

Humanities General Education Course

UCGE Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for, or revisions to, the Humanities requirement of the general education curriculum.

Guidelines for the Humanities course in General Education.

- Successful course proposals will: Rely upon the theories and concepts from one of the humanities disciplines to enhance the students' interpretation, understanding and appreciation of the human experience.
- Idaho State Board of Education (SBOE) General Education Matriculation (GEM) Definition of the Humanities: These are disciplines that examine language, ideas, and the products and processes of creative expression. These courses emphasize appreciation of, inquiry into, and interpretation of the human experience by challenging students to consider the ethical, aesthetic, artistic, and intellectual dimensions of the human experience, past and present, in order to make thoughtful and imaginative contributions to their future world.
- Align to the SBOE GEM competency and knowledge objectives for the humanities. The course must address and cover at least 5 out of 7 of the following outcomes, criteria, and knowledge objectives below.
 - (1) Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - (2) Distinguish, demonstrate competency, and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline.
 - (3) Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - (4) Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, linguistic, or historical contexts.
 - (5) Interpret artistic and/or humanistic works through the creation of art or performance.
 - (6) Develop critical perspectives or arguments about the subject matter, grounded in evidence based analysis.
 - (7) Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

General Notes on General Education Courses:

- The course should be aimed at a general population (i.e., not exclusively for majors within a specific discipline) and should address issues broadly, when possible building on the interdisciplinary approach of the ISEM 101 Integrated Seminars.
- Preferably have no prerequisites. If your proposed humanities general education course has a prerequisite, an explanation for why it should be included in the list of approved humanities general education offerings must be provided.
- Be offered at least once every two academic years.
- Have a commitment by the proposing department that the course will be taught by appropriately credentialed faculty.
- Identify the specific Learning Outcomes of this course, and how they are linked to the University of Idaho level Learning Outcomes. Explain how the course's instructor(s) will determine that students have made progress toward achieving these learning outcomes.
- Identify a specific learning activity (e.g., written paper, oral presentation, collaborative project, poster, etc.) of the course that directly emphasizes and is integrated with both the learning outcomes of the course and the University Learning Outcomes, and provides some means of measuring the students' competencies in meeting these integrated Learning Outcomes.

Proposals should consist of the following:

- **Instructor:** Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching humanities general education.
- **Course Outline and Description:** Briefly describe in one to two pages the course and its objectives, and how the course will address the requirements listed above (bulleted guidelines). Please include a list of likely class materials and learning activities included in the course, and discuss how the course emphasizes and measures the University of Idaho and Course Specific learning outcomes. Consider using learning outcomes template below. The course syllabus may also be included in the course proposal packet to supplement this information.
- **Department Support:** A signature line indicating department support for the inclusion of this course to the humanities general education approved list is required.

For assistance with the course proposal, contact Dean Panttaja, Director of General Education at panttaja@uidaho.edu or visit the General Education, Resources for Faculty page at <https://www.uidaho.edu/academics/general-education/faculty-advisor-information/faculty>

Learning Outcomes to be considered in American Diversity Courses:

University and Course specific learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning. The following Learning Outcomes Template has been designed to help faculty members easily demonstrate the links between their course objectives/learning outcomes and the University Learning Outcomes. This format is not required. As long as you provide the links between the course and university objectives, any format is acceptable.

Learn and Integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

1. (Course Specific Learning Outcomes)
2. “ “

Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

1. (Course Specific Learning Outcomes)
2. “ “

Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

1. (Course Specific Learning Outcomes)
2. “ “

Clarify Purpose and Perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

1. (Course Specific Learning Outcomes)
2. “ “

Practice Citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

1. (Course Specific Learning Outcomes)
2. “ “