

**LOPERs General Studies Program
Guidelines for General Studies Course Syllabi**

GSC approval: 3 September 20202

All GS course syllabi must include, at minimum, the following information.

Basic Course Information Required:

Course identifiers:

- Course prefix, number (include section number, where applicable), and title
- Class meeting time and place

Instructor information:

- Instructor name
- Instructor contacts (office location, phone number, and e-mail address)
- Instructor office hours

Course information:

- Required text / course materials (to be purchased or made available on Canvas?)
- Course prerequisites (where applicable)
- Course description (from the undergraduate catalog)

General Studies Program Information Required:

- A statement that the course is a General Studies course, including **its LOPER category** (e.g., HIST 210 is a General Studies course that meets the LOPER 6 (Humanities) broad knowledge requirement).
- The **purpose statement** for General Studies (*see Appendix*)
- The **program objective** for the course's LOPER category (*see Appendix*)
- The specific **learning outcomes** for the course's LOPER category (*see Appendix*).
- An **explanation of how the course enables students to achieve those learning outcomes**. In other words, link the abstract outcomes to the course's activities and assignments (e.g., [Outcomes a-b] will be achieved by finding sources and summarizing their arguments in the assigned research paper).

Course and University Policy Information Required:

- **Course outline:** include a tentative schedule of exams, major assignments, and events such as papers, projects, field trips, and presentations.
- **Grading information:** include both the components of the course grade and their weights, and the grading scale for course grades, specifying how many points or what percentage is required for each letter grade.
- **Course policy / expectations:** include attendance, class participation, late assignments, and conduct. Instructor policies on e-mail communications and use of technology in the classroom are recommended but not required.
- **Academic integrity:** include at least a reference or link to UNK's Academic Integrity policy and state the instructor's policy/penalties for academic dishonesty.
- **Other University policy statements:** include reasonable accommodations for students with disabilities and those who are pregnant; reporting sexual harassment, sexual violence or sexual

assault; and diversity & inclusion. (Update as needed each semester to include the latest policy statements.)

APPENDIX: LOPERs General Studies Program Categories & Learning Outcomes

NOTE: Courses must meet all learning outcomes in their category

Purpose of General Studies: The UNK LOPERs General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1-4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

FOUNDATIONAL REQUIREMENTS (LOPERs 1-4):

Program Objective: Courses are designed for students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning.

LOPER 1 (First-Year Seminar) Learning Outcomes

- a. Can locate and select appropriate sources of information (to include information important to academic and professional success)
- b. Can discern a source's argument or purpose and audience
- c. Can summarize a source's main points accurately and fairly
- d. Can evaluate and use sources appropriately and responsibly
- e. Can integrate information from multiple sources and contrasting viewpoints

LOPER 2 (Writing Skills) Learning Outcomes

- a. Can discern a writer's argument or purpose
- b. Can evaluate and use sources appropriately and responsibly
- c. Can use context-appropriate conventions in writing
- d. Can communicate in a manner appropriate to audience and context

LOPER 3 (Oral Communication Skills) Learning Outcomes

- a. Can discern a speaker's argument or purpose
- b. Can evaluate and use sources appropriately and responsibly
- c. Can use context-appropriate conventions in speech and non-verbal expressions
- d. Can form and support a coherent position
- e. Can communicate in a manner appropriate to audience and context

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning) Learning Outcomes

- a. Can describe problems using mathematical, statistical, or programming language
- b. Can solve problems using mathematical, statistical, or programming techniques
- c. Can construct logical arguments using mathematical, statistical, or programming concepts
- d. Can interpret and express numerical data or graphical information using mathematical, statistical, or programming concepts and methods

BROAD KNOWLEDGE REQUIREMENTS (LOPERs 5-8):

Program Objective: Courses are designed for students to acquire broad knowledge in a variety of disciplines across the arts, humanities, social and natural sciences.

LOPER 5 (Visual or Performing Arts) Learning Outcomes

Students can: Evaluate and/or create cultural products in a discipline of the visual or performing arts

- a. Can interpret a work of art within its cultural or historical context
- b. Can characterize and evaluate a work of art using concepts appropriate to its medium
- c. Can distinguish between works of art from various schools, time periods, and/or cultures
- d. Can articulate the significance of the arts for themselves or for society

LOPER 6 (Humanities) Learning Outcomes

Students can: Explain and evaluate ideas and/or social and cultural conditions using the concepts and methods in a humanities discipline

- a. Can analyze primary sources appropriate to the humanities discipline
- b. Can compare and contrast theories, narratives, or social/cultural conditions
- c. Can make and support an argument about the human experience
- d. Can articulate the significance of the humanities for themselves or for society

LOPER 7 (Social Science) Learning Outcomes

Students can: Explain and evaluate human behavior and/or social systems using the concepts and methods in a social science discipline

- a. Can use the discipline's concepts and methods to explain human behavior and/or social systems
- b. Can investigate problems and analyze evidence using the discipline's concepts and methods
- c. Can make and support an argument about human behavior or social systems using social-scientific evidence
- d. Can articulate the significance of social scientific knowledge for themselves or for society

LOPER 8 (Natural Science) Learning Outcomes

Students can: Solve problems and evaluate conclusions using the concepts and methods in a natural science discipline (may include a lab component)

- a. Can use the discipline's concepts and methods to explain natural or physical phenomena
- b. Can investigate problems and analyze evidence using appropriate scientific methodology
- c. Can make and support an argument based on sound scientific principles
- d. Can articulate the significance of scientific knowledge for themselves or for society

DISPOSITIONAL REQUIREMENTS (LOPERs 9-11):

Program Objective: Courses are designed to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society.

LOPER 9 (Civic Competency & Engagement) Learning Outcomes

- a. Can identify issues of public or community concern and problems or challenges posed by lack of civic competency and engagement.
- b. Can gather and evaluate sufficient and reliable information about issues of public concern and have the knowledge and skills to make reasonable judgements and decisions about them
- c. Can evaluate practices and decisions for their civic consequences
- d. Can articulate the importance of community service and civic engagement to address issues of public or community concern

LOPER 10 (Respect for Human Diversity) Learning Outcomes

- a. Can describe the nature and consequences of human diversity

- b. Can gather and evaluate information important for relating to diverse populations
- c. Can evaluate practices and decisions for their impacts on inequality or inclusivity
- d. Can articulate the significance of human diversity for themselves or for society

LOPER 11 (Wellness) Learning Outcomes

- a. Can articulate the importance of the eight domains of wellness (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social wellness).
- b. Can describe the impact of social factors, and personal decisions and behaviors, on wellness.
- c. Can gather and evaluate information about wellness and apply to personal behavior choices or decisions.
- d. Can integrate information from multiple sources and contrasting viewpoints to make an informed and educated decision regarding wellness.