

Graduation Requirement Change

Instructor:

Department Chair/Program Director Approval via Signature:

Course Subject, Number, and Title:

Course Catalog Description:

Graduation Requirement Course Currently Counts For:

Graduation Requirement Seeking Approval For:

How does your course align with the description of the graduation requirement you are seeking approval for? (See pgs. 2-3 for descriptions)

## **Language Requirement**

Through language study, you build a foundation for an international education. You gain an understanding of how language works, both as a mode of human communication and as a way of constructing the world in different social and cultural contexts.

## **Cultural Diversity**

Courses that satisfy the cultural diversity requirement focus on one or more cultures that differ from the main cultures of the United States or Western Europe. Through these courses, faculty members guide students as they explore cultural differences from an academic perspective.

## **Justice, Equality, and Community**

These courses address the manifestations of justice and equality in various communities, locales, nations or regions, and focus on methods and theories used to analyze, spotlight, or remedy instances of injustice and inequality. Through these courses, faculty members guide students as they examine how justice and equality have been distributed, enacted, problematized and idealized in historical or contemporary settings.

These courses address justice and equality as they appear in various communities in local, regional, national, and/or global dimensions, and focuses on methods (i.e., legal, intellectual, creative, political, cultural, aesthetic, or scientific) that have been used to foster awareness of or to remedy inequalities and injustice. Depending on disciplinary affiliation, subject of study, and traditions of inquiry, a majority of the course content of a JEC-coded course will:

- examine historical or contemporary manifestations of injustice or structural inequalities that have impinged on the political, cultural, medical, economic, moral, religious, or social well-being of persons and groups who have been subordinated, marginalized, or put in positions of precarity by others, and
- do so by exposing students to the relevant theories, methods, strategies, and ideas (i.e., ethical, juridical, religious, scientific, creative, philosophical, aesthetic, etc.) that make it possible to identify, analyze, and/or remedy structural inequalities and injustice.

## **Learning Outcome**

Identify, analyze, and/or create artifacts addressing historical or contemporary manifestations of injustice and/or structural inequality (examples of artifacts include, but are not limited to, scholarship, datasets, literature, film, digital media, primary sources, visual art or performance).

In your response, be sure to address the following three questions:

1. What proportion of the course is dedicated to this outcome?
2. What work will students do to demonstrate they have achieved this outcome?
3. What contemporary or historical manifestation(s) of injustice/structural inequality is/are addressed?

## **Historical Thought**

Courses that seek to understand past human societies and how those societies have evolved over time. Examining documents and/or artifacts to construct broad narratives about the past and how human societies evolved; these courses reveal the constructed ways in which we understand the past and suggest the contingency of how we understand the present.

### **Literary Studies, Creative Writing and Rhetoric**

Courses that develop skills for creating and analyzing the complexities of language, form, and aesthetics through which speakers and writers represent the world or express their ideas about it. These courses explore written and oral forms of expression that invite creative interpretation.

### **Mathematical and Quantitative Thought**

Courses that study mathematical, programming, or statistical concepts. Some of these courses instruct students in making and analyzing numerically based claims about reality; others develop knowledge based on mathematical proof and problem-solving.

### **Natural Science**

Laboratory courses that study the natural and physical world through direct observation, experimentation, and/or analysis of empirical evidence. In these courses, students encounter concepts and models and test them against measurements of natural and physical processes, differentiating knowledge based on testable explanations of phenomena from other kinds of knowledge.

### **Philosophical and Religious Perspectives**

Courses on fundamental questions, philosophical reasoning, and religious thought and practices reflect on questions about knowledge, existence or the social and ethical world; reasoning about the derivation of positions, beliefs or values; or practices forming individual or community identity.

### **Social-Scientific Thought**

Courses that employ systematic analysis of qualitative, quantitative and/or ethnographic information drawn from the human world. These courses develop, test, and explain concepts and theories about human behavior, either individual or collective and differentiate knowledge derived from observations of the human world from other sorts of knowledge.

### **Visual and Performing Arts**

Courses that teach students to represent or express ideas or formulate arguments about how the world is represented in music, theatre, visual art, dance, and screen media. These courses help students build conceptual vocabularies for interpreting and communicating ideas about such works and the formal and aesthetic concerns related to them and/or understand how other have interpreted and communicated these ideas in historical contexts.