ES Validation

This form is used to submit a course for first time consideration in the Essential Studies program. You will be asked to answer questions about the course detailing how the course meets the criteria and expectations for learning goals, breadth of knowledge, special emphasis, or capstone as set forth by the Essential Studies committee. You will also be asked to upload a current syllabus for the course.

Name

________________________________________________________________

Email address

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Are you the Department Chair or Program Director?

☐ Yes

☐ No

Display This Question:

If Are you the Department Chair or Program Director? = No

Department Chair email address

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What is your role related to the course for revalidation?

- I am the sole instructor of the course
- I teach the course but others teach sections of the course as well
- I am responsible for submitting this (e.g., Dept Chair) but I do not teach the course

Display This Question:
If What is your role related to the course for revalidation? = I teach the course but others teach sections of the course as well
Or What is your role related to the course for revalidation? = I am responsible for submitting this (e.g., Dept Chair) but I do not teach the course

How will you or your department ensure consistency across instructors for meeting the criteria and learning goals for ES-validated courses?

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Course prefix (e.g., UNIV 101)

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Course title (e.g., Intro to University Life)

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Current course description in catalog. Please copy and paste directly from the Academic Catalog.

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Credit hours

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Is the course available to distance students online?

○ Yes, as a semester based course

○ Yes, as a self-paced enroll anytime course

○ Yes, in both above formats

○ Yes, it is part of a Pearson online program

○ No
Which of the following do you wish to validate the course for? Select all that apply.

- [ ] Breadth of Knowledge (Communication, Social Science, Humanities, Fine Arts, Math/Science/Technology)
- [ ] Special Emphasis (Advanced Communication, Analyzing Worldviews, Diversity of Human Experience, Quantitative Reasoning)
- [ ] Capstone

Skip To: Q16 If Which of the following do you wish to validate the course for? Select all that apply. = Capstone

Display This Question:
If Which of the following do you wish to validate the course for? Select all that apply. = Breadth of Knowledge (Communication, Social Science, Humanities, Fine Arts, Math/Science/Technology)

Which breadth of knowledge area are you requesting?

- [ ] Communication (Oral)
- [ ] Social Science
- [ ] Fine Arts
- [ ] Humanities
- [ ] Math/Science/Technology

Display This Question:
If Which breadth of knowledge area are you requesting? = Math/Science/Technology

Should this course be considered a 4-credit lab science?

- [ ] Yes
- [ ] No
If Which breadth of knowledge area are you requesting? = Communication (Oral)

Please confirm that the course meets the following Communication criteria:

- At least 1/3 of course assignments emphasize written communication or speaking skills
- If an oral communication course, oral communication is not based solely on in-class discussions or one final presentation
- Course is not also a special emphasis course or a capstone course

☐ The course meets these criteria

Please describe how drafting, feedback, and the revision process is built into the course.

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Display This Question:
If Which breadth of knowledge area are you requesting? = Communication (Oral)

Please describe how the course content and instruction focus on

- Prior planning time for each written work or oral presentation
- Appropriate content for topic and thoughtful construction of the paper or oral presentation
- Rhetorical strategies
- Style of delivery
- Awareness of purpose and argument construction
- Awareness of audience  Incorporation of sources and the ideas of others

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Display This Question:

If Which breadth of knowledge area are you requesting? = Social Science

Please describe how the course introduces students to human behavior.

Display This Question:

If Which breadth of knowledge area are you requesting? = Social Science

Please describe how the course includes explicit work which uses at least one of the following methodologies to draw conclusions:

- Probabilistic explanatory models
- Case studies
- Censuses
- Historical document analysis
- Oral histories
- Ethnographies
- Surveys
- Participant Observations
- Analysis of material evidence (artifacts)
- Experiments or quasi-experiments
If Which breadth of knowledge area are you requesting? = Fine Arts

Please describe how the course is primarily focused on instruction in techniques used for imaginative creation, such as:

- Visual or aural productions
- Performance Arts
- Linguistic Expressions

If Which breadth of knowledge area are you requesting? = Fine Arts

Please describe how the course includes instruction in ways of interpreting or evaluating creative productions.

If Which breadth of knowledge area are you requesting? = Humanities
Please describe how the course is primarily focused on the analysis of one or more of the following:
- Language
- History
- Culture
- Text
- Society
- Formal Structures
- Artistic Work

Display This Question:
If Which breadth of knowledge area are you requesting? = Humanities

Please describe if / how the course:
- Helps students develop facility with language.
- Includes opportunities to practice the creation of works.

Display This Question:
If Which breadth of knowledge area are you requesting? = Math/Science/Technology
Please describe how the course focuses on at least one of the following:

- Giving students some experience in abstract reasoning in mathematics, as well as the use of such reasoning to reach conclusions about the world.
- Giving students experience in asking questions about the natural world and the chance to use observations and experimentation to formulate answers to those questions.
- Courses in engineering and/or technology teach students how engineering/technology projects are initiated and carried out, as well as ask students to think carefully about societal and cultural consequences of the use of engineering and technology.

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Display This Question:
If Which of the following do you wish to validate the course for? Select all that apply. = Special Emphasis (Advanced Communication, Analyzing Worldviews, Diversity of Human Experience, Quantitative Reasoning)

Which Special Emphasis are you requesting?

- Advanced Communication
- Analyzing Worldviews
- Diversity of Human Experience
- Quantitative Reasoning
Please confirm that the course meets the following Advanced Communication Special Emphasis criteria:

- Students produce multiple spoken presentations and/or written texts
- At least 1/3 of assignments must emphasize writing and/or speaking skills
- Course meets Written Communication Learning Goal
- If focusing on oral communication, course includes more than in-class discussions or one final presentation
- Must be at the 200 level or above
- May not carry any other special emphasis designation
- May also be a capstone course

☐ The course meets these criteria

Display This Question:
If Which Special Emphasis are you requesting? = Advanced Communication

Please describe how strong emphasis on the drafting, feedback, and revision process is explicitly built into the course, the course’s instruction, and course assignments.

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Display This Question:
If Which Special Emphasis are you requesting? = Advanced Communication

Please describe how explicit course content and instruction focuses on all of the following:

- Rhetorical strategies
- Style of delivery
- Awareness of purpose and argument construction
- Awareness of audience
- Incorporation of sources and the ideas of others

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Page 10 of 34
Please confirm that the course meets the following Analyzing Worldviews Special Emphasis criteria:

- Must meet Intercultural Knowledge & Skills Learning Goal

- Transferable academic skills for productively engaging with difference are an explicit and primary component of the course: The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/2 of the course’s focus and graded assignments.

- May not carry any other Special Emphasis designation nor may it be a Capstone course

- Must be at the 200 level or higher

☐ The course meets these criteria

Please describe how the course materials, assignments, topics of discussion, and/or learning activities demonstrate that the class examines the real-world consequences of differing worldviews by giving students tools to analyze social inequities.
If Which Special Emphasis are you requesting? = Analyzing Worldviews

Please describe how the course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) privilege and oppression are part of larger social institutions and systems; and 2) Ideologies represent the values and interests of a particular group and they are the fundamental means through which systems of privilege and oppression are organized.

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If Which Special Emphasis are you requesting? = Analyzing Worldviews

Please describe how the course assignments and/or activities demonstrate that students have had defined opportunities to practice metacognition—and to understand themselves as existing within ideology and systems of oppression and privilege.

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If Which Special Emphasis are you requesting? = Diversity of Human Experience
Please confirm that the course meets the following Diversity of Human Experience Special Emphasis criteria:

- Must meet Intercultural Knowledge & Skills Learning Goal
- The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/3 of the course’s focus and graded assignments.
- May not carry any other Special Emphasis designation nor may it be a capstone course

☐ The course meets these criteria

Display This Question:
If Which Special Emphasis are you requesting? = Diversity of Human Experience

Please describe how the course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is helping students better understand the diversity of the human experience and is committed to encouraging a consideration of the multiplicity of differing worldviews.

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Display This Question:
If Which Special Emphasis are you requesting? = Diversity of Human Experience

Please describe how the course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) the existence of cultural differences and the complexity of social identities, and 2) that worldviews are
constructed through our identities and cultures.

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Display This Question:
If Which Special Emphasis are you requesting? = Diversity of Human Experience

Please describe how the course assignments and/or activities demonstrate that students have had defined opportunities to reflect on their own identities, cultures, and worldviews; and to reflexively consider their worldviews as the product of their identities and cultures.

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Display This Question:
If Which Special Emphasis are you requesting? = Quantitative Reasoning
Please confirm that the course meets the Quantitative Reasoning Special Emphasis criteria:

- Must meet Quantitative Reasoning Learning Goal
- The quantitative reasoning material must comprise 30% or more of the course
- The course must have a prerequisite of Math 93 or any higher-level mathematics course
- The course may not carry any other special emphasis designation, nor may it be a capstone course

☐ The course meets these criteria

Display This Question:
If Which Special Emphasis are you requesting? = Quantitative Reasoning

Please describe how the course explicitly, and with a significant degree of emphasis, addresses at least three of the following five elements of quantitative reasoning:

- Confidence with Mathematics. Being comfortable with quantitative ideas and at ease in applying quantitative methods. Individuals who are quantitatively confident routinely use mental estimates to quantify, interpret, and check other information. Confidence is the opposite of “math anxiety;” it makes numeracy as natural as ordinary language.
- Interpreting Data. Reasoning with data, reading graphs or maps, drawing inferences, and recognizing sources of error. This perspective differs from traditional mathematics in that data (rather than formulas or relationships) are at the center.
- Making Decisions. Using mathematics to make decisions and solve problems in everyday life. For individuals who have acquired this habit, mathematics is not something done only in mathematics class but a powerful tool for living, as useful and ingrained as reading and speaking.
- Mathematics in Academic and Practical Contexts. Using mathematical or numerical tools in specific settings where the context provides meaning. Notation, problem-solving strategies, and performance standards all depend on the specific context. Knowing how to solve quantitative problems that a person is likely to encounter in a civic, professional, or personal environment.
- Number Sense. Having accurate intuition about the meaning of numbers, confidence in estimation, and common sense in employing numbers as a measure of things.
Please confirm that the course meets the following Capstone criteria:

- Must be taken by students no earlier than the second semester of the junior year
- Must represent the culmination of a student’s undergraduate educational experience
- If including a special emphasis the learning goal chosen should reflect that emphasis

Please describe how the course strives to produce advanced maturation in students’ intellectual skills resulting in achievement in the chosen ES learning goal area at the highest rubric level.
Which of the following Learning Goals will the course include? Please select the learning goal that best represents assessment in the course or if the course is requesting a special emphasis the learning goal should focus on that area.

- Critical Inquiry & Analysis
- Information Literacy
- Intercultural Knowledge & Skills
- Oral Communication
- Quantitative Reasoning
- Written Communication

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Inquiry and Analysis does this course meet? Select all that apply.

Display This Question:

If Which of the following Learning Goals will the course include? Please select the learning goal th...
= Critical Inquiry & Analysis
Critical inquiry and analysis rubric

☐ Topic selection

☐ Existing knowledge, research, and/or views

☐ Design process

☐ Analysis

☐ Conclusions

☐ Limitations and implications

Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali...

Please describe how "Topic Selection" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali...

Please describe how "Existing Knowledge, Research, and/or Views" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Design process

Please describe how "Design Process" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Analysis

Please describe how "Analysis" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Conclusions

Please describe how "Conclusions" is assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Please describe how "Limitations and Implications" is assessed in the course.

Display This Question:

If Which of the following Learning Goals will the course include? Please select the learning goal that... = Information Literacy

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Information Literacy does this course meet? Select all that apply.
Information literacy rubric

☐ Determine the extent of information needed

☐ Access the needed information

☐ Evaluate information and its sources critically

☐ Use information effectively to accomplish a specific purpose

☐ Access and use information ethically and legally

Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to val... =
Determine the extent of information needed

Please describe how "Determine the Extent of Information Needed" is assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to val... =
Access the needed information

Please describe how "Access the Needed Information" is assessed in the course.

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Please describe how "Evaluate Information and its Sources Critically" is assessed in the course.

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Please describe how "Use Information Effectively to Accomplish a Specific Purpose" is assessed in the course.

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Please describe how "Access and Use Information Ethically and Legally" is assessed in the course.

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If Which of the following Learning Goals will the course include? Please select the learning goal that corresponds with the following:

- Intercultural Knowledge & Skills

While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Intercultural Knowledge and Competence does this course meet? Select all that apply.

**Intercultural knowledge and competence rubric**

- Cultural self-awareness (knowledge)
- Cultural worldview frameworks (knowledge)
- Empathy (skills)
- Verbal and nonverbal communication (skills)
- Curiosity (attitudes)
- Openness (attitudes)

Please describe how “Cultural self-awareness (knowledge)” is assessed in the course.
Please describe how "Cultural worldview frameworks (knowledge)" is assessed in the course.

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Please describe how "Empathy (skills)" is assessed in the course.

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Please describe how "Verbal and nonverbal communication (skills)" is assessed in the course.

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Please describe how "Verbal and nonverbal communication (skills)" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Curiosity (attitudes)

Please describe how "Curiosity (attitudes)" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Openness (attitudes)

Please describe how "Openness (attitudes)" is assessed in the course.

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While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Oral Communication does this course meet? Select all that apply.

Oral communication rubric

☐ Organization

☐ Language

☐ Delivery

☐ Supporting Material

☐ Central Message

Please describe how "Organization" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Language

Please describe how "Language" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Delivery

Please describe how "Delivery" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Supporting Material

Please describe how "Supporting Material" is assessed in the course.

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If While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Quantitative Literacy does this course meet? Select all that apply.
Quantitative literacy rubric

☐ Interpretation

☐ Representation

☐ Calculation

☐ Application/Analysis

☐ Assumptions

☐ Communication

Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to val... = Interpretation

Please describe how "Interpretation" is assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to val... = Representation

Please describe how "Representation" is assessed in the course.

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Please describe how "Calculation" is assessed in the course.

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Please describe how "Application / Analysis" is assessed in the course.

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Please describe how "Assumptions" is assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to validate the overall construct.

Which aspects of the rubric for Written Communication does this course meet? Select all that apply.
Written communication rubric

☐ Context of and Purpose for Writing

☐ Content Development

☐ Genre and Disciplinary Conventions

☐ Sources and Evidence

☐ Control of Syntax and Mechanics

Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to val...

Context of and Purpose for Writing

Please describe how "Context of and Purpose for Writing" is assessed in the course.

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Display This Question:
If While you do not need to meet all aspects of the rubric, you should include at least four to val...

Content Development

Please describe how "Content Development" is assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to validate...

**Genre and Disciplinary Conventions**

Please describe how "Genre and Disciplinary Conventions" are assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to validate...

**Sources and Evidence**

Please describe how "Sources and Evidence" are assessed in the course.

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Display This Question:

If While you do not need to meet all aspects of the rubric, you should include at least four to validate...

**Control of Syntax and Mechanics**

Please describe how "Control of Syntax and Mechanics" is assessed in the course.

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All ES courses are expected to include statements on the syllabus about **learning goals, breadth of knowledge, special emphasis, and capstone** validation where applicable. Please be sure that the syllabus you are uploading includes these statements. You can find suggested syllabus language here.

Please upload the syllabus for the course that includes the required syllabus statements.

In addition to the statements on the syllabus, please describe how instructors for the course will relay the purpose and importance for students completing Essential Studies courses.

For example, will instructors discuss the importance of the learning goal in relation to the importance of liberal arts, in relation to overall education attainment, in relation to skills necessary for employment, or for some other purpose?

Please *combine into one document* and upload any supporting files (e.g., assignments used in the course that help to identify how criteria are being met).

Click the next arrow to submit your validation request.