



The Foundation for Lifelong Learning

Fredonia Foundations Course Guidelines

Mission Statement

Fredonia Foundations facilitates students' acquisition of the knowledge and skills required to be creative, responsible, and engaged global citizens. At Fredonia, general education emphasizes integrated, interdisciplinary skills, competencies, experiences, and perspectives that foster critical thought and form the foundation for lifelong learning.

Principles

Fredonia Foundations provides pathways for students to experience a diversity of perspectives about and approaches to solving the problems of today. The program's emphasis on early exposure to college-level communication strategies, critical thinking skills, and information literacy helps prepare students to succeed in major and minor disciplinary courses, as well as co-curricular experiences, and helps form the foundation for lifelong learning skills that employers seek in a baccalaureate degree. The guidelines below will help ensure the integrity and quality of the Fredonia Foundations Program. These guidelines are grounded in the core principles that courses will be suitable, attractive and available to all students regardless of major to ensure a diversity of perspectives and that courses will be accessible to all students.

Guidelines

1. All Fredonia Foundations courses will support engaged student learning.
2. All Fredonia Foundations courses will be open to majors and non-majors. While courses may count for major requirements, the goals of Fredonia Foundations will take precedence over those for the major.
3. Courses in Fredonia Foundations will not require pre-requisites unless the pre-requisite is also in Fredonia Foundations. Placement criteria or tests (e.g., AP credit, high school coursework) are not considered pre-requisites.
4. Courses in Fredonia Foundations will not assess course fees unless those fees support a tangible product (e.g. safety equipment, a lab manual, or materials for a studio class).
5. Fredonia Foundations courses must be offered at least once every four semesters.
6. Before a course becomes part of Fredonia Foundations, it must be reviewed and approved by the General Education Committee or its designee through the curriculum review process, ensuring that the relevant theme and category student learning outcomes are addressed and assessments are aligned to student learning outcomes. All Fredonia Foundations courses will be periodically reviewed on a regular cycle as part of ongoing academic program review. (Note that all courses must also meet other campus requirements and will undergo review by the Academic Affairs Committee or its designee.)
7. Maximum cap enrollment for a course will be determined in the course proposal process and will be aligned with the engaged pedagogy used in the course. A minimum course cap for Fredonia Foundations courses will be 20 and the maximum course enrollment cap will be 90. In general, we anticipate a cap enrollment of 30-40 for most courses.
8. Faculty teaching a Fredonia Foundations course agree to submit assessment information each semester the course is taught per the identified assessment plan and system.
9. For consistency, all sections of a Fredonia Foundations course will use the student learning outcomes and assessment **types** (projects, essays, exam questions) specified in the course proposal. All assessments will be evaluated using common Fredonia Foundations rubrics developed by the faculty.
10. Notwithstanding Curriculum Guidelines 2, 3, and 7, approved CCC Oral Communication courses, such as senior level majors-only courses with pre-requisites, may be submitted through the Fredonia Foundations course approval process.
11. All Fredonia Foundations course syllabi must include the [Fredonia Foundations logo](#) and list appropriate Category and Theme SLOs.