| Date: |  |
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**Undergraduate GENERAL EDUCATION ATTRIBUTE Form**

| Name: |  |
| --- | --- |
| Department: |  |
| Email address: |  |

The implementation of the 2024 General Education Program requires that some courses be designated with specific attributes that allow students to successfully complete the program requirements. The attributes are:

[A. Mathematics-Based Courses](#_3j2qqm3)

[B. Fine Arts and Humanities](#_3as4poj)

[C. Natural Sciences](#_3o7alnk)

[D. Social Sciences](#_32hioqz)

[E. Self and Community](#_vx1227)

Each attribute category and its objectives are described in detail below. This is the only form you will need for all attributes. Required outcomes are in **BOLD**. Engagement with other outcomes will be up to the discretion of the instructor. By designating courses within the general education program, you are agreeing to participate in AAC-led assessment of the Program Outcomes. **Please delete any attribute sections of this form that you leave blank.**

We are asking that you provide lists of courses from your department that will meet the requirements for any of these categories. Please complete the table provided below for any courses in your area that you think align with the criteria listed below.  
Please note:

* Each course may only have **one attribute**.
* If a course has any **prerequisites**, it cannot have the **same** attribute as any of its prerequisites.

***Example of how to complete the table for an Arts and Humanities Course:***

| Course prefix and number | LIT 221 |
| --- | --- |
| Course title | British Literature to 1798 |
| Prerequisites (if any) | None |
| Term(s) offered | Fall odd-even |
| Typical course enrollment | 25 |
| Faculty who teach this course | Isaacson |
| How does this course meet objective 1? | This is a literature course, so it focuses on content from literary history, and students learn to analyze it using the terminology and techniques of the field |
| Description of assignment(s) that may be used for assessment of outcome 2 | In this course, students write 2 close reading papers, which require students to engage in close textual analysis and interpretation, a fundamental skill in the humanities  ***Syllabus description:*** The paper assignments will ask you to work on interpretations of one or more assigned texts and will not require any outside research. You are expected to write clearly and precisely, arguing for your own original interpretation of the text. Each paper will go through a peer review cycle, and I will provide additional opportunity for revision should you so choose after I return your graded work. |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.

**How to Submit:**

By submitting this form, you indicate the support of your Department/School.

Submit this form by email as an editable document to:

Undergraduate Curriculum Committee: **ucc@heidelberg.edu**

Director of the General Education Program: **eisaacso@heidelberg.edu**

# A. Mathematics-Based Courses

These courses should be:

* Three (3) credit hours,
* open to most students (e.g., have no or limited prerequisites) and

Outcomes: Through the Mathematics-Based courses, students will

1. **demonstrate the ability to interpret quantitative information presented in various forms (e.g., equations, graphs, diagrams, tables, words, data).**
2. demonstrate the ability to convert information from one mathematical form (e.g., equations, graphs, diagrams, tables, words) into another.
3. demonstrate the ability to perform arithmetic and mathematical calculations, including problems that involve multi-step solutions.
4. demonstrate the ability to make and draw conclusions based on quantitative analysis.
5. demonstrate the ability to make and evaluate important assumptions in estimation, modeling, and data analysis.
6. demonstrate the ability to explain thoughts and processes in terms of what evidence is used, how it is organized, presented, and contextualized.

Please fill out the table below. If you are submitting multiple courses, please **copy** and **paste** the table as necessary. Each course requires its own table.

| Course prefix and number |  |
| --- | --- |
| Course title |  |
| Prerequisites (if any) |  |
| Term(s) offered |  |
| Typical course enrollment |  |
| Faculty who teach this course |  |
| Description of assignment(s) that may be used for assessment of outcome 1 |  |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.

B. Fine Arts and Humanities

Students must complete at least 9 hours from at least 3 different prefixes.

Objectives: Through arts and humanities courses, students will

1. **Employ principles, terminology, and methods from disciplines in the arts and humanities.**
2. **Analyze primary works that are products of the human imagination and critical thought.**
3. Examine the creative process of products of the human imagination and critical thought.
4. Explain relationships among cultural and/or historical contexts.
5. Convey concepts and evidence related to humanistic endeavors clearly and effectively.

Please fill out the table below. If you are submitting multiple courses, please **copy** and **paste** the table as necessary. Each course requires its own table.

| Course prefix and number |  |
| --- | --- |
| Course title |  |
| Prerequisites (if any) |  |
| Term(s) offered |  |
| Typical course enrollment |  |
| Faculty who teach this course |  |
| How does this course meet objective 1? |  |
| Description of assignment(s) that may be used for assessment of outcome 2 |  |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.

# C. Natural Sciences

Students must complete at least 6 hours from at least 2 different prefixes; one course must have a laboratory component.

Outcomes: Through natural science courses, students will

1. **Describe fundamental facts and principles of modern science**
2. Explain how scientific principles are formulated, evaluated, and either modified or validated.
3. Apply current models and theories to describe, explain, or predict natural phenomena.
4. **Apply scientific methods of inquiry to gather and analyze data to draw evidence‐based conclusions**
5. Identify and differentiate information based on scientific and non‐scientific evidence and explanations.

Please fill out the table below. If you are submitting multiple courses, please **copy** and **paste** the table as necessary. Each course requires its own table.

| Course prefix and number |  |
| --- | --- |
| Course title |  |
| Prerequisites (if any) |  |
|  |  |
| Term(s) offered |  |
| Typical course enrollment |  |
| Faculty who teach this course |  |
| How does this course meet outcome 1? |  |
| Description of assignment(s) that may be used for assessment of outcome 4 |  |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.

D. Social Sciences

Students must complete at least 6 hours from at least 2 different prefixes

Outcomes: Through social science courses, students will

1. **Explain the primary terminology, concepts, and findings of the discipline.**
2. **Utilize primary theoretical approaches used in the discipline.**
3. Explain quantitative and qualitative research methods used in the discipline.
4. Describe ethical issues raised by the practice and findings of the discipline.

Please fill out the table below. If you are submitting multiple courses, please **copy** and **paste** the table as necessary. Each course requires its own table.

| Course prefix and number |  |
| --- | --- |
| Course title |  |
| Prerequisites (if any) |  |
| Term(s) offered |  |
| Typical course enrollment |  |
| Faculty who teach this course |  |
| How does this course meet objective 1? |  |
| Description of assignment(s) that may be used for assessment of outcome 2 |  |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.

# E. Self and Community

Courses in this category encourage students to develop an understanding of the well-being of the self, the community, and the larger world.

Outcomes: Through Self and Community courses, students will

1. Describe identity as multifaceted and constituting multiple categories of individual and group difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality.
2. Describe how cultures (including their own) are shaped by the intersections of race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference.
3. Connect historic, economic, political, and/or social systems such as ethnocentrism, colonialism, slavery, democracy, and imperialism to their historical and ongoing consequences on societies and nations around the world.
4. Explain how sociocultural status and access to (or distribution of) resources are influenced by cultural practices within historical, social, cultural, and economic systems.
5. **Demonstrate knowledge of strategies to maintain lifelong physical, mental, and social wellness, on an individual, community or global level.**

Please fill out the table below. If you are submitting multiple courses, please **copy** and **paste** the table as necessary. Each course requires its own table.

| Course prefix and number |  |
| --- | --- |
| Course title |  |
| Prerequisites (if any) |  |
| Term(s) offered |  |
| Typical course enrollment |  |
| Faculty who teach this course |  |
| Description of assignment(s) that may be used for assessment of outcome 5 |  |
| Additional outcomes met through this course |  |

Choice of other outcomes is up to the discretion of the Instructor.