

# Foundational Studies Proposal

## Executive Summary

### **I. Introduction**

In June of 2007, the Provost and the Faculty Senate charged the General Education Task Force with restructuring the current General Education Program (GE 2000), in response to long standing concerns relating to quality, quality control, efficiency, and implementation. The Task Force developed the Foundational Studies proposal throughout the Fall semester (2007) and the early part of the Spring semester (2008). Beginning in March and continuing throughout the Summer and into Fall 2008, the Task Force sought feedback from the campus. The Task Force explicitly asked for feedback on the Composition, Quantitative Literacy, and Literature and Fine Arts categories of the proposed program. Based upon the feedback received from open forums and the proposal feedback site, the Task Force modified the initial Foundational Studies proposal. During the remainder of the Fall semester, the Task Force, with the assistance of the General Education Council, developed learning objectives, skill and applied-learning requirements, assessment instruments, and guidelines for implementation. Below is the Task Force's final report, as well as its curriculum proposal for the Foundational Studies Program. The General Education Council will hereafter be referred to as the Foundational Studies Council, or simply, The Council.

### **II. How the Foundational Studies Proposal Responds to the Provost and Faculty Senate's Charges:**

#### A. Prepare students for the complexity of the twenty-first century

The proposed Foundation Studies Program:

1. Places a greater emphasis on "ways of knowing" so that students are better able to access and keep up with changing content
2. Ensures integrative learning (e.g. Integrative Upper-Division Electives)
3. Guarantees opportunities for applied learning (e.g. "Ethics and Social Responsibility," Study Abroad, and Integrative Upper-Division electives)
4. Encourages students to study abroad (students may meet up to 6 hours of their Integrative, Upper-Division elective requirement by studying abroad)
5. Recognizes the importance of multidisciplinary (e.g. students may earn up to 6 hours for completing a second major, a minor, or a concentration)

6. Requires that all students participate in a community engagement, service learning, or experiential learning activity (“Ethics and Social Responsibility”)

7. Includes the components that the American Association of Colleges and Universities recommends for a high quality program

B. Ensure that students have a common experience

The proposed Foundational Studies Program:

1. Mandates that the Council restricts the number of courses offered in a single Foundational Studies category (with the exception of the “Ethics and Social Responsibility” category and the Integrative, Upper Division Electives)

2. Maintains GE 2000’s “ways of knowing” requirements (although the titles and the organization of the requirements are somewhat different)

3. Requires course assessment to ensure that students will meet the same learning objectives across sections and across courses

C. Reduce course proliferation and redundancy

The proposed Foundational Studies Program:

1. Eliminates the following GE 2000 categories

- a. Scientific and Mathematical Studies Elective (17 courses)
- b. Social Behavioral Studies Elective (41 courses)
- c. Literature, Artistic, and Philosophical Studies Elective (35 courses)

2. Eliminates the following requirements:

- a. Information Literacy (10 courses)
- b. General Education Capstone (12 courses)

3. Combines U.S. Diversity and International Cultures into a single category: “Global Perspectives and Cultural Diversity”

4. Mandates the Council to develop decision-making parameters to limit number of courses within each Foundational Studies category, with exception of the “Ethics and Social Responsibility” category and the Integrative, Upper-Division Electives

- a. The decision-making parameters will not limit the number of courses that a department or program may have in the program (i.e. other

decision-making parameters will be used to limit the number of courses in each category).

5. Restricts the Council's review of new Foundational Studies course proposals—after the initial review in Fall 2009—to three year cycles

#### D. Assessment and the continued improvement of the program

The proposed Foundational Studies Program:

1. Mandates the assessment of all Foundational Studies courses—the Council will provide an assessment instrument to faculty teaching Foundational Studies courses
2. Mandates chairpersons/directors to “sign-off” on Foundational Studies courses offered by their department/program each academic year—the Council will provide the requisite template to chairpersons/directors
3. Mandates faculty/departments/programs to create and submit completed course evaluation and assessment instruments for each of their Foundational Studies courses
4. Will utilize the NSSE and the UNI-LOA to assess whether the Foundational Studies Program is meeting its intended outcomes
5. Will utilize instruments developed by the American Association of Colleges and Universities to assess whether the program is meeting its intended outcomes
6. Will utilize the standardized test given in conjunction with the Voluntary System of Accountability to assess whether the program is meeting its intended outcomes
7. Mandates open forums with faculty, staff, and students annually to determine whether the program is meeting its intended outcomes
- 8 Will assess students' final work product in Integrative, Upper-Division Elective courses
9. Mandates evidence of high quality instruction, as well as the consistent meeting of learning objectives, for a course to maintain its designation as a Foundational Studies course

#### E. Transfer-Effectiveness

The proposed Foundational Studies Program:

1. Creates an oversight committee to oversee Foundational Studies transfer credit ensuring both transfer-efficiency and the fair treatment of non-transfer students
2. Restricts a course from receiving Foundational Studies credit, unless it was designated as a General Education course (or is the equivalent of a General Education/Foundational Studies course at ISU) at the university where it was taken

### **III. The Task Force's Response to Campus Feedback on the Foundational Studies Proposal:**

In response to the campus feedback, the Task Force:

- A. Separated the proposed "Literature and Fine Arts" category into two categories: "Literature and Ideas" and "Fine and Performing Arts"
- B. Removed the 2.0 credit restriction from the "Health and Wellness" category, as well as all other "grandfathering in" of structure and credits
- C. Renamed and re-conceptualized the proposed "Citizenship and Social Responsibility" category—now named "Ethics and Social Responsibility"
- D. Clarified that "Historical Studies" is the correct name for the historical "way of knowing" category.
- E. Retained GE 2000's first year and junior level composition sequence
- F. Better defined the "Ethics and Social Responsibility" category, as well as the Integrative, Upper-Division Electives
- G. Distinguished the historical "way of knowing" category from the social and behavioral "way of knowing" category
- H. Chose not to include the term "Philosophical" in the title of the "Literature and Ideas" category
- I. Did not create a separate "Critical Thinking" category, with the expectation that critical thinking skills will be developed in each of the Foundational Studies categories (SEE SKILL AND APPLIED LEARNING REQUIREMENTS)

J. Encourages departments/programs to require their students to take Math, Information Technology Literacy, and Fine or Performing Arts beyond the Foundational Studies requirement or to earn a second major or a minor in fields that they think are essential

K. Encourages departments/programs to require their students to continue taking a Non-Native language, especially if it better prepares them, as well as makes them more marketable, in their profession (e.g. Education students, Criminology majors, etc.)

#### **IV. Answers to Questions about the Proposed Foundational Studies Program**

A. Why change the name of the program from General Education to Foundational Studies?

1. Our current General Education program is viewed as “in addition to,” rather than “essential to” students’ major field of study. The new name is premised on the principle that the Foundational Studies program and academic units should and do work collaboratively to ensure the success of our students.

B. Why the addition of two new categories: “Ethics and Social Responsibility” and Integrative, Upper-Division Electives?

##### *Ethics and Social Responsibility*

1. High quality programs include an ethics component.
2. The study of ethics and social responsibility is not only critical at this historical moment, it is critical across time and cultures.
3. Ethics and social responsibility cut across all disciplinary areas
4. Social Responsibility is an explicit component of the University’s mission.
5. Social Responsibility is an explicit component of the University’s special emphasis for the NCA.
6. This category will ensure that all students who graduate from Indiana State University will have had an experiential learning or community engagement experience
7. Departments and programs across the University will be able to propose courses for this category.

8. Unlike other Foundational Studies categories, the number of courses in this category will not be restricted; instead, growth in this category will be controlled through coordinated scheduling and course rotation.

8. These course, regardless of the level at which they are offered, will be writing intensive

a. The Council will operationalize “writing intensive”

### *Integrative, Upper-Division Electives*

1. This category salvages the best aspects of the General Education Capstone experience, while avoiding its implementation difficulties.

2. These courses will allow students and faculty to be creative, integrate material, and apply knowledge and skills to new contexts—skills that according to American Association of Colleges and Universities are necessary to navigate the complexity of the twenty-first century.

3. The inclusion of these electives will ensure greater rigor in the Foundational Studies program by requiring more critical reading, more intensive writing, and more advanced analysis.

4. This additional category is in response to the critique that General Education courses are boring, replicate the high school experience, and are too easy.

5. Departments and programs across the University will be able to propose courses for this category.

6. Unlike other Foundational Studies categories, the number of courses in this category will not be restricted; instead, growth in this category will be controlled through coordinated scheduling and course rotation.

### C. Why “requirements’ instead of “credits” or “hours”?

1. Approximately 70% of our students will need remedial or developmental courses in Mathematics and Composition. Thus, determining an exact total number of credits for the Program is impossible.

2. This approach emphasizes learning objectives, outcomes, and competencies over course requirements and the strict management of total number of credits.

3. This approach is more likely to ensure transfer-effectiveness.

4. This approach guarantees that we do not “grandfather in” the structure of GE 2000.

5. This approach allows for the creation of new and innovative approaches for meeting the Foundational Studies requirements (e.g., self-paced tutorials or online courses).

D. Why not reduce the overall number of credits more significantly?

1. While our students need more skills-based courses (e.g. Composition or Math courses) to bring them up to the standards of the twenty-first century, the Task Force did not want to deprive them of the other equally important learning experiences solely for the purpose of reducing hours.

2. The push to reduce the overall number of credits tends to come from majors and programs that require a significant number of credits. The Task Force recommends that instead of short changing students in the area of liberal learning that the number of credits be reduced in these majors and programs.

3. The Task Force has introduced several new policies, as well as kept several policies from GE 2000, that will offer students enrolled in high credit majors and programs some relief:

a. Students may use one Foundational Studies class in their major/program to meet a Foundational Studies requirement.

b. Students may meet up to 6 hours of the Integrative, Upper-Division Elective requirement by either completing a second major, minor, or concentration or by studying abroad.

c. Courses in second majors, minors, and cognates will continue to meet Foundational Studies requirements.

d. Students with a 650 Verbal SAT (or its ACT equivalent) who complete the University Honors curriculum are exempted from the first year composition requirement.

e. Students with a 650 MATH SAT (or its ACT equivalent) who complete the University Honors curriculum are exempted from the Quantitative Literacy or Mathematics requirement.

f. Students who complete the University Honor's Program have met the following Foundational Studies requirements:

Social and Behavioral Science  
Literature and Ideas  
Fine and Performing Arts  
Ethics and Social Responsibility  
Upper Division, Integrative Electives

g. Students who complete in high school two years of the same non-native language or two years of multiple non-native languages with a C grade or better in 4 classes have met the Non-Native Language requirement.

h. Students who study abroad may petition to have those credits meet specific Foundational Studies requirements—in addition to six of those credits meeting the Integrative-Upper Division Elective.

E. Why eliminate GE 2000's Information Technology Literacy requirement?

1. The Task Force understands that information literacy is an essential skill. However, it maintains that although interrelated information literacy is different from technological literacy.
2. GE 2000's ITL courses tend to focus on technological literacy at the expense of information literacy.
3. Fewer and fewer of our students require basic technology courses—as was fully anticipated when the ITL requirement was included into the GE 2000 program.
4. Opportunities to develop and improve information literacy skills will be infused throughout the Foundational Studies program (SEE SKILL AND APPLIED LEARNING REQUIREMENTS).
5. Academic units should require students to take the technology and information literacy courses that they need to adequately prepare for their profession.
6. The Library or the Student Academic Services Center should offer a series of online tutorials for students who are identified as having inadequate technological skills.

F. Will students be able to use more than 6 credits of study abroad towards meeting requirements in the Foundational Studies Program?

1. Yes, in addition to the six credits counting toward the Integrative Upper-Division Elective requirement, students may petition to have those credits, as well as any additional credits, meet specific Foundational Studies requirements.

G. Does earning a degree in Secondary Education constitute earning a second major, minor, or concentration for the Integrative, Upper-Division, Elective requirement?

1. Yes.

## **V. Policies: [Voted 1-23-2009]**

A. Elimination of Oversight Committees (SEE Locus of Control Document)

1. The Quantitative Literacy Oversight Committee, Information Technology Literacy Oversight Committee, Historical Studies Oversight Committee, and the Literature, Artistic, and Philosophical Studies Oversight Committee will be eliminated.

2. The Council will be responsible for the oversight of all Foundational Studies categories and courses.

Guell motion; Bierly second. Approved 12-0-0.

B. Change in the Composition of the Council

1. Membership on the Council will be based upon the Foundational Studies Categories, except Ethics and Social Responsibility and Upper-Division electives due to their complex composition. Each individual College will designate a representative, except when a category has course contributions from more than one College. In that case, designated representatives shall be identified by the Faculty Senate Executive Committee.

2. It is the responsibility of the members of the Council to develop a mission statement that shall guide decision making on the Council.

Guell motion; Bierly second. Approved 13-0-0.

### C. Policy on Second Majors, Minors, and Cognates

1. Courses in second majors, minors, and cognates will continue to meet Foundational Studies requirements.

Guell motion; Bierly second. Approved 13-0-0.

### D. New Policy: Using a Foundational Studies Course in the Major to Meet a Foundational Studies Requirement

1. Under the current policy (GE 2000), students generally may not meet a General Education requirement by taking a course in their major (e.g. Political Science students cannot receive credit for PSCI 201 American Government both in the major and in the Social and Behavioral: Elective category of GE 2000). Students may use (1) approved Foundational Studies course required in their major to meet a Foundational Studies requirement.
2. Cognates in the major will continue to meet Foundational Studies requirements (SEE ABOVE: V. C.)
3. Completion of any two (2) laboratory science courses will meet the Foundational Studies Science requirement.

Guell motion; Bierly second. Approved 13-1-0.

### E. New Policy: Required Components of Foundational Studies Syllabi

1. Syllabi for Foundational Studies course must include the following (or reference the General Education website link for information regarding special policies):
  - a. Statement explaining the Foundational Studies requirement the course is meeting
  - b. Statement identifying specific Foundational Studies learning objectives for the course
  - c. Statement explicating how the assigned work assists students in meeting the Foundational Studies goals as well as the goals of the specific Foundational Studies category under which the course falls
  - d. Statement encouraging students to review the University's Academic Dishonesty Policy found in the Student Code of Conduct

e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways

f. Statement explaining course attendance policy

g. Statement describing the central tenets of academic freedom and how these relate to the course

h. One of the four designated statements on laptop computers

i. The University statement on students with disabilities

Guell motion; Bierly second. Approved 14-0-0.

#### G. New Policy: University Honors and Foundational Studies

1. Students who complete the University Honor's curriculum will have met the following Foundational Studies requirements:

Social and Behavioral Science  
Literature and Ideas  
Fine and Performing Arts  
Ethics and Social Responsibility  
Upper Division, Integrative Electives

2. Students who start, but do not complete the University Honor's curriculum, may petition to have specific General Honors' classes meet Foundational Studies requirements.

Guell motion; Bierly second. Approved 14-0-0.

#### H. New Policy: Exemption from Freshmen Composition Requirement

1. Students with a 650 Verbal SAT score or above (or the ACT equivalent) and who complete the University Honors curriculum are exempted from Foundational Studies Freshmen Composition.

Guell motion; Bierly second. Approved 14-0-0.

## I. New Policy: Exemption from Quantitative Literacy or Math Requirement

1. Students with a 650 Math SAT score or above (or the ACT equivalent) and who complete the University Honors curriculum are exempted from the Quantitative Literacy or the Mathematics requirement.

Guell motion; Bierly second. Approved 12-1-0.

## J. Non-Traditional Students and the Non-Native Language Requirement

1. Students who graduated from high school 15 years or more prior to enrolling at ISU may substitute a second Global Perspectives and Cultural Diversity course to meet the Non-Native Language requirement.
2. Students with a certified learning disability that prevents them from learning a language may substitute a second Global Perspective and Cultural Diversity course to meet the Non-Native Language requirement.
3. Students who take two years in high school years of a single non-native language *or of multiple non-native languages* with a C grade or better in 4 classes will have met the Non-Native Language requirement.
4. Students who take in high school two years of American Sign Language (ASL) with a C grade or better in 4 classes will have met the Non-Native Language requirement.

Guell motion; Bierly second. Approved 13-0-0.

## K. New Policy: Non-Traditional Students and the Health and Wellness Lab Requirement

1. Students who graduated from high school 15 years or more prior to enrolling at ISU may petition to substitute a second “Health and Wellness” course to meet the requirement of the “Health and Wellness: lab.”
2. Students who complete basic training in any of the Armed Forces are exempt from the “Health and Wellness” requirement.

Guell motion; Bierly second. Approved 14-0-0.

L. New Policy: Transfer Courses and Foundational Studies Credit

1. A course from another university may not receive Foundational Studies credit, unless it was designated as a General Education course (or is the equivalent of a General Education/Foundational Studies course at ISU) at the university where it was taken. Once enrolled as a full-time student at ISU, students are bound by the Foundational Studies requirements.

Guell motion; Bierly second. Approved 14-0-0.

M. New Policy: Oversight of Transfer Credit

1. An oversight committee shall be created to oversee Foundational Studies transfer credit ensuring both transfer-efficiency and the fair treatment of non-transfer students.
2. The committee will be comprised of the Foundational Studies Coordinator, representatives from the Council, and Associate Deans responsible for student academic affairs in each of the Colleges (or their designees).

Guell motion; Bierly second. Approved 14-0-0.

N. Policy Change: Using Course Sequencing to Meet Requirements

1. Course sequencing may no longer be used as a means to meet a Foundational Studies requirement.

Olsen motion; Ozmun second. Approved 13-0-0.

O. Policy Change: Maximum Enrollment in Foundational Studies courses

1. The Task Force is intentionally silent on the maximum enrollment in Foundational Studies courses. Faculty and chairpersons are better suited to determine maximum enrollment in these courses. Whether the class size is appropriate will be demonstrated—in part—by required course evaluation and assessment.

Guell motion; Bierly second. Approved 13-0-0.

P. New Policy: Submission of Foundational Studies Syllabi

1. Faculty are required to submit to their Department Chairpersons and to the Office of Foundational Studies an electronic copy of their Foundational Studies syllabi at the beginning of each semester in which they teach a Foundational Studies course.

Guell motion; Bierly second. Approved 13-0-0.

**V: Role of the Coordinator and the Council in the Implementation of the Foundational Studies Program**

During the Spring semester (2009), the Council will:

- A. Develop a detailed set of decision-making parameters that will be disseminated in May 2009
- B. Develop course proposal templates for each Foundational Studies category which include category learning objectives and skill and applied learning requirements
- C. Develop course evaluation and assessment templates for each Foundational Studies category
- D. Develop the timeline for initial review of courses
- E. Develop the timeline for ongoing review of courses, categories, and the Foundational Studies program en total
- F. Develop a method for modifying the Foundational Studies Program so that an overhaul of the program is not necessary in 2020
- G. Work with the Coordinator and the Associate Deans to develop decision-making parameters for accepting transfer credit

During the Summer terms (2009, 2010, and 2011), the Coordinator will:

- A. Hold developmental sessions for faculty working on Foundational Studies course proposals—in conjunction with CIRT
- B. Provide stipends to faculty who successfully complete a Foundational Studies course proposal—in conjunction with the Office of Academic Affairs

During the Fall semester (2009), the Council will

- A. Review Foundational Studies proposals
- B. Work with academic advisers, Associate Deans, and representatives from Enrollment Management, Admissions, and First Year Programs to roll out the program to the 2010 cohort of new students

**VI: Recommendations for Future Action**

- A. Determine how to use the SAT's scored writing assessment to place students into first year composition courses
- B. Investigate the value-added of introducing Writing across the Curriculum
- C. Strategically invest resources to create state of the art academic centers and/or support services (Writing, Critical Reading, Information Literacy, Technological Literacy, Math, Communication, etc.)
- D. Strategically invest resources to hire faculty-experts to teach writing and math to students with under-developed skills
- E. Charge an ad hoc committee to provide recommendations on revising the requirements for earning a Bachelor of Arts and a Bachelor of Science
- F. Charge an ad hoc committee to provide recommendations relating to block Foundational Studies transfer credit for students who have completed an Associates degree at another university or who have completed their General Education (or its equivalent) at another university

**Goals of the Foundational Studies Program**  
**(Voted on 12-5-2008)**

The Foundations program is designed so that ISU graduates can analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively and effectively.

Moved: Worley; Seconded: Bierly. Approved 16-0-0.

**Learning Objectives of the Foundational Studies Program**

Students will:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
- Demonstrate an appreciation of human expression through literature and fine and performing arts;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions
- Apply principles of physical and emotional health to wellness;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

Moved: Worley; Seconded: Bierly. Approved 16-0-0.

## Foundational Studies Program

### I. Composition Requirement:

Freshman Composition (Existing ACT/SAT standards will apply to students)

Two freshman composition courses (ACT <20; SAT <510)

One freshman composition course (ACT 20 or higher; SAT 510 or higher)

Junior Composition (Existing requirement; 1 upper division course)

Guell motion; Bierly second. Approved 16-0-0.

### II. Communication Requirement

### III. Quantitative Literacy Requirement **or** Mathematics Requirement (Existing Requirements)

Quantitative Literacy course or Mathematics course

Guell motion; Bierly second. Approved 16-0-0.

### IV. Non-Native Language Requirement

### V. Health and Wellness Requirement

### VI. Science and Laboratory Requirement

### VII. Social or Behavioral Sciences Requirement

### VIII. Literature and Ideas Requirement

### IX. Fine and Performing Arts Requirement

### X. Historical Studies Requirement

### XI. Global Perspectives and Cultural Diversity Requirement

### XII. Ethics and Social Responsibility Requirement

### XIII. Integrative Upper-Division Electives Requirement:

- 3 integrative upper-division electives or,

- 1 integrative upper-division elective and a two-course equivalent study abroad experience or,
- 2 integrative upper-division electives and a one-course equivalent study abroad experience or,
- 1 integrative upper-division elective and completion of a second major, a minor, or a certificate

Guell motion; Bierly second. Approved 16-0-0. (Integrative upper-division electives)

Guell motion; Bierly second. Approved 16-0-0. (all roman numerals I-XII)

**Side by Side Comparison**

**12.1.08**

<i>Old Program</i>	<i>New Program</i>
<p><b>Critical Thinking</b> - To develop students' capacities for independent thinking, critical analysis, and reasoned inquiry.</p> <p><b>Communications Skills</b> - To enhance students' writing, speaking, reading, and listening abilities.</p> <p><b>Issues of Value and Belief</b> - To enhance students' capacities for making informed and reasonable choices.</p> <p><b>Lifelong Learning</b> - To help students develop the knowledge and intellectual skills that encourage participatory citizenship, acknowledge the value of learning, and facilitate adaptation to change.</p>	<p>The Foundations program is designed so that ISU graduates can analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively and effectively.</p>

**Composition (6.0-9.0)**

ENG 101 and 105, or 107, or 108

Junior level comp. ENG 305  
or its equivalent

**Communication (3.0)**

COMM 101

**Information Technology Literacy (3.0)**

Information Technology Literacy Course  
ITL exemption test

**Quantitative Literacy (3.0)**

MATH 102 or 115 and higher

**Foreign Language (0.0-6.0)**

Complete two years in high school in a single  
foreign language with a “C” or better  
average, or

Complete a foreign language sequence  
101/102

**Composition Requirement**

(2) freshman composition  
courses

(1) freshman composition  
course

Honors Student  
(1) honors freshman  
composition course

Junior Level Composition  
course

**Communication  
Requirement**

Communication course

*Eliminated*

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**Quantitative Literacy or  
Mathematics Requirements**

Quantitative Literacy course  
**or,**

College-Level Mathematics  
course

**Non-Native Language  
Requirement**

Complete two years in high  
school in a single *or multiple*  
foreign languages with a “C”  
grade or better in 4 courses,  
or

Complete a foreign language  
sequence

**Physical Education (2.0)**

PE 101 + PE 101 Lab

**Scientific and Mathematical Studies (7.0)**

Required Laboratory Science course

Elective

**Social and Behavioral Sciences (6.0)**

Required Foundational SBS course

Elective

**Literary Artistic and Philosophical Studies (6.0)**

Required Literature and Life course

Elective

**Historical Studies (3.0)**

Required Historical Studies course

**Multicultural Studies (6.0)**

Required U.S. Diversity course

Required International course

**Health and Wellness Requirement**

(1) course + (1) activity lab

**Science and Laboratory Requirement**

(1) Science course and (1) lab

*Eliminated*

**Social/ Behavioral Sciences Requirement**

(1) SBS course

*Eliminated*

**Literature and Ideas Requirement**

(1) Literature and Ideas course

*Eliminated*

**Historical Studies Requirement**

(1) Historical Studies course

**Global Perspectives and Cultural Diversity Requirement**

(1) Global Perspectives and Cultural Diversity courses

*Merged*

**Capstone (3.0)**

Required Capstone course

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*Eliminated*

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**Ethics and Social  
Responsibility Requirement**

(1) Citizenship and  
Social Responsibility course

**Integrative Upper-Division  
Elective Requirement**

(3) integrative, upper-  
division electives or,

(1) integrative, upper-  
division elective and a two-  
course study abroad  
experience or,

(2) integrative, upper-  
division electives and a one-  
course study abroad  
experience or,

(1) integrative, upper-  
division elective and  
completion of a second  
major, a minor, or a  
certificate

**Foundational Studies Requirements**  
**Learning Objectives**

**[Composition and Upper Division Electives voted on 1-23-2009; all others on 12-5-2008]**

I. Composition Requirement:

- Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers;
- Demonstrate mastery of the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters;
- Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience;
- Assess the usefulness and reliability of sources, including Internet sources;
- Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly;
- Exhibit critical thinking as readers and as writers; and
- Understand the relevance of good writing to real-world situations.

Guell motion; Bierly second. Approved 12-0-0.

II. Communication Requirement:

- Apply basic communication theoretical concepts to the study of human communication;
- Apply concepts of small group communication in the development and execution of a small group presentation and the small group process;
- Employ concepts of public speaking in the preparation and delivery of an informative and persuasive speech;
- Find, use, and cite evidence to support assertions or arguments both orally and in writing; and
- Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship.

Guell motion; Bierly second. Approved 16-0-0.

### III. a Quantitative Literacy Requirement:

- Solve for one or more unknowns from available information using appropriate methods;
- Represent and solve real-world problems employing appropriate mathematical models;
- Answer questions using empirical methods; and
- Critically evaluate a quantitatively-based argument.

Guell motion; Bierly second. Approved 16-0-0.

### III. b Mathematics Requirement

- Solve for multiple unknowns from available information using appropriate methods;
- Represent and solve real-world problems employing appropriate mathematical models;
- Answer questions using advanced mathematical techniques; and
- Interpret and explain the results of advanced mathematical analysis.

Guell motion; Bierly second. Approved 15-0-0.

### IV. Non-Native Language Requirement

- Demonstrate understanding and/or expression of meaning through listening, speaking, reading and writing using appropriate grammar and vocabulary;
- Critically examine issues of cultural differences, societal values and relationships, and evaluate their own culture and value systems through comparison and contrast to the target language and culture;
- Develop a basic level of mastery of another language and its' culture; and
- Use the target language in developing an understanding of the world today.

Guell motion; Bierly second. Approved 15-0-0.

### V. Health and Wellness Requirement

- Understand how society benefits from healthy citizens;
- Demonstrate safe and effective physical activity methods and nutritional strategies and describe informed decisions/choices about other issues that may affect their health;
- Articulate the effect of lifestyle on physiological and cognitive functions, and psychological well being; and
- Describe values and behaviors that lead to a healthy lifestyle.

Guell motion; Bierly second. Approved 16-0-0.

## VI. Science and Laboratory Requirement

### Course

- Articulate how data are acquired, and how hypotheses and theories are constructed;
- Use the scientific method to formulate and test hypotheses;
- Apply scientific theories to predict the nature and behavior of new systems, environments or scenarios; and
- Articulate how current issues in science and technology intersect with populations, institutions, and societies.

### Science Laboratory Experience

- Engage in laboratory experience that reinforces and augments the theoretical content of the lecture course;
- Use the scientific method to formulate and test hypotheses;
- Use the tools and techniques of the discipline to gather and analyze data; and
- Present the analysis and findings of the lab experience.

Guell motion; Bierly second. Approved 15-0-0.

## VII. Social or Behavioral Sciences Requirement

- Describe how individual choices and/or evolving social institutions affect human decision-making;
- Utilize discipline specific methodologies to predict an individual or social outcome;
- Connect discipline-specific content and methodology to contemporary social issues; and
- Explain how the specific discipline informs and contributes to other disciplines.

Guell motion; Bierly second. Approved 15-0-0.

## VIII. Literature and Ideas Requirement

- Demonstrate aesthetic responsiveness and interpretive ability.
- Connect writings to their literary, cultural, and historical contexts.
- Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.
- Reflect on themselves as products of and participants in traditions of literature and ideas.

Guell motion; Bierly second. Approved 16-0-0.

## IX. Fine and Performing Arts Requirement

- Demonstrate aesthetic responsiveness and interpretive ability;
- Connect works of art to their literary, cultural, and historical contexts;
- Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
- Reflect on themselves as products of and participants in traditions of the fine and performing arts.

Guell motion; Bierly second. Approved 15-0-0.

## X. Historical Studies Requirement

- Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time;
- Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time;
- Locate and evaluate sources of evidence within the context of time, place, and culture; and
- Use an historical perspective to understand the world today and address contemporary issues.

Guell motion; Bierly second. Approved 15-0-0.

## XI. Global Perspectives and Cultural Diversity Requirement

- Demonstrate knowledge of cultures and worldviews;
- Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
- Use multiple lenses, such as race and ethnicity, gender, social class, regional culture, and religion, to evaluate one's culture in comparison to those studied; and
- Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

Guell motion; Bierly second. Approved 15-0-0.

## XII. Ethics and Social Responsibility Requirement

- Understand the historical and philosophical bases of ethical decision-making and social responsibility;
- Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;
- Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and
- Articulate how their ethical framework and understanding of social responsibility shape their actions.

Guell motion; Bierly second. Approved 16-0-0.

## XIII. Integrative Upper-Division Electives Requirement

- Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
- Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
- Analyze and write at an advanced level.

Guell motion; Bierly second. Approved 12-0-0.

## *Skill and Applied Learning Requirements for the Foundational Studies Categories*

Guell motion; Bierly second. Approved 12-0-0.

### I. Composition

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills

### II. Communication

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

### III. Quantitative Literacy

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

### IV. Mathematics

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills

### V. Non-Native Language

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## VI. Health and Wellness

- Must include a physical activity component (disciplines outside of Physical Education (PE) may work collaboratively with the PE department to link a physical activity lab with their proposed course)
- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## VII. Science and Laboratory Experience

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## VIII. Social and Behavioral Science

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## IX. Literature and Ideas

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## X. Fine and Performing Arts

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## XI. Historical Studies

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## XII. Global Perspectives and Cultural Diversity

- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component

## XIII. Ethics and Social Responsibility

- May come from a variety of disciplines
- May be either a lower or upper division course
- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must include a graded writing component
- Must give students the opportunity to apply what they are learning to real world scenarios
- Must include opportunities for experiential learning or community-engagement
- Must give students the opportunity to identify and solve problems
- Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.)

## XIV. Integrative, Upper-Division Electives

- May come from variety of disciplines
- Must be an upper-division course
- Must explicitly demonstrate how the curriculum will develop critical thinking skills
- Must explicitly demonstrate how the curriculum will develop information literacy skills
- Must incorporate opportunities for students to critically read, analyze sophisticated and complex text, to write intensively
- Must include assignments that apply information from within and across various “ways of knowing”

### **General Guidelines for Implementation of the Foundational Studies Program**

- I. Courses from the existing General Education program will not be “grandfathered in.”
- II. The Council will define the time frame for when proposals for each Foundational Studies category will be reviewed in Fall 2009.
- III. The Council will define the time frame for when approved courses in each Foundational Studies category will be reviewed thereafter.
- IV. The Council will limit the total number of courses offered in the Foundational Studies program either by limiting the number of courses offered in a given category and/or through intentional, strategic, and coordinated scheduling.
- V. Departments/Programs may propose a course for any Foundational Studies category; however, they are not guaranteed a course in the Foundational Studies program.
- VI. The Council will conduct the “first” review of proposed courses. Discipline-based sub-committees will not officially review the proposal. However, the Council will seek the advice of disciplinary (or “ways of knowing”) experts.
- VII. Proposed courses must meet Foundational Studies category learning objectives, as well as other skill and applied learning requirements.
- IX. Departments/programs must demonstrate a strong commitment to ensuring a high quality Foundational Studies curriculum (e.g. high quality instruction).
- X. Departments/programs must demonstrate a willingness to ensure the efficient running of the Foundational Studies program (e.g. coordinated scheduling and the rotation of courses).

## Course Assessment Example

### CORE AREA-HISTORICAL STUDIES:

1. This course helped me to analyze the origins and consequences of historical events.

**Strongly Agree**                      **Agree**                      **Neutral**                      **Disagree**                      **Strongly Disagree**

2. This course helped me to explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time.

**Strongly Agree**                      **Agree**                      **Neutral**                      **Disagree**                      **Strongly Disagree**

3. This course helped me to locate and evaluate sources of evidence within the context of time, place, and culture

**Strongly Agree**                      **Agree**                      **Neutral**                      **Disagree**                      **Strongly Disagree**

4. This course introduced me to the use of an historical perspective to understand the world today and address contemporary issues

**Strongly Agree**                      **Agree**                      **Neutral**                      **Disagree**                      **Strongly Disagree**

5. This course helped me to understand the roles of individuals and societal forces in bringing about change over time.

**Strongly Agree**                      **Agree**                      **Neutral**                      **Disagree**                      **Strongly Disagree**

**Course Assessment Example**  
**INTRODUCTORY QUESTIONS**

1. This course developed my ability to analyze problems.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

2. This course helped me to improve my writing,

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

3. This course helped me to improve my oral communication.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

4. This course helped me to think critically.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

5. This course helped me to think creatively

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

6. This course helped me to be able to integrate a variety of approaches to gain knowledge.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

**NA (not a learning objective of the course)**

7. This course helped me to develop the knowledge and intellectual skills that encourage participatory citizenship.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

**NA (not a learning objective of the course)**

8. This course helped me to recognize the ethical, social, and cultural implications of issues

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

**NA (not a learning objective of the course)**

9. This course helped me to communicate professionally, persuasively and effectively.

**Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree**

## Course Assessment Example

### CONCLUDING QUESTIONS

1. As compared to other Foundational Studies courses, the amount of work required for this course is:

**Far too much      Too much      About right      Too little      Far too little**

**NA/ This is the only Foundational Studies courses I have taken**

2. Compared to other Foundational Studies courses I have taken, I would rate this course overall as:

**Excellent      Good      Adequate      Poor      Very poor**

**NA/ This is the only Foundational Studies courses I have taken**

3. Compared to other Foundational Studies courses I have taken, I would rate the instruction in this course as:

**Excellent      Good      Adequate      Poor      Very poor**

**NA/ This is the only Foundational Studies courses I have taken**

### Chairperson Template Example

General Education Category: Historical Studies

Semester/Year: \_\_\_\_\_

Department: \_\_\_\_\_

Course Title: \_\_\_\_\_

Number of Sections Offered: \_\_\_\_\_

Learning Objectives:

1. Does the course help students to analyze the origins and consequences of historical events?
2. Does the course help students to explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time?
3. Does the course help students to locate and evaluate sources of evidence within the context of time, place, and culture?
4. Does the course introduce students to the use of an historical perspective to understand the world today and address contemporary issues?
5. Does the course help students to understand the roles of individuals and societal forces in bringing about change over time?

Skill and Applied Learning Requirements

1. Does the syllabus explicitly demonstrate how the curriculum will develop critical thinking skills?
2. Does the syllabus explicitly demonstrate how the curriculum will develop information literacy skills?
3. Does the syllabus include a graded writing component?

Please check if the statement below is true:

\_\_\_\_\_ Each section of the course meets the learning objectives of the designated Foundational Studies category.

\_\_\_\_\_ Each section of the course meets the skill and the applied learning requirements of the designated Foundational Studies category.

\_\_\_\_\_ The syllabus, for each section, includes a statement explaining the Foundational Studies requirement the course is meeting.

\_\_\_\_\_ The syllabus, for each section, includes a statement delineating the specific Foundational Studies learning objectives for the course.

\_\_\_\_\_ The syllabus, for each section, includes a statement explicating how the assigned work assists students in meeting the goals of Foundational Studies, as well as the goals of the specific Foundational Studies category under which your course falls.

\_\_\_\_\_ The instructor for each section has developed an assessment tool to determine whether the course's Foundational Studies learning objectives are being met.

Signature of Chairperson \_\_\_\_\_ Date: \_\_\_\_\_