

## Lived Environments (LE)

This document is meant as a guiding tool for faculty proposing courses and for committees reviewing course proposals. It offers a blueprint for best practices for creating GE courses and highlights the aspects of the course that will be considered in review. Course developers can use this document as a potential tool for backward design in creating a new course or revising an existing course for the GE. Reviewers will use this document to provide feedback about the perceived degree of development of connections between course content, assignments, and the GE Theme.

A course proposal includes two main elements: the student-facing syllabus and the submission document that is read only by reviewers. The syllabus should clearly describe the connections between the GE Theme, course content, and assignments. The GE goals and expected learning outcomes (ELOs) should be listed, with a brief statement explaining why and how the course provides students with the tools to achieve these outcomes. The course submission document should point to these connections and explain and link the course's specific approach to the GE Theme via its activities and assignments.

Key elements of a Lived Environments (LE) GE theme proposal are:

1. A brief, student-friendly explanatory paragraph in the syllabus immediately following the required listing of the GE category goals and ELOs that details the specific framing and operational definition of lived environments within the course.
2. A list of topics, questions, readings, and assignment descriptions linked to this framing of lived environments.<sup>1</sup>
3. Assignments that assess student attainment of the Theme ELOs that, in the aggregate, have weight that makes them integral to passing the course<sup>2</sup>.

Proposals without these elements will be sent back for revision. Revision requests may be broad suggestions for reconsideration, requests for explanation, or specific points of content or format (with these latter often characterized as "contingencies"). Courses that meet the three key elements but do not meet the guidelines laid out in the rubric below might also receive requests for revisions that must be resolved before final approval.

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<sup>1</sup> Common practices include listing a focal topic for each week, module, or session of the course. Full citations of readings should be included. Descriptions of assignments can be helpful.

<sup>2</sup> For example, if the final exam is the only assignment where the students demonstrate their mastery of a specific ELO and has a weight of 10% of the overall grade, a student can receive a good grade (possibly A-) without showing mastery of that ELO.

## Course Review Rubric: Lived Environments

Expectations are in bold on the left-hand column. The other cells of each row provide a qualitative assessment of the ways in which the course proposal materials address that expectation. The perceived strength of the alignment between course materials and the expectation increases from left to right.

	Not Met	Emerging		Met
<b>Critical and logical thinking about the topic or idea of <i>Lived Environments</i> is a primary focus of the course.</b>	Not evident in materials provided.	Course materials describe opportunities for critical and logical thinking, but not specifically about <i>Lived Environments</i> .	Course materials engage with <i>Lived Environments</i> in limited, narrow, or introductory ways.	Course materials address <i>Lived Environments</i> using varied content and highlighting open areas of inquiry, diverse interpretations, and cutting-edge perspectives.
<b>“Advanced Study” of <i>Lived Environments</i>.</b>	Not evident in materials provided.	Course materials describe advanced, in-depth study, but <i>Lived Environments</i> are not the primary emphasis of the course or of the advanced elements within it.	Course materials address <i>Lived Environments</i> in an introductory way, relying mostly on sources that are syntheses or reviews of original writings, research, or creative work.	Course materials describe opportunities for students to engage with <i>Lived Environments</i> through critique and review original creative works, research findings, or other primary materials in addition to secondary materials.
<b>Identify, describe, and synthesize approaches or experiences as they apply to <i>Lived Environments</i>.</b>	Not evident in materials provided.	Course materials describe opportunities for students to identify and describe their experiences with concepts relevant to <i>Lived Environments</i> .	Course materials describe opportunities for students to synthesize disciplinary or other approaches to concepts related to <i>Lived Environments</i> , but these are not connected to student’s own experiences.	Course materials describe opportunities for students to identify and describe their experiences and academic approaches for understanding concepts relevant to <i>Lived Environments</i> and provide opportunities for synthesis and comparison across approaches, experiences, and concepts.

	Not Met	Emerging		Met
<b>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work related to <i>Lived Environments</i>.</b>	Not evident in materials provided.	Course materials describe opportunities for reflection, self-assessment, and creative work, but these do not focus on <i>Lived Environments</i> .	Course materials describe opportunities for reflection, self-assessment, and creative work on concepts related to <i>Lived Environments</i> , but these are only minimally part of the grades and structure of the course.	Course materials describe multiple opportunities for reflection, self-assessment, and/or creative work on concepts related to <i>Lived Environments</i> that are integral to the course and its assessment strategies.
<b>Student reflections build on their prior experiences with concepts embodied in <i>Lived Environments</i> by revisiting these in new and challenging contexts.</b>	Not evident in materials provided.	Course materials describe opportunities for engaging with prior understandings of concepts embedded in <i>Lived Environments</i> but do not connect these to new contexts.	Course materials describe opportunities for new and challenging contexts for <i>Lived Environments</i> but do not solicit or engage with prior experiences.	Course materials describe opportunities for engaging with prior experiences or understandings of concepts of <i>Lived Environments</i> and ways that these prior understandings can be revisited or extended into new contexts.
<b>Engage with the complexity and uncertainty of human-environment interactions.</b>	Not evident in materials provided.	Course materials address the complexity of <i>Lived Environments</i> but do not engage with uncertainty (or vice versa).	Course materials touch on complexity and/or uncertainty around <i>Lived Environments</i> , but not in depth.	Course materials describe many opportunities for students to consider aspects of complexity and uncertainty in understanding <i>Lived Environments</i> .
<b>Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</b>	Not evident in materials provided.	Course materials describe opportunities for how environments change over time or space, but not about how humans cause or respond to these changes.	Course materials describe opportunities for learning about human-environment interactions but not about how these change across time or space.	Course materials describe many opportunities for students to engage with the reciprocal impacts of humans and the environments in which they live, and to consider ways in which these change or may change across space and time.

	Not Met	Emerging	Met
<b>Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</b>	Not evident in materials provided.	Course materials describe opportunities for learning about the ways that humans' interactions with their environment shape attitudes, beliefs, values, or experiences, but these are limited and/or not interrogated or analyzed.	Course materials describe opportunities for students to critique and interpret the implications of human-environment interactions on attitudes, beliefs, values, and behaviors.
<b>Describe how humans perceive and represent the environments with which they interact.</b>	Not evident in materials provided.	Course materials provide opportunities for learning about how humans perceive <b>or</b> represent their understanding of their environment, but not both.	Course materials provide opportunities for learning about how humans perceive <b>and</b> represent their understanding of their environment.
<b>Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</b>	Not evident in materials provided.	Course materials describe opportunities for students to learn about conventions, theories and ideologies relevant to discourse about lived environments, but do not participate in these through independent analysis or critique	Course materials describe opportunities for students to learn about conventions, theories and ideologies relevant to discourse about lived environments <b>and</b> to develop their own critiques and perspectives on these.