR II offering will usually meet the intended learning outcomes for one other General Education area – Perspectives, Ways of Knowing, and/or an Enriched Cornerstone. We anticipate that most COR II offerings will have *at least one* other experience tag in addition to COR II.
- b. The experience tag for a COR II offering is the number two (2), as opposed to a letter like “C.”
- c. If requesting a new tag for a previously approved course, list the tag(s) of the previously approved course.

◆COR II INSTRUCTIONS IV

Human Issues equivalent (if applicable)

- a. In the transition period, it will be helpful to have appropriate offerings labeled both as “Human Issues” courses (for students under the old General Education program) and as COR II tagged courses (for students under the new General Education program). If applicable, indicate the “Human Issues” equivalent that has already been approved by HI/UCC for this course. Alternatively, if the proposed course does not currently carry a “Human Issues” designation, indicate if you believe that it should. This information will be passed on to HI/UCC.

◆COR II INSTRUCTIONS V

Course enrollment limit

- a. The typical class enrollment limit for a COR II offering will be dependent upon the nature of the integrative curricular component. A single COR II offering will typically serve 12-20 students. If you have a legitimate need for a different enrollment limit, please provide a rationale.
- b. If limits need to be increased due to enrollment needs, it will only be done in consultation with the faculty/staff member facilitating the offering.

◆COR II INSTRUCTIONS VI

Prerequisites

- a. Successful completion of a COR I seminar, or its equivalent, and at least sophomore standing are prerequisites for all COR II experiences. Typically, COR II courses do not have other prerequisites and are not restricted to a particular major. Under some circumstances COR II seminars may have prerequisites with an appropriate rationale. If you are proposing a prerequisite, please provide a rationale on the form.

◆COR II INSTRUCTIONS VII

Based on stated criteria, categorize this course (check one)

- a. It is anticipated that COR II proposals will be modifications of existing Human Issues experiences (minimal to substantial revisions), current departmental courses that are adapted to incorporate COR II intended learning outcomes (likely substantial revisions), or brand new courses/curricular offerings.
- b. Please remember to attach a course outline (for new courses), or syllabus (for existing courses), or the old syllabus with clearly marked/explained revisions (for revised courses).

◆COR II INSTRUCTIONS VIII

Student number of credits

- a. A COR II offering can be variable credit – not to exceed four. Please provide a pedagogically sound rationale justifying the credit number for students. A COR II experience tag can be earned in one semester, or over multiple semesters, much like credit in the current Human Issues Program.

◆COR II CRITERIA II

Course description

- a. The approximately 100 word description communicates the theme/issue focus of the offering in student-accessible language, and communicates to students how they will have the opportunity

to explore the three organizing COR questions: (1) Who am I and who can I become? (2) What are the needs and opportunities of the world? and (3) What is my role in building a more just and compassionate world? The pathway to engagement is clearly communicated to students, along with important student notes – i.e. extra cost for travel, particular dates/times beyond the prescheduled class time for community engagement experiences, approximate time commitment of the engagement, etc.

◆COR II CRITERIA III

General Education Intended Learning Outcomes/Course Objectives/Assessment

- a. The offering's objectives and assessments ask students to integrate study, reflection and action.
- b. The offering's objectives and assessments clearly integrate the intensive community-based learning component with the issues/themes of the seminar.
- c. The offering's objectives and assessments include the opportunity for students to cultivate cultural awareness, leadership, and/or civic engagement through skill-development in real-world contexts.
- d. Student assignments are described, and not only listed, in the Assessment Processes column.
- e. The proposal identifies and explains the course assignment(s) that will serve as the personal mission statement assignment.
- f. Scholarly products and assessments include explicit opportunities for students to analyze the ethical dimensions of, and their personal connection to, community and social issues and themes.

◆COR II CRITERIA IV

Theoretical Approach/Intellectual Tradition/Discursive Framework

- a. The proposal clearly explains the meaningful, real-life social issues in the community that students will explore.
- b. The proposal describes how students will explore the social issue(s) from multiple, interdisciplinary perspectives.
- c. The proposal describes how students are encouraged to develop a commitment to social responsibility as part of an education in the Dominican tradition.
- d. The proposal includes a bibliography of scholarly resources that will inform the development of the offering indicating with an asterisk (*) which resources students will employ as part of the course. The resources reflect current scholarship in the theme/issue area.

◆COR II CRITERIA V

Instructional approaches

- a. The proposal clearly identifies and describes an experiential pathway that links a significant, meaningful community-based experience with an integrative, credit-bearing curricular component.
- b. The proposal describes the intensive community-based experiential learning component in which students will participate, and how this component is a central to the theme/issue and learning outcomes. Furthermore, student opportunities to interact and develop relationships with the community are clearly described.
- c. The proposal describes student opportunities to integrate experience, inquiry, and reflection to develop skills for leadership, civic action, and/or intercultural competence.

- d. The proposal describes opportunities for students to clarify how their personal values, beliefs, spiritualities, and worldviews relate to the larger world;
- e. The proposal describes how students will demonstrate an ability to integrate knowledge and skills from multiple sources and perspectives to more deeply understand themes/issues.

◆COR II INSTRUCTIONS IX

What specific support will you need to design and implement this course?

Please describe the support needed to implement the distinctive features of a COR II offering such as:

- a. Faculty development areas (e.g., resources on interdisciplinary inquiry, approaches to reflection on community engagement experiences);
- b. Experiential, community engagement opportunities (e.g., identifying partners, funding opportunities);
- c. Classroom features/arrangement;
- d. Other.

◆COR II INSTRUCTIONS X

Which academic units will benefit from access to assessment data from this course?

Please list the COR Program as a unit that will benefit from access to assessment data.

CRITERIA FOR APPROVING COURSE PROPOSALS FOR THE COR-III TAG

SUBMIT PROPOSAL TO THE COR SUBCOMMITTEE

Faculty Roles and Responsibilities for Teaching COR 3 Seminars

If you are proposing to teach a COR 3 seminar, you are committing to a set of roles and responsibilities, in addition to helping students explore the COR 3 essential questions and meet the learning outcomes of:

- **Who am I and who could I become? Intended Learning Outcome:** Articulate a personal philosophy or mission statement that reflects individual gifts, values, and commitments in light of the needs of their intended area of professional life or society
- **What are the needs and opportunities of the world? Intended Learning Outcome:** Demonstrate the skills necessary for engaged, responsible public participation
- **What is my role in building a just and compassionate world? Intended Learning Outcome:** Develop integrative, creative theories and solutions to contemporary human issues and problems

I. Collaborating with the COR 3 Program

Your participation as an active member of the COR 3 Program is important to providing a shared and cohesive learning experience for our students. Collaborating as a COR 3 Program member includes:

- Participating in planning meetings in advance of the implementation of COR 3 offerings to coordinate between your department/major and the COR Program;

- Participating in at least one program meeting each semester in which you are teaching a COR 3 offering;
- Providing data (e.g. student work samples) that contribute to the COR 3 assessment of student learning plan;
- Explicitly discussing with your COR 3 students how COR 3 links to COR 1 and 2;
- Implementing a course assignment that asks students to prepare a personal philosophy or mission statement that builds on similar assignments from COR 1 and COR 2.

II. Utilizing Integrative Pedagogy

Facilitating students' achievement of COR 3 intended learning outcomes requires attention and shared commitment to pedagogy, as well as the academic substance of a seminar. Utilizing integrative pedagogy within COR 3 includes:

- Providing students the opportunity to investigate a theme/problem/issue that integrates the three COR questions.
- Integrating community engagement relevant to students' chosen major, discipline, and/or profession typically in the form of application of research, educational outreach and/or advocacy activities that contribute to the building of a more just and compassionate world.
- Utilizing instructional approaches that define and emphasize skills necessary for necessary for engaged, responsible public participation.
 - Providing opportunities for students to examine the ethical and moral dimensions of seminar topics and themes in order to develop integrative, creative theories and solutions to contemporary human issues and problems.

III. Connecting to Communities Outside of the Classroom

In COR 3, civic engagement is defined as interacting with communities (including professional communities) or groups that are relevant to students' chosen major, or profession. It is imagined that this experiential component may take the form of participating in the application of research, educational outreach, or advocacy that contributes to the building of a more just and compassionate world. Developing, integrating, and assessing the impact of these kinds of opportunities is critical for both meaningful student learning and the ongoing health and vitality of community relationships. Connecting to relevant communities includes:

- Conceptualizing, arranging, and facilitating opportunities that allow for engagement with audiences outside of Edgewood that are relevant to one's major/professional life and of mutual benefit to students and community;
- Nurturing relationships and communicating about the goals and impact of the experiences on students and community;
- Ensuring that the engagement experience provides students with an opportunity to develop the skills necessary for engaged, responsible public participation.

ADDITIONAL INSTRUCTIONS and CRITERIA FOR COMPLETING COR 3 COURSE PROPOSAL FORM

Note: Instructions to assist with the completion of your proposal are denoted by a gold bar. Criteria that guide proposal review are in pink. Instructions and criteria follow the order in which they are listed on the Course Proposal Form from the General Education Implementation Task Force.

◆COR 3 INSTRUCTIONS I

Department prefix and course number

- a. When deciding upon a course prefix and course number for COR 3 classes, consideration should be given to the following:
 - An **existing course** that is being revised and applying for a COR 3 experience tag should retain its current prefix and number. COR 3 classes will most typically be 400 level courses. There may be more limited situations in which a 300 level course could be a COR 3, keeping in mind that they are culminating experiences that occur toward the end of a student's time at Edgewood.
 - A **new course** that is being proposed for a COR 3 experience tag should carry the prefix of the department in which the course resides. A COR 3 course that fulfills only a general education experience or that brings students together from a variety of different majors/disciplines may consider using a COR prefix. In this case, the COR Program will determine the course number for a COR 3 class. Decisions about how to list COR 3 courses will be negotiated between the departments and the COR Program.

◆COR 3 CRITERIA I

Course title

- a. The title of the seminar is written in student-friendly language, and provides students with a clear sense of the COR 3 focus of the seminar.

◆COR III INSTRUCTIONS II

Crosslisted Course

- a. Please note that, typically, classes in the COR Program will either have the COR prefix, or a departmental prefix, but not both. In the rare case that there is a justifiable reason for a crosslist with both COR and departmental prefixes, please visit with the Director of COR in advance of completing the proposal. Courses with a COR tag may have departmental crosslists outside of COR. In the case of a crosslist, include the course prefix and number of any new or existing course with which the proposed course will be crosslisted.

◆COR 3 INSTRUCTIONS III

Requested experience tag(s); tags previously awarded for this course

- a. A COR 3 seminar may meet the intended learning outcomes for up to two other General Education areas – Perspectives, Ways of Knowing, or Enriched Cornerstones. We anticipate that most COR 3 seminars will also satisfy a requirement or elective in the major and/or another set of General Education learning outcomes.
- b. The experience tag for a COR 3 seminar is the number three (3), as opposed to a letter like "C."
- c. If requesting a new tag for a previously approved course, list the tag(s) of the previously approved course.

◆COR 3 INSTRUCTIONS IV

Human Issues equivalent (if applicable)

- a. In the transition period, it will be helpful to have appropriate offerings labeled both as “Human Issues” courses (for students under the old General Education program) and as COR 3 tagged courses (for students under the new General Education program). If applicable, indicate the “Human Issues” equivalent that has already been approved by HI/UCC for this course. Alternatively, if the proposed course does not currently carry a “Human Issues” designation, indicate if you believe that it should. This information will be passed on to UCC.

◆COR 3 INSTRUCTIONS V

Course enrollment limit

- a. In general, the typical class enrollment limit for a COR 3 seminar is no fewer than 8 and no more than 20 students. If you have a legitimate need for a different course enrollment limit, please provide a rationale.
- b. If course limits need to be increased due to enrollment needs, it will only be done in consultation with the faculty member teaching the course.

◆COR 3 INSTRUCTIONS VI

Prerequisites

- a. Successful completion of a COR 2 experience, or its equivalent, and at least junior standing are prerequisites for all COR 3 experiences. COR 3 courses are typically taken during the senior year. COR 3 courses may also have prerequisites from the major.

◆COR 3 INSTRUCTIONS VII

Based on stated criteria, categorize this course (check one)

- a. It is anticipated that COR 3 proposals will be modifications of existing courses (minimal to substantial revisions), current departmental courses that are adapted to incorporate COR 3 intended learning outcomes (likely substantial revisions), or brand new courses/curricular offerings.
- b. Please remember to attach a course outline (for new courses), a COR 3 updated syllabus, or the old syllabus with clearly marked/explained revisions (for revised and existing courses).
- c. Attach the syllabus of an existing course along with the new syllabus or course outline. Make the revisions obvious for the subcommittee by highlighting the differences between the two versions of the course on the syllabus/outline itself or providing a brief explanation. For a brand new course attach the syllabus or course outline.

◆COR 3 INSTRUCTIONS VIII

Student number of credits

- a. A COR 3 offering can be variable credit – not to exceed four. Please provide a pedagogically sound rationale justifying the credit number for students. A COR 3 experience tag can be earned in one semester, or over multiple semesters, much like credit in the current Human Issues

Program. If the experience occurs over multiple semesters, the tag is associated with the final semester.

◆COR 3 CRITERIA II

Course description

- a. The approximately 100 word description communicates to students how they will be able to investigate a theme/issue in the context of the three organizing COR questions: (1) Who am I and who can I become? (2) What are the needs and opportunities of the world? and (3) What is my role in building a more just and compassionate world? The integrative nature of the seminar is clearly communicated to students through the course description.

◆COR 3 CRITERIA III

General Education Intended Learning Outcomes/Course objectives/Assessment

- a. The offering's objectives and assessments ask students to integrate study, reflection, and action.
- b. The offering's objectives and assessments clearly integrate student engagement with audiences authentic to their chosen major, discipline, or profession, with the theme/issue of student focus in the course.
- c. As a culminating experience, the offering's objectives and assessments emphasize students' role in demonstrating *expertise* drawn from learning in both their major and general education.
- d. Course level learning outcomes specifically map onto COR Program level intended learning outcomes, and are written in terms of what students will know or do.
- e. Student assignments are described, rather than listed, and clearly relate to learning outcomes.
- f. The proposal identifies and explains the course assignment(s) that will serve as the personal mission statement assignment in which students reflect on the three COR questions in light of their intended major, discipline, and/or area of professional life. It also explains how the assignment(s) ask(s) students to reflect upon their learning over time – as it has developed and changed from COR 1 through COR 3.
- g. Scholarly products and assessments include explicit opportunities for students to analyze the ethical/moral dimensions embedded in the seminar theme/topic, and their professional connection to such dimensions.

◆COR 3 CRITERIA IV

Theoretical Approach/Intellectual Tradition/Discursive Framework

- a. The proposal describes the integrative, or multi- or interdisciplinary, design of the seminar.
- b. The proposal describes how the seminar maintains a focus on issues/problems/themes relevant to building a just and compassionate world in ways applicable to students' intended major, discipline, or area of professional life.
- c. The proposal describes how the seminar encourages students to apply their developing major, discipline-based, and/or professional expertise as part of an education in the Dominican tradition (e.g., What is unique about the fact that students studied "X" at Edgewood College?).
- d. The proposal includes a bibliography of scholarly resources that will inform the course development indicating with an asterisk (*) which resources the proposer envisions students engaging with as part of the course. The resources reflect current scholarship in the theme/issue area.

◆COR 3 CRITERIA V

Instructional approaches

- a. The proposal names and explains the skills addressed for engaged, responsible public participation, and describes how students will have the opportunity to demonstrate those skills.
- b. The proposal describes how students will engage with audiences relevant to their chosen major, discipline, or profession, and how that community engagement is linked to the course theme/issue.
- c. The proposal describes how this COR 3 seminar will provide an opportunity for students to integrate an examination of their values, beliefs, spiritualities, and worldviews as they relate to their chosen major, discipline, and/or profession.
- d. The proposal describes how students will be asked to develop integrative, creative theories and solutions to contemporary human issues and problems that relate to their chosen major, discipline, and/or profession.

◆COR 3 INSTRUCTIONS IX

What specific support will you need to design and implement this course?

Please describe the support needed to implement the distinctive features of a COR 3 seminar such as:

- a. Faculty development areas (e.g., resources on the Dominican tradition, problem-based teaching and learning)
- b. Community engagement opportunities (e.g., locating appropriate options, funding experiences)
- c. Classroom features/arrangement
- d. Other

◆COR 3 INSTRUCTIONS X

Which academic units will benefit from access to assessment data from this course?

- a. Please list the COR Program as a unit that will benefit from access to assessment data.