**Foundations Curriculum and Instructional Effectiveness Committee**

Request for Foundations Credit

Please direct any questions to the current Committee Chair or full Committee via email at [stc@ecu.edu](mailto:stc@ecu.edu).

ECU Goals of the Liberal Arts Foundations Curriculum are available online at:   
<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

A Request for Foundations Credit form is completed to show that the course syllabus and other materials stating

the goals, contents and schedule for the course, as well as the course reading materials (texts, handouts, etc.)

DIRECTLY ADDRESS EACH OF THE FOUNDATIONS GOALS FOR THE COURSE AREA FOR WHICH YOU

ARE REQUESTING CREDIT. What is stated for each goal MUST be repeated in the course syllabus and MUST

be reflected in the daily class plan.

a) The course goals must address explicitly each of the three foundations goals for the area.

b) The course outline must address explicitly the three foundations goals for the area.

c) The course schedule (outline of what is covered each class day) must address explicitly the   
 three foundations goals for the area.

d) The course texts or other required reading materials must address explicitly the three   
 foundations goals for the area.

Failure to show the things addressed in (a)-(d) above in the Request for Foundations Credit form may result in the request being denied.

**When filling out this form:**

\*Do not use any formatting commands not already used in the document (for example, commands other than paragraph breaks and simple block tab-indenting).

\*Do not use auto-numbering, bulleted lists or other formatting commands that cause the document to get messed

up if members of the Committee change the document after receiving it (change its margins, add comments, etc.).

\*Use MSWord and forward a copy as an email attachment to the chair of the committee at least three weeks prior

to a scheduled meeting (see <http://www.ecu.edu/cs-acad/fsonline/as/foundationscurriculum.cfm> for scheduled

meeting dates).

\* Name the form you send as follows: courseprefixcoursenumberFC.doc, (for example: PHIL2271FC.doc).

\*Send the Committee chair a sample course syllabus as an email attachment. The course syllabus and sample texts should address directly the foundation goals for the area.

\* If this is a course already on the books, you will need to do a new sample syllabus that addresses the new foundations goals.

\*If the course is a new course, send the Committee chair a copy of the course proposal you will submit to the University Curriculum Committee as an email attachment.

7/2013

**Foundations Curriculum and Instruction Effectiveness Committee**

**Request for Foundations Credit Form**

Please type your answers directly on this form with all information noted below included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the specific Foundations area may result in the request being denied.

A. Basics (for items 1-12, for cross-listed courses provide two or more sets of information, as appropriate,  
 under each category)

1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence).

2. Unit in which the course will be taught.

3. Unit Administrator’s title, name and email.

4. Course name, prefix, number, number of credit hours, prerequisites (if applicable). And description as it appears or will appear in the catalog.

5. College in which the course will be taught.

6. College dean’s name and email.

7. Date approved by unit’s curriculum committee and chair’s initials.

8. Date approved by unit’s voting faculty.

9. Date reviewed by the unit’s chair and chair’s initials.

10. Date approved by the college curriculum committee and chair’s initials.

11. Date forwarded to Foundations Curriculum and Instructional Effectiveness Committee.

12. A detailed course syllabus with a weekly schedule of topics to be discussed which should reflect explicit coverage of each of the foundation goals.

The purpose of the information provided below is to enable Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the specific goals for all courses in its area that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:   
<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

B. Using the Foundations Goals listed under the course’s area:

1. Describe in enough detail that it is clear to the members of the FCIE committee how the course’s content will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

2. Describe in enough detail that it is clear to the members of the FCIE committee how the course’s content will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

3. Describe in enough detail that it is clear to the members of the FCIE committee how the course’s content will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

4. If the course area is Health Promotion and Physical Activity, or Writing Competency, describe the course’s content in enough detail that it is clear to the members of the FCIE committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.

C. The sample course syllabus should contain a schedule outlining what will be taught when during the

semester. Be sure that the syllabus reflects coverage of areas included in Foundations Goals. Readings and assignments that meet the goals should be included in the syllabus. If there is something not covered that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.

D. If it may not be clear to committee members how your course materials address the foundations goals then bring samples of course materials that will be used in the course that explicitly address all of the foundation goals for the course’s area.

E. If the course is an upper-division course (3xxx or 4xxx), briefly explain why students should get foundations credit for taking the course. Only in exceptional circumstances will a 4000 level course receive Foundations Credit.