General Education Foundations Goal 2 Course Proposal Form

Course information

| Course number and title |  |
| --- | --- |
| Catalog description |  |

General education foundations criteria

Please check to indicate that the course meets the following:

\_\_\_\_ Is at the 100-200 level

\_\_\_\_\_ Open to any UC student regardless of major (i.e., no registration restrictions)

\_\_\_\_\_ Has no prerequisites outside of general education requirements

\_\_\_\_\_ Addresses one or two of the foundational General Education Learning Goals (approved by Faculty Senate October 2021)

\_\_\_\_\_ Liberal Arts designation

Program goal 2 (Demonstrate Critical Thinking and Reasoning) learning objectives

Check to indicate the course meets the following objectives and that faculty teaching will agree to the following:

\_\_\_\_\_ All sections of this course will address these objectives and include them on the course syllabus

\_\_\_\_\_ Instructors teaching these courses agree to assess learning objectives in consultation with the General Education Council, department chairs, faculty, and the Office of Institutional Effectiveness

Learning objectives:

• Students will summarize the logical form of arguments

* For a student to count as having successfully summarized an argument, they have to be capable of accurately identifying the premises and conclusion(s) of the argument, and the type of argument it is (e.g. deductive, inductive, abductive).

• Students will analyze the logical form of arguments

* For a student to count as having successfully analyzed an argument, they have to be capable of sufficiently explaining how premises lead to conclusion(s); whether the argument is logically valid and sound; and - if not - whether the argument exhibits a common logical fallacy.

• Students will formulate precise, discursive arguments

* For a student to count as having successfully formulated an argument, they have to be capable of logically utilizing premises to lead to a novel, well-supported conclusion, and display an understanding of why they think the argument is logically valid and sound.

Rigor

A rigorous course or program is characterized by an intentional structure designed to promote student learning at appropriate, increasingly sophisticated levels. A rigorous course or program is a dynamic process whereby students are led deliberately through a sequence of increasingly extensive, complex, and sophisticated knowledge, skills, abilities, and attitudes.

Please briefly discuss the rigor of the proposed course.

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Coherence

A coherent, or aligned, course or program is structured so that the component parts work together to ensure that students achieve the desired learning outcomes. Activities within the course, or courses within the program, are designed to achieve the learning goals, and each goal has a corresponding activity, course, or set of activities or courses.

Please describe how the proposed course fits with the general education program and contributes to program-level goals.

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Syllabus

Please attach a syllabus that identifies the course as fulfilling this general education goal. Include the above course learning objectives on that syllabus.

Consultation and Approval

Have you consulted with relevant departments (including Philosophy)? \_\_\_\_\_\_\_\_\_\_

List departments and dates of consultation in the box(es) below.

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If the department has reservations or concerns, please explain them in the box below.

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Approval of the General Education Council

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Director of General Education / date

Curriculum Committee

After receiving approval from the GEC, please include this form in the “Supplemental Materials” section of your course proposal in the Curriculum Committee Portal

Optional: Diversity, Equity, and Inclusion designation

If you would like this course to receive the DEI designation, please complete the application for this designation and return it along with a course syllabus to the General Education Council.

Diversity, Equity, and Inclusion courses help students meet the college’s third Institutional Learning Goal: “Students will actively engage antiracist and anti-bias practice toward an inclusive, diverse, and equitable community.”

General education DEI courses meet three objectives:

* Students will investigate and reflect on their own identities and explicitly discuss how people with various identities have different experiences
* Students will identify and evaluate barriers that exist that lead to inequitable outcomes
* Students will be challenged to engage anti-racism or anti-bias by examining policies and practices that foster more inclusive institutions/society