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# University of Illinois at Springfield
## General Education Council
### Course Approval Criteria
### Category:  Humanities

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To seek general education course approval, faculty or programs must complete two forms:
- UIS New Course Proposal and Change Form
- General Education Checklist

Forms are available at:  http://www.uis.edu/generaleducation/curriculum/facultyforms.html

Forms and a syllabus for the course should be submitted to the appropriate college curriculum committee, then to the dean, and finally to the Office of Undergraduate Education (PAC525) for distribution to the General Education Council.  For questions, please contact Dr. Karen Moranski, Office of Undergraduate Education (206-7413 or kmora1@uis.edu). The recommended UIS Syllabus Template is available at: http://www.uis.edu/generaleducation/curriculum/facultyforms.html

## General Information on Lower Division General Education
Below is a checklist of criteria that faculty teaching lower division courses should meet:

| Lower Division Gen. Ed. Requirements |
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| My course is 100 or 200 level and provides introductory information or overviews rather than knowledge that is highly specific to a particular discipline or degree program; |
| My course is a 3-hour course, except for composition, laboratory science, and some math courses, which may be 4 hours. |
| My course is available and accessible to all students, regardless of major, and a student's prior knowledge of the topic or discipline(s) addressed in the course is *not* assumed. |
| My course meets selected Baccalaureate Learning Outcomes for Goals 1-4, and, whenever possible, selected outcomes for Goal 5, Engaged Citizenship. (Baccalaureate Goals and Learning Outcomes are listed below.) |
| My course meets selected category outcomes, listed below. |

The General Education Council will use the above criteria in making determinations about the appropriateness of the course for the general education curriculum.  For the GEC to make a positive determination, the above requirements should be visible in the syllabus.  On the General Education Checklist, you will be asked to indicate that your course meets the above criteria.  Feel free to use space on that form to explain how the proposed course meets these criteria.

## Baccalaureate Goals and Learning Outcomes
1. **Discovery of Knowledge**
   a. Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
   b. Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
   c. Exhibiting a knowledge of and ability to use information and communication technologies.
2. **Integration of Knowledge**
   a. Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
   b. Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.
3. **Application of Knowledge**
   a. Exhibiting a knowledge of and ability to use contemporary technologies.
   b. Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
   c. Constructing intellectual projects independently and work effectively in collaboration with others
4. **Communication of Knowledge**
   a. Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
   b. Exhibiting effective oral communication skills, paying attention to content and audience.
5. **Engaged Citizenship**
   a. Recognizing the social responsibility of the individual within a larger community.
   b. Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.

    c. Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
    d. Identifying how economic, political, and social systems operate now and have operated in the past.
    e. Engaging in informed, rational, and ethical decision-making and action.
    f. Distinguishing the possibilities and limitations of social change.

## Category Overview

*The goal of the Humanities general education requirement is:*

- to encourage students to study and understand human artistic, cultural, linguistic, ethical, and/or historical products and processes
- to enhance students' abilities to respond to cultural and artistic products by means of thoughtful and systematic analysis, diverse theoretical or conceptual frameworks, appreciation of distinctive cultures and traditions, and sensitivity to language and its nuances
- to develop in students the capacity for evaluating humanistic knowledge, language, and representation in an informed and independent manner
- to develop students' ability to locate relevant and verifiable information using academic resources and available technologies
- to develop students' ability to critically analyze, synthesize, evaluate, and communicate that information using appropriate technologies
- to promote the use of knowledge, skills, and ethical values in decision-making and behavior
- to increase student knowledge of humanistic means of inquiry, such as the critical use of sources and evaluation of evidence and the organization, logical analysis, and creative use of substantial bodies of knowledge

## Criteria

### Required learning outcomes

*Humanities courses should help students meet as many as possible of the following learning objectives:*

- analyze significant primary texts and works of art of any time period as forms of cultural and creative expression;
- explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place;
- explore global/cultural diversity;
- frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world;
- recognize the ways in which both change and continuity have affected human experience vs. human history;
- demonstrate in speaking and writing the ability to present well-grounded interpretations of complex literary, historical, cultural, and philosophical bodies of knowledge and/or artistic expression;
- identify and analyze how significant literary, historical, cultural, artistic expression, and philosophical events have influenced the creation and reception of work in the Humanities.
- exhibit critical thinking abilities that demonstrate command of a variety of modes and genres;
- construct intellectual projects independently and/or in collaboration with others.

### Preferred course features

*Humanities courses are encouraged that help students:*

- recognize the social responsibility of the individual within a larger community;
- practice awareness of and respect for the diversity of cultures and peoples in this country and in the world;
- engage in open-minded and ethical decision-making and action;
- distinguish the possibilities and limitations of social change.