## UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN CAMPUS HONORS PROGRAM

**Petition for General Education Certification for Campus Honors Program Courses**

**For use by the Campus Honors Program and its College-Level General Education Reviewers**

**Directions:**

Complete sections A, B, C, D, and only the categories in E that apply to the course you are proposing. Please delete the questions for categories you are not using. Send the completed form and current syllabus to Campus Honors Program Associate Director Anne Price ([aeprice@illinois.edu](mailto:aeprice@illinois.edu)). Please see the CHP Course Proposal Form for information about what the syllabus should include.

## Course Information:

Department: Rubric/Number:

Course Title:

1. **General Education Category:** Check the category or categories for which certification is proposed.

### A course may be proposed for only one category, with the exception of those categories marked with an

***asterisk (\*).***

Only courses approved for Advanced Composition, Cultural Studies (including the US Minority Cultures requirement) and Quantitative Reasoning II may be certified for simultaneous certification in a distribution area (i.e., Natural Sciences & Technology, Humanities & the Arts, or Social & Behavioral Sciences).

* English Composition I
* Advanced Composition (formerly English Composition II)\*
* Quantitative Reasoning I
* Quantitative Reasoning II\*

Cultural Studies- Choose only 1

* + Western/Comparative Culture(s)\*
  + Non-Western Culture(s)\*
  + U.S. Minority Culture(s)\*

Natural Science & Technology- Choose only 1

* + Physical Sciences
  + Life Sciences

Humanities & Arts- Choose only 1

* + Literature and the Arts
  + Historical and Philosophical Perspectives

Social & Behavioral Science- Choose only 1

* + Social Science
  + Behavioral Science

1. **General Information**:

## Briefly describe how the course fulfills the overall objectives of general education (listed below), including indication of how scholarship on women and gender are integrated (if these issues are not integrated, why that is appropriate):

*OBJECTIVES: Courses approved for general education are expected to provide substantive, rigorous, and broad introductions to important theories, concepts, and methodologies in a particular field of study that are appropriate for non majors; to broaden students' understanding of human thought and achievement; and to enhance critical and analytical thinking. The General Education Board asks that departments carefully review the availability of relevant scholarship on women and gender issues to assure that these materials are integrated into the courses where that is appropriate.*

*Please also note that the General Education Board considers the audience for and level of (100-400) the course when determining whether it is appropriate for General Education students. Courses that teach highly specialized knowledge, require extensive pre-existing knowledge of the subject area, are aimed primarily or exclusively at students in their junior or senior years, or meet with courses that are not general education in focus will likely not be approved.*

## Describe the instructional format and provide special justification as necessary.

*Departments are responsible for developing appropriate instructional formats for courses proposed for general education. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of general education. In most instances the goals of general education as set forth in the campus guidelines will not be met by instruction in mass lectures without discussion or laboratory sections.*

1. **Category-specific Information:** Please respond to the questions corresponding to the General Education category or categories for which this course is proposed. Indicate succinctly (2-3 pages maximum) how the course is designed to meet the guidelines for the specific area (or areas) of general education for which it is proposed.

# English Composition I

1. Show that the course has instruction in writing as its primary emphasis, includes a full semester (or equivalent) of weekly writing assignments, and includes primarily multi-draft writing assignments. What provision does the course make for careful evaluation of writing assignments?
2. What strategies does the course use to emphasize critical thinking and to strengthen development of students' ideas, clarity of expression, and organization along with their basic writing skills?

# Advanced Composition

1. Into which of the following categories does this course fall?
   1. Rhetoric or communication course building on Composition I,
   2. a General Education course in another area having a substantial writing component,
   3. a required or elective course in a major or minor field of study.
2. How does this course use writing assignments to facilitate analysis and synthesis of the subject matter of the course, or in the case of writing courses in the rhetoric and communication disciplines, application of the principles under study?
3. What strategies does the course use to require substantial original composition over the course of the semester, including directed rewriting following careful evaluation?
4. Show that the course is taught in section sizes consistent with the goals of students' receiving thoughtful appraisal of their writing and a substantial portion of the course grade being based upon evaluation of written work.

# Quantitative Reasoning I

Respond to the appropriate section below.

## If the course is a mathematics course:

1. Show that the course is a either a calculus course, or a mathematics course for which calculus is a prerequisite, or a college-level mathematics course emphasizing logical thought processes as opposed to memorization or manipulation of mathematical formulas.
2. How does the course teach clear organization and exposition of mathematical thought?

## If the course is a computer science course:

1. Show that the course involves problem formulation, algorithm development, and a significant amount of coding of programs.
2. What field of computer applications is addressed in the course?

## If the course is a course in symbolic logic:

1. How does the course emphasize the algebra of symbolic and scientific reasoning, and introduce the techniques of formal logics, including truth-fundamental logic and quantification theory, methods for the valuation of scientific evidence, and the use of scientific information in decision making?
2. How does the course teach the student the translation of verbal arguments into their symbolic counterparts, the manipulation of symbols, and the translation of word problems into their symbolic representations?

## If the course is a probability or statistics course:

1. How does the course emphasize the relationships between the assumptions of the probabilistic and statistical models discussed and the conclusions drawn?
2. What strategy is employed to assure that students will understand when particular models are appropriate or inappropriate?

# Quantitative Reasoning II

The Quantitative Reasoning II requirement can be met by completing: (1) a second course approved for Quantitative Reasoning I credit; (2) a course in mathematics, statistics, computer science or symbolic logic that builds upon and expands a prerequisite course taken to meet the Quantitative Reasoning I requirement; or (3) a course in any department at the 100, 200 or 300-level in which at least 25 percent of the course material and graded material require the use of mathematics, computer science, probability and statistics, or symbolic logic consistent with Quantitative Reasoning I guidelines.

## If the course incorporates mathematics:

If the course incorporates mathematics show how at least 25 percent of the course content and graded material incorporates either calculus, or mathematics for which calculus is a prerequisite, or college-level mathematics emphasizing logical thought processes as opposed to memorization or manipulation of mathematical formulas.

## If the course incorporates computer science:

Show how at least 25 percent of the course content and graded material incorporates problem formulation, algorithm development, and a significant amount of coding of programs.

## If the course incorporates symbolic logic:

Show how at least 25 percent of the course content and graded material incorporates the algebra of symbolic and scientific reasoning, and introduce the techniques of formal logics, including truth- fundamental logic and quantification theory, methods for the valuation of scientific evidence, and the use of scientific information in decision making?

## If the course incorporates probability or statistics:

Show how at least 25 percent of the course content and graded material incorporates the relationships between the assumptions of the probabilistic and statistical models discussed and the conclusions drawn?

# Natural Sciences and Technology

Respond to the appropriate section below.

**If the course is in the Physical Sciences:**

1. Show that the course presents the fundamentals of the science, or has as a prerequisite a college course in the fundamentals of the science.
2. Show that the course emphasizes the scientific method, including making observations, evaluating data, and solving problems.

**If the course is in the Life Sciences:**

1. Show that the course presents fundamentals of the life sciences, or has as a prerequisite a college course in fundamentals of the life sciences.
2. Show that the course emphasizes the scientific method, including making observations, evaluating data, and solving problems.

**Humanities and the Arts- please answer the 5 questions below in addition to the specific sub-category questions.**

1. Describe the reading requirements in this course.
2. Describe the writing requirements in this course.
3. How does the course introduce students to the typical critical approaches and methods of the discipline, and to past accomplishments in the field?
4. How does the course foster the goals of humanistic study, including: skill in communication; discriminating judgment and appreciation of ideas; understanding of cultural traditions; awareness of cultural ethnic and national diversity; and reflection on the human condition?
5. If the course contains elements of more than one category within the Humanities and the Arts (literature, the arts, historical perspectives, or philosophical perspectives), explain why this course is more appropriate for the category for which it is proposed.

**If this is a course in Literature:**

* 1. Show that the course gives significant consideration to the aesthetic characteristics and the formal aspects of the works studied.
  2. What aspects of literature will this course emphasize? They may include authorship, audience, cultural attitudes or values, specific themes, stylistic and generic features, historical, socio-political and/or philosophical issues.

## If this is a course in the Arts:

1. List or describe the art forms, genres or specific objects to be studied.
2. How will the course concern itself with the characteristics of the medium and other appropriate issues, such as its social function, its means of conveying meaning, and the evaluation of the art forms?
3. Will the students participate in the creation of art? If so, please elaborate.

**If this is a course in Historical Perspectives:**

1. What chronological and/or geographical aspect of human history is studied in this course?
2. Show how the course addresses continuity and change in the human experience and elucidates the development of institutions, ideas, beliefs, and social structures.
3. Show how the course familiarizes students with significant movements, persons, and events in their intellectual, social, economic, and political contexts.

**If this is a course in Philosophical Perspectives:**

1. How does the course offer a critical inquiry into problems of human thought, value, or existence, and engage students in the study of philosophical issues?
2. Show how the course involves either (i) study of philosophical works presenting perspectives on recurring intellectual, cultural, or social issues and problems, or (ii) study of an important institution, discipline or practice (e.g., law, religion, art, reasoning, science) that explores its place in life generally, its relation to other endeavors, and its claim to importance.

# Social and Behavioral Sciences

1. If the course contains elements of both the Social Sciences and Behavioral Sciences categories below, show how the emphasis of the course makes it most appropriate for the category for which it is being proposed.

**If it is a Social Sciences course:**

* 1. What social groups, institutions, organizations, or processes are studied in this course? What is the chronological, geographical, or cultural area within the scope of the course?
  2. Show how the course emphasizes persons in relation to other persons and to their environment.
  3. Show how the course considers both methodological and substantive issues, and formulates and inquires into basic questions about the nature of social life.

**If it is a Behavioral Sciences course:**

1. Show how the course studies human behavior in an empirical approach.
2. Discuss the attention given in the course to the general issues and the methods of the behavioral sciences.

## Cultural Studies- please answer the 3 questions below in addition to the specific sub- category question.

1. Show how the course treats topics and issues that promote a deeper understanding of the culture(s) discussed.
2. Show how the course provides at least one of the following: (i) a broad description and analysis of the interaction of intellectual, artistic, political, economic, social, and other aspects of a society's cultural life; (ii) an intensive investigation of the cultural life of a society or group in a particular time and place; (iii) a focused investigation of particular aspects of the culture of a society or group (e.g., its art and architecture); or (iv) a comparative investigation of cultural systems and the development of constructs for cross-cultural sensitivity and analysis.
3. If the course contains elements of more than one of the categories below, but is being proposed for one of those categories, show how the emphasis of the course makes it more appropriate for the category for which it is being proposed.

**If it is a Western/Comparative Culture(s) course:**

* 1. Show how the course provides understanding and awareness of significant aspects of the cultural tradition evolved from the confluence of Greek and Roman philosophical thought and European religious traditions, i.e., the cultural traditions associated with European and North American countries; OR show how the course provides understanding and appreciation of significant aspects of the cultural traditions of both Western and Non-Western cultural traditions, and indicate the comparisons and contrasts drawn between the different traditions.

**If it is a Non-Western course:**

1. Show how the course provides understanding and awareness of significant aspects of cultural traditions that have their origins outside the Western cultural tradition.

**If it is a U.S. Minority course:**

1. Show how the course provides understanding and awareness of significant aspects of one or more

U.S. racial minority cultures. Courses that focus on other socially significant U.S. minority identities (for example, relating to sexuality, gender, religion, or disability) or on theories of diversity, inequality, or discrimination are also appropriate for this requirement if the experiences, conditions,

and perspectives of one or more U.S. racial minority populations are significantly and appropriately integrated into the course.