

ES Validation - Update

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

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

What is your role related to the course for validation?

- ☐ 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 validation? = I teach the course but others teach sections of the course as well

Or What is your role related to the course for validation? = 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?

Course prefix (e.g., UNIV 101)

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

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

Credit hours

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

We would like to encourage the use of Open Educational Resources (OERs) in Essential Studies courses to help decrease the cost of education to our students. If you are interested in

additional information about OERs or looking for support to review and adopt an OER, please view the information here. Are OERs currently used in this course?

- ☐ Yes, only OER materials are used in this course
- ☐ Yes, OER materials but materials that students pay for are also used
- ☐ No, OERs are not used in this course

Display this question:

If We would like to encourage the use of Open Educational Resources (OERs) in Essential Studies cour... = Yes, only OER materials are used in this course

Or We would like to encourage the use of Open Educational Resources (OERs) in Essential Studies cour... = Yes, OER materials but materials that students pay for are also used

What is the title and link of the OER currently used? If more than one is used, please include them all.

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, Digital Information Literacy)
- ☐ 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

Display this question:

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

Display this question:

If Which breadth of knowledge area are you requesting? = Communication (Oral)

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

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:

- ☐ Case studies
- ☐ Historical document analysis
- ☐ Ethnographies
- ☐ Participant Observations
- ☐ Evidence (artifacts)
- ☐ Probabilistic explanatory models
- ☐ Censuses
- ☐ Oral histories
- ☐ Surveys
- ☐ Analysis of material
- ☐ Experiments or quasi-experiments

Display this question:

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:

- ☐ Performance Arts
- ☐ Visual or aural productions
- ☐ Linguistic Expressions

Display this question:

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.

Display this question:

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.

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, Digital Information Literacy)

Which Special Emphasis are you requesting?

- ☐ Advanced Communication
- ☐ Analyzing Worldviews
- ☐ Diversity of Human Experience
- ☐ Quantitative Reasoning
- ☐ Digital Information Literacy

Display this question:

If Which Special Emphasis are you requesting? = Advanced Communication

Please confirm that the course meets the following Advanced Communication Special Emphasis criteria:

and/or written texts	Students produce multiple spoken presentations
must emphasize writing and/or speaking skills	At least 1/3 of assignments
Course meets Written Communication OR Oral Communication Learning Goal (select one of these goals as the primary assessment on this form)	
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.

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

Display this question:

If Which Special Emphasis are you requesting? = Analyzing Worldviews

Please confirm that the course meets the following Analyzing Worldviews Special Emphasis criteria:

Knowledge & Skills Learning Goal (select this goal on this form) Must meet Intercultural
**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.
any other Special Emphasis designation nor may it be a Capstone course May not carry
level or higher Must be at the 200

☐ The course meets these criteria

Display this question:

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 class examines the real-world consequences of differing worldviews by giving students tools to analyze social inequities.

Display this question:

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.

Display this question:

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.

Display this question:

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:

Knowledge & Skills Learning Goal (select this goal on this form) Must meet Intercultural
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.

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.

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.

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 (select this goal on this form)

The quantitative reasoning material must

comprise 30% or more of the 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.

Display this question:

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

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

Display this question:

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

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.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please confirm that the course meets the Digital Information Literacy special emphasis criteria:

The Digital Information Literacy material comprises **at least 1/3** of the course's focus and graded assignments.

Meets Information Literacy learning goal (select this goal on this form)

Does not carry any other Special Emphasis

designation nor may it be a Capstone course
Is at the 200 level or higher

☐ The course meets these criteria.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please describe how the course design is informed by the following Information Literacy concepts: 1) Authority is Constructed and Contextual; 2) Information Creation as a Process; 3) Information Has Value; 4) Research as Inquiry; 5) Scholarship as Conversation; and 6) Searching as Strategic Exploration.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please describe how the course develops transferable and applied skills necessary for the current and emerging workforce: how does the course teach specialized tools and practices for finding, evaluating, and using digital information effectively, efficiently, safely, thoughtfully, and ethically.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please describe how the course involves students in actual practice with rhetorical thinking through opportunities to access, communicate, create, and distribute information.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please describe how the course provides opportunities for metacognition: opportunities for students to reflect on their own learning.

Display this question:

If Which Special Emphasis are you requesting? = Digital Information Literacy

Please describe how the course helps to develop digital citizens who are aware of the ways society and culture interact with technology. How does the course teaches critical thinking skills and interpretive strategies across modalities, helping students critically evaluate information, its contexts and availability?

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

Display this question:

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

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

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

apply.

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 five to vali... = Topic selection

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Existing knowledge, research, and/or views

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Design process

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Analysis

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Conclusions

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

Display this question:

*If While you do not need to meet all aspects of the rubric, you should include at least five to vali... =
Limitations and implications*

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 th...
= 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 vali... =
Determine the extent of information needed*

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

Display this question:

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

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Evaluate information and its sources critically

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Use information effectively to accomplish a specific purpose

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Access and use information ethically and legally

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

Display this question:

*If Which of the following Learning Goals will the course include? Please select the learning goal th...
= Intercultural Knowledge & Skills*

While you do not need to meet all aspects of the rubric, you should include at least five 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)

Display this question:

*If While you do not need to meet all aspects of the rubric, you should include at least five to vali... =
Cultural self-awareness (knowledge)*

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Cultural worldview frameworks (knowledge)

Please describe how "Cultural worldview frameworks (knowledge)" is assessed in the course.

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Empathy (skills)

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Verbal and nonverbal communication (skills)

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

Display this question:

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

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

Display this question:

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

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

Display this question:

If Which of the following Learning Goals will the course include? Please select the learning goal th... = Oral 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 Oral Communication does this course meet? Select all that apply. Oral communication rubric

- ☐ Organization
- ☐ Language
- ☐ Delivery
- ☐ Supporting Material
- ☐ Central Message

Display this question:

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

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

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.

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.

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.

Display this question:

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

Please describe how "Central Message" is assessed in the course.

Display this question:

If Which of the following Learning Goals will the course include? Please select the learning goal th... = Quantitative Reasoning

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

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

Display this question:

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

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Calculation

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Application/Analysis

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Assumptions

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least five to vali... = Communication

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

Display this question:

If Which of the following Learning Goals will the course include? Please select the learning goal th...
= 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 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 vali... =
Context of and Purpose for Writing

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

Display this question:

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

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Genre and Disciplinary Conventions

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Sources and Evidence

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

Display this question:

If While you do not need to meet all aspects of the rubric, you should include at least four to vali... = Control of Syntax and Mechanics

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

All ES courses are expected to include statements on the syllabus about **learning goals, breadth of knowledge, special emphasis, and capstone** validation where applicable once validated. You can find suggested syllabus language [here](#).

Please upload the syllabus for the course.

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.
