BoK designated courses should be introductory and also appropriate as a "complete" introduction to a field, one that could be the only course that students take in a particular discipline. These courses should be of general value and interest and might be ones that programs recommend to their students on a routine basis. Generally, they have few or no pre-requisites. The BoK designation is usually reserved for freshman (1000) and sophomore (2000) level courses. In a very few instances, programs may provide a BoK designation to a 3000 level course, although the above characteristics should apply.

Contemporary Topics

- **Diversity and Culture:** analysis and understanding of issues arising from individual and cultural differences.
- **Social and Ethical Issues:** social/ethical reasoning from historical and contemporary perspectives.
- **Technology and Innovation:** analysis and understanding of technological trends, innovation and discovery processes, and related effects, opportunities and dangers. A course or experience that fits this topic area might examine the social implications of technologies, relationships between invention and law, varied perspectives on technological change, and/or histories of technology. These courses should not be “how-to” courses that focus on applications of technologies. The focus of such courses should be the analysis of the role and impact of technology and innovation in societies.

Foundational Skills

**Quantitative Reasoning:** A QR course should contain discussion, instruction, use (on the part of students), and assessment of one or more of the following:

- Creation and interpretation of mathematical models (such as formulas, graphs, tables, and schematics) and inferences from such models
- Representation of mathematical (quantitative) information symbolically, visually, numerically, and verbally
- Problem solving using arithmetical, algebraic, geometric, logical, and/or statistical methods
- Evaluation of solutions to mathematical problems (estimate, check answers, identify alternative, select optimal results, and recognize limits of the methods)
Quantitative reasoning skills must be a significant element of the course and the instructor should analyze student learning related to quantitative reasoning as part of the overall course assessment.

Distribution Areas

- **Fine Art:** Courses in this area help students understand and appreciate creative works and history of the arts. In addition, these courses aim to teach students to recognize the comprehensive role of arts as an expression of the cultural values of a society and the need to preserve these expressions for the benefit of future generations. Courses from the following disciplines are examples of this distribution area: dance, drama, music, and visual arts.

- **Historical Perspectives:** Courses in this area should contain discussion, application, analysis, and/or evaluation of **one or more of the following:**
  - Primary and secondary historical artifacts
  - Applied historical methodologies to significant issues and/or debates
  - Current and historical debates about the study and presentation of historical issues

  Historical analysis and research skills must be a significant element of the courses in this area. Courses from the following disciplines are examples: history, classics, history of art and music, African-American studies, and Judaic studies.

- **Humanities and Literature:** Courses in this area help students develop competency in the understanding of the human condition and of the values inherent in it. This understanding will help the development of insights into and a critical evaluation of the meaning of life. A course that fulfills the Humanities and Literature requirement should contain discussion, instruction, use, and assessment of **one or more of the following:**
  - Texts specific to the field which illustrate the subject of analysis. For example, a literature course should utilize literary texts such as novels, poetry, drama, etc. Similarly, a philosophy course that fulfills this requirement should include primary texts in the field.
  - Literary and/or Humanities methodologies applied (by students with instructor supervision) to significant issues and/or debates
  - Current and historical debates about the study and presentation of humanities and/or literary issues and texts

  Reading, qualitative analysis specific to the discipline, and writing skills must be a significant element of the course, should contribute significantly to the course grade, and the instructor should analyze student learning related to humanities or literary perspectives and/or methodology as part of the overall course assessment. Courses from the following disciplines are examples of this distribution area: classics, communication, English, foreign languages, linguistics, philosophy, rhetoric, and courses not included in the other distribution areas.
• **Natural Sciences:** In a natural science course, students will learn fundamental scientific concepts and apply them to the natural world using quantitative and qualitative scientific methods. They will study **one or more of the following:**

  • How scientific principles and knowledge are applied to specific problems
  • The nature of scientific evidence
  • How scientific knowledge and evidence are obtained
  • How major principles, concepts, and models inform our understanding of the natural world
  • The interaction of society with the natural world

A natural science course must incorporate quantitative problem-solving or a broad, systematic conceptual survey drawn from the traditional physical or life sciences. Assessment of student learning should focus on this aspect of the course. At the conclusion of the course, students should be able to demonstrate an understanding of scientific concepts and methods.

• **Social Sciences:** A social science course teaches an understanding of human behavior and the organization of human activities—at the individual, group, community, societal, and global levels—arrived at through the analysis of theory and the use of quantitative and qualitative research methods. Students study how major principles, concepts, and models of the social sciences enhance our understanding of the human experience; the nature of social science evidence and how it is collected; and how social science knowledge is applied to specific problems and issues facing individuals, families, communities, societies, and the world. At the conclusion of the course, students should be able to demonstrate:

  • An understanding of the kinds of questions social scientists ask and the ways they go about answering these questions
  • Knowledge of the major principles, concepts, and models of at least one social sciences discipline
  • An understanding of methods social scientists use to examine human behavior

**General Education Touch-Points**

**First Year Experience:** The foundation of UC’s First Year Experience (FYE) approach is the responsiveness to ongoing student reflection and a common set of targeted learning areas: integrative learning, intellectual and self-management skills, professional and civic responsibility, and university engagement (for more information, see Great Beginnings Statement).

The course includes one or more appropriate FY curricular and experiential requirements such as FY seminars, other appropriate FY courses, or learning communities. It is anticipated that the FY program may include courses required by other aspects of the General Education Core Program (English 101, quantitative methods, BoK requirements, and Contemporary Topics).

**Mid-Collegiate:** Course includes experiential learning, training in the systematic methods, history of the discipline/profession, and/or mid-collegiate writing. Mid-collegiate courses should provide for on-going student reflection, reinforce first-year learning, and increase disciplinary proficiency, contextual understanding, and knowledge integration in preparation for the capstone.
**Capstone Course:** A senior year experience that enables students to transition to a profession or graduate school and continue to pursue life-long learning and social responsibility. The capstone experience is designed to demonstrate proficiency in the Baccalaureate Competencies and in the content/skills of the program/major. As a culminating experience, the capstone should require interdisciplinary and contextual perspectives (determined by unit or major).