

## **Foundational Studies Program**

### **Goal Statement**

The Foundational Studies 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.

### **Program Objectives**

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.

## **Program Requirements**

### I. Composition:

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

- a. Two freshman composition courses (ACT <20; SAT <510) or,
- b. One freshman composition course (ACT 20 or higher; SAT 510 or higher) or,
- c. SAT Verbal score of 650 or above (or an ACT Verbal score of 33 or above) and completion of the University Honors curriculum

Junior Composition

- a. One upper-division course

### II. Communication

- a. One course

### III. Quantitative Literacy or Mathematics

- a. One course or,
- b. SAT Math score of 650 or above (or an ACT Math score of 33 or above) or,
- c. 23 out of 30 on the Quantitative Literacy Exemption Test

### IV. Non-Native Language

- a. Four courses in high school in a single or multiple non-native languages, including American Sign Language, with a grade of C or better or,
- b. Two courses at ISU in a single or multiple non-native languages, including American Sign Language or,
- c. Completion of English as a Second Language curriculum

### V. Health and Wellness

- a. One course and lab or,
- b. Completion of U.S. armed military services basic training

### VI. Science and Laboratory

- a. One laboratory science course or,
- b. Two non-FS laboratory science courses in two different science disciplines

### VII. Social or Behavioral Sciences

- a. One course

### VIII. Literary Studies

- a. One course

IX. Fine and Performing Arts

- a. One course

X. Historical Studies

- a. One course

XI. Global Perspectives and Cultural Diversity

- a. One course

XII. Ethics and Social Responsibility

- a. One course

XIII. Integrative Upper-Division Electives

- a. Three integrative upper-division electives or,
- b. One integrative upper-division elective and a two-course equivalent study abroad experience or,
- c. Two integrative upper-division electives and a one-course equivalent study abroad experience or,
- d. One integrative upper-division elective and completion of a second major, a minor, a certificate, or a secondary education degree

**Learning Objectives**

I. Composition

- Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers;
- Demonstrate competence in 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.

## II. Communication

- Apply basic 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 informative and persuasive speeches;
- 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.

## IIIa. Quantitative Literacy

- 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.

**OR**

## IIIb. Mathematics

- 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.

\* Courses at the level of college-level algebra and trigonometry or above

## IV. Non-Native Language

- 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 one's own culture and value systems through comparison and contrast to the target language and culture;
- Develop a basic understanding of another language and its cultures; and
- Use the target language in developing an understanding of the world today.

## V. Health and Wellness

- Understand how society benefits from healthy citizens;
- Demonstrate safe and effective physical activities and nutritional strategies and describe informed decisions/choices about other issues that may affect one's 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.

## VI. Science and Laboratory

### 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.

### Laboratory

- 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.

## VII. Social or Behavioral Sciences

- 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.

## VIII. Literary Studies

- 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; and

- Reflect on themselves as products of and participants in traditions of literature and ideas.

#### IX. Fine and Performing Arts

- 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.

#### X. Historical Studies

- 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.

#### XI. Global Perspectives and Cultural Diversity

- 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.

#### XII. Ethics and Social Responsibility

- 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 one's ethical framework and understanding of social responsibility shape one's actions.

### XIII. Integrative Upper-Division Electives

- 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.

### **Skill and Applied Learning Requirements**

All categories

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

All categories, except for the Mathematics requirement

- Include a graded writing component, which whenever possible is developmental

Health and Wellness

- Must include a physical activity component (disciplines that do not have a Health and Wellness lab may work collaboratively with disciplines that offer a Health and Wellness lab to link a physical activity lab with their proposed course)

Ethics and Social Responsibility

- 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.)

Integrative, Upper-Division Electives

- Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively
- Must include assignments that apply information from within and across various “ways of knowing”

### **Policies**

1. The Council will be responsible for the oversight of all Foundational Studies (FS) categories and courses.

2. Membership on the Council will be based upon the FS categories, except Ethics and Social Responsibility and the Upper-Division electives. Each College will designate a

representative, except when a category has course contributions from more than one College. In that case, a representative shall be identified by the Faculty Senate Executive Committee. If any of the Colleges ends up without representation, the College's faculty governance body will select a representative to serve on the Council.

3. Faculty members teaching a FS course are expected to ensure that the content and delivery of their FS course meets the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course. While academic freedom must be respected in terms of the manner in which the faculty member meets the LO and the SARS, it does not allow faculty to choose whether or not to meet one or more of them.

4. Syllabi for FS courses must include the following (or reference the FS website link for information regarding specific policies):

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the program, goals as well as the goals of the specific FS 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

5. Faculty are required to submit to their Department chairpersons and to the FS Coordinator an electronic copy of their FS syllabi at the beginning of each semester in which they teach a FS course.

6. Faculty and chairpersons will determine maximum enrollment in FS courses.

7. Choice of major does not impact in any way whether a FS course counts for Foundational Studies.

8. Course sequencing (also known as program based substitutions) may not be used to meet FS requirements

9. A course from another university may receive FS credit if it has been designated as the equivalent of a FS course at ISU or it was designated as a GE course at the university from which it is being transferred and it meets the learning objectives of a FS requirement. Once enrolled as a full-time student at ISU, students are bound by the FS requirements.

10. An advisory committee shall be created to ensure both transfer-efficiency and the fair treatment of non-transfer students. This committee will be comprised of the FS Coordinator, representatives from the Council, Associate Deans responsible for student academic affairs in each of the Colleges (or their designees), representatives from Transfer Central, and representatives from the Registrar's office, among others.

11. Students who complete the University Honors' curriculum will have met the following FS requirements:

- Social and Behavioral Science
- Literary Studies
- Fine and Performing Arts
- Ethics and Social Responsibility
- Upper Division, Integrative Electives

12. Students must have an SAT Math score of 430 or above (or the ACT equivalent) to place directly in the Quantitative Literacy course

13. Students with an SAT Math score below a 430 (or the ACT equivalent) must take a math placement test before enrolling in a Quantitative Literacy

14. Students must take a math placement test to enroll in a FS designated mathematics course

15. No waiver of non-native language may be granted other than for meeting the requirement in high school or for completing a curriculum in English as a Second Major.

16. Students who took non-native languages in high school, but did not take four courses in a single or multiple non-native languages earning a C or better may take the language placement test at ISU to see if they can place into a non-native language class at a higher level. If they take the higher level course and earn a C or better, they will have met the requirement.

17. Students with a certified learning disability must work with the Languages, Literatures, and Linguistic department and the Student Academic Services Center to meet the Non-Native Language requirement.