

Comparison of Theme Requirements: General Information

| OLD (Current) Requirements | NEW (Proposed) Requirements |
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| Courses may meet both a core and a theme; the theme must comprise at least 1/3 of the content of the course. | The course syllabus needs to document explicitly, both in the stated course objectives and the course activities such as the readings and lecture topics, how the Theme functions as an integral part of the course. The Theme needs to be interwoven throughout the course material (i.e., the "one-third" rule is no longer applicable). |
| An approved course may count for . . . two designated theme requirements | The Council will no longer approve a course to meet two Themes; while courses may integrate materials relevant to two different Themes, the department proposing the course must choose what Theme they will address when they seek CLE approval. |
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THEME REQUIREMENTS: COMPARISON

| OLD (Current) WORDING | NEW (Proposed) WORDING |
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| <p>Courses proposed to satisfy the environmental education theme must:</p> <ul style="list-style-type: none"> a. focus on the interdependency of humans and the natural environment and use critical issues of this interaction for illustrative and explanatory purposes, b. consider the regenerative capacity of the biosphere, and c. consider both the cultural and social implications of human intervention in biophysical planetary processes. | <p>To satisfy the Environment Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course raises environmental issues of major significance. • The course gives explicit attention to interrelationships between the natural environment and human society. • The course introduces the underlying scientific principles behind the environmental issues being examined • Students explore the limitations of technologies and the constraints of science on the public policy issues being considered. • Students learn how to identify and evaluate credible information concerning the environment. • Students demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society. |
| <p>To qualify as an International Perspectives course, a course must:</p> <ul style="list-style-type: none"> • explicitly compare, across national boundaries, important interdependencies, similarities, and differences of people, ideas, cultures, or institutions in today's world. • The perspective of the people of each of the nations involved must be explicitly addressed. • Attention to the historical background of the interdependencies, similarities, or differences being studied is welcome, as long as the main focus remains on the relevance of that history to today's world. | <p>To satisfy the Global Perspectives Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course, and most or all of the material covered in the course, focuses on the world beyond the United States. • The course either (1) focuses in depth upon a particular country, culture, or region or some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or regions; or (3) examines global affairs through a comparative framework. • Students discuss and reflect on the implications of issues raised by the course material for the international community, the United States, and/or for their own lives. |

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| <p>To meet the Citizenship and Public Ethics requirement approved courses will have the following components:</p> <ul style="list-style-type: none"> • A consideration of issues and themes of citizenship, public affairs, and public ethics in the abstract, as these relate to the discipline or field of knowledge in question, including professional ethics. The course readings and lectures present general theoretical frameworks to help define and analyze citizenship or public ethics. • An application of these general or theoretical frameworks to concrete instances; and • the inclusion of class discussions, writing components, or other pedagogies that would help students develop their own civic judgment, skills, and capacities for civic and ethical deliberation. | <p>To satisfy the Civic Life and Ethics Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course presents and defines ethics and the role of ethics in civic life. • The course explores how the ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas. • The course encourages students to develop, defend, or challenge their personal values and beliefs as they relate to their lives as residents of the United States and members of a global society. • Students have concrete opportunities to identify and apply their knowledge of ethics, both in solving short-term problems and in creating long-term forecasts. |
| <p>To qualify for Cultural Diversity designation, a course must:</p> <p>a. focus on historical and /or contemporary manifestations of social and cultural diversity with an emphasis on issues such as gender, race, ethnicity, age, socioeconomic status, affectional orientation or religious belief; and</p> <p>b. offer students an opportunity to critically examine issues of social and cultural diversity through instructional methods that foster interpersonal interactions.</p> | <p>To satisfy the Diversity and Social Justice in the United States Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course explores one or more forms of diversity through the multi-layered operation of social power, prestige, and privilege. • The course advances students' understanding of how social difference in the U.S. has shaped social, political, economic, and cross-cultural relationships. • Students examine the complex relationship between a particular form of diversity in the United States and its impact on historical and contemporary social dynamics, democratic practices, and institutional stratification. • The course enhances students' understanding of diversity as a social construct that has promoted the differential treatment of particular social groups and served as the basis for response to subsequent social inequities by these groups. • The course engages scholarship that has emerged in response to epistemological gaps in information and perspective in traditional disciplines. |
| <p>(NOT IN OLD REQUIREMENTS—NEW THEME)</p> | <p>To satisfy the Technology and Society Theme requirement a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course examines one or more technologies that have had some measurable impact on contemporary society. • The course builds student understanding of the science and engineering behind the technology addressed. • Students discuss the role that society has played in fostering the development of technology as well as the response to the adoption and use of technology. • Students consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society affected by the technology. • Students develop skills in evaluating conflicting views on existing or emerging technology. • Students engage in a process of critical evaluation that provides a framework with which to evaluate new technology in the future. |