

Outline for GE 4 Narrative Supplement

General Education IV (GE 4) provides students with a breadth of knowledge, skills, and perspectives in thinking about and acting in the world. The courses composing GE 4 provide foundational knowledge and/or skills in a specific category (content area) and should help students understand how their work in that category fits into the GE 4 program as a whole. The ten categories approved by the SUNY Board of Trustees are:

The Arts	Natural Sciences
Basic Communication	Other World Civilizations
Foreign Language	Social Science
Humanities	United States Studies ("American History," per SUNY)
Mathematics	Western Civilization

Each SUNY category has specific student learning outcomes (SLOs), which should inform the content, methods, and assignments in the course. The SUNY learning outcomes should appear on your course syllabus along with your course-specific student learning outcomes. SLOs must specify what your students should know or be able to do after successfully completing the course and must describe observable and measureable actions or behaviors.

To show on your syllabus that your course meets the criteria for its category, you should clearly indicate how your course-specific learning outcomes align with the broad learning outcomes of the category. One clear way to do this is to go through the GE 4 category's broad learning outcomes and list after each the corresponding or supporting course-specific learning outcomes. Consider specifying the assignments, exams, or activities in which these outcomes are assessed.

Your narrative, written on a separate sheet to accompany the GE 4 course proposal, should:

1. State how your course addresses all of the learning outcomes in its content category. For each learning outcome in the content category, state which of your course learning outcomes correspond to it.
2. State briefly what materials, activities, and/or approaches you will use to help students achieve the category learning outcomes. What assignments or other means will you use to determine if students are meeting those learning outcomes? (Examples include essays, oral presentations, tests, problem sets, performances, labs, observations, visual artifacts, and journals.)
3. State how you will help students understand this course as part of a larger General Education curriculum. (For example, early in the semester you might explain and have the class discuss how social science methods relate to and differ from those in the natural sciences and the arts. Students might briefly consider a common issue from the perspectives given by your class in comparison with other classes they are taking.)
4. If the course is being offered at the upper division, describe the prior experience the student is expected to bring to the course and how the course will build on that prior experience.