

# **FIRST-YEAR EXPERIENCE (AREA V) GENERAL EDUCATION COURSE PROPOSAL FORM**

Course Prefix and Number:

Course Title:

☐ New Course (PACGEO only approves courses for general education status. Visit the [Academic Programs Council](#) website to begin process for new course approval.)

☐ Existing Course    If existing, list semester course first offered:

Semester course will first be offered as gen ed (if approved):

Frequency of the course offering:

The prerequisites for the course (if any) are:

The number of sections is estimated to be: \_\_\_\_\_ per semester.

Note: An enrollment limit of approximately 50 is imposed on upper division (3000-4000) general education courses. There is no maximum section size for lower division (1000-2000) courses.

The enrollment per section is estimated to be: \_\_\_\_\_ per semester.

Instructor

Title

Department

Department Contact

Phone number

Chair/Director Signature

Date

## **SUBMIT TO:**

Provost's Advisory Committee on General Education Oversight (PACGEO) - c/o Senior Vice Provost Mark Morvant, Evans Hall, Room 104.

OR email an electronic copy to: [gened-petitions@ou.edu](mailto:gened-petitions@ou.edu)

For questions relating to the Gen Ed approval process contact Shearon Wood ([skwood@ou.edu](mailto:skwood@ou.edu)) at 325-3221.

# **CRITERIA FOR FIRST-YEAR EXPERIENCE**

## **GENERAL EDUCATION COURSES**

The First-Year Experience course must cover all five learning outcome areas: Cultural Fluency, Critical Thinking, Civil Discourse, Citizenship, and Community Engagement.

- Cultural Fluency: Students will gain an understanding of diverse perspectives from people of different abilities, identities, cultures, and social backgrounds.
- Critical Thinking: Students will explore how they have formed their opinions and beliefs about themselves and others and determine the difference between beliefs, values, opinions, and facts.
- Civil Discourse: Students will master practical skills to interact with others of different beliefs and backgrounds and engage in civil discourse and learn that they can disagree with humility and integrity and a willingness to learn from one another.
- Citizenship: Students will study the important historical dynamics and legacies in the U.S., and the ways in which they shape our experience of belonging and community.
- Community Engagement: Students will discover ways to create a shared vision and values for an inclusive, equitable culture on our campus and beyond, and practice engagement on campus and in the wider community.

Responses to 1-3 are required.

### **1. SPECIFIC LEARNING OUTCOMES FOR FIRST-YEAR EXPERIENCE**

Briefly describe how the proposed course will address each of the five learning outcomes.

Cultural Fluency:

Critical Thinking:

Civil Discourse:

Citizenship:

Community Engagement:

## 2. COURSE SYLLABUS

A course syllabus must be appended to the proposal. It should reflect a clear and consistent connection between the main elements of the course – i.e., course description, student learning outcomes (SLOs), required readings, assignments, and assessments. In addition, the syllabus should clearly reflect the OU General Education SLOs along with the respective Performance Indicators that align with the original course SLOs.

Course Syllabus should include:

- Number and type of references
- Citation style preference(s) or example of accepted style(s)
- If movies are to be viewed, then include whether the movies will be viewed in or out of class time and whether a specific mandatory time for viewing is required

## 3. ASSESSMENT

- A. What are the student learning outcomes SLOs for this course? Please state at least three statements that define the specific knowledge and/or skills students who complete this course should be able to demonstrate.
- B. Please provide a list of assessment methods of strategies for measuring the above SLOs.
  - i) This may include course-embedded assignments directly linked with the course SLOs, research papers/projects, blogs, performances and auditions, presentations, video critiques, lab reports, tests, and major exams.
  - ii) Writing is central to general education at OU. A writing component is, therefore, required for every general education course. You are also strongly encouraged to engage students in a revision/drafting process. Listed below are the minimum writing requirements for lower division courses.

Lower Division:

    - a. Five page minimum scholarly/academic paper, written outside of class, with references to course materials and/or materials researched outside of class including the number and type of references required and the citation style preferences. Four to five academic sources are preferred.
    - b. Other writings (can be in class) such as: responses, book reviews/reports, journals, essay exams, in-class feedback, or peer review

Please provide a detailed description of the writing assignments for this course:

- C. Courses approved for OU General Education curriculum/program must address one or more OU General Education Student Learning Outcomes (SLOs) and at least 2 Performance Indicators in the selected SLO. Therefore, it is critical to review the OU General Education SLOs and Performance Indicators to see how well they fit in or align with your course description and your course SLOs. See the OU General Education SLOs.

# *The* **UNIVERSITY of OKLAHOMA**

## **PROPOSED STUDENT LEARNING OUTCOMES FOR THE GENERAL EDUCATION CURRICULUM**

---

### **Learning Outcomes by Category:**

1. **Communication Skills:** *Students will clearly and effectively communicate knowledge and ideas in written, oral, and visual/spatial forms appropriate to the general education subject area. They will engage with their audiences by actively reading, listening, reflecting, and responding to and delivering messages using a variety of formats.*

**Communication Skills Performance Indicators:** students will:

- a) Demonstrate proficiency in listening, speaking, writing, and reading.
- b) Explain how the context in which a message is communicated influences its interpretation.
- c) Apply appropriate form and style to effectively and respectfully engage audiences using a variety of media.
- d) Write using a multi-step process of planning, critiquing, editing, and revising.

2. **Technology and Information Literacy:** *Students will demonstrate effective use of technology for communicating, researching, organizing, storing, accessing, and presenting information. They will locate, evaluate, organize, and use research material from a variety of sources, and will format and document material in a manner appropriate for the general education subject area.*

**Technology and Information Literacy Performance Indicators:** students will:

- a) Apply technology as appropriate for the general education subject area.
- b) Describe unethical and illegal use of information, including copyright and privacy issues.
- c) Identify appropriate sources of information for academic work.
- d) Accurately cite a variety of sources, including electronic, visual, and print media.
- e) Cite information to support ideas, hypotheses, and conclusions.

3. **Critical Analysis and Scientific Reasoning:** *Students will demonstrate the ability to integrate and analyze information from multiple perspectives, consider new solutions, and solve novel complex problems using methods appropriate for the general education subject area.*

**Critical Analysis and Scientific Reasoning Performance Indicators:** students will:

- a) Demonstrate reasoning by deduction, induction, and analogy.
- b) Apply scientific methods as appropriate for the general education subject area.
- c) Differentiate between scientific and non-scientific explanations.
- d) Compare alternative explanations and their implications.
- e) Summarize evidence presented in an argument.
- f) Identify examples of the interaction between science and societal change.
- g) Explain how the social and historical context in which a theory emerged influenced its development.

4. **Quantitative and Numerical Analysis:** *Students will apply principles and methods of quantitative and numerical analysis to solve problems and draw logical inferences. They will evaluate and interpret quantitative and numerical information across a broad range of scientific disciplines using methods appropriate for the general education subject area.*

**Quantitative and Numerical Analysis Performance Indicators:** students will:

- a) Analyze and interpret quantitative information from formulas, graphs, and tables.
- b) Apply appropriate strategies of quantitative problem solving.
- c) Express the relationship between mathematical representation and real-world application.

5. **Community, Culture, and Diversity:** *Students will demonstrate an understanding of the complexities of human culture, past and present, including an awareness of economic, environmental, political, ethical, and social issues facing both the local and global community. They will develop an understanding of the forces that contribute to the shaping of our cultural identities.*

**Culture and Diversity Performance Indicators:** students will:

- a) Describe the role of geographic and environmental factors in shaping today's world.
- b) Summarize the process of value formation, transmission, and modification across cultures.
- c) Compare and contrast the political, social, and/or economic institutions of the United States of America and the larger global community.
- d) Explain the factors that contribute to the development of cultural identities.
- e) Demonstrate an understanding of behaviors, ideas, beliefs, and values held by persons in situations other than one's own.

6. **Arts and Humanities:** *Students will explore a variety of creative works in the humanities and the arts, with an emphasis on the historical, cultural, and social contexts in which the works are created.*

**Arts and Humanities Performance Indicators:** students will:

- a) Summarize the creative process that underlies at least one major form of artistic expression.
- b) Describe how the social and cultural environment influences the interpretation of works of art.
- c) Identify influential and representative scholarly, literary, and artistic achievements of the past.
- d) Critique creative works using knowledge of relevant aesthetic criteria or stylistic forms.
- e) Critically analyze texts or cultural artifacts that reflect on perennial questions concerning the human experience.

**Approved by the Provost's Advisory Committee on General Education Oversight (PACGEO), Date: May 10, 2019.**

# **General Education Course Proposal Checklist**

All general education proposals must include the items listed below to be considered complete. Syllabus should include all things required by section [4.25](#) of the Norman Campus Faculty Handbook. Incomplete submissions will be returned without review.

1. Completed form specific to the general education category you are applying to with all questions answered.
2. Syllabus and all associated materials, including:
  - a. Complete course description, including major course goals
  - b. Course schedule by week
  - c. Specific Learning Outcomes related to the General Education Category
  - d. OU General Education Student Learning Outcomes covered in the course.
  - e. Writing assignments – Provide PACGEO with a full description of each.
  - f. List of readings – If using a course packet or online content, you must provide PACGEO with a full list of items included.
  - g. Tests/Exams/Projects – full description of all graded assignments with approximate due dates and percentage each contributes to the final grade.
  - h. Instructor's office hours
  - i. Include all mandatory University Policies
3. Syllabus should be consistent with the answers provided in the proposal form.