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| **General Education New Course Request****Submit completed form and relevant attachments as supporting documents on a new Miscellaneous request at** [**https://catalogedits.washburn.edu/miscadmin/**](https://catalogedits.washburn.edu/miscadmin/) |
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Email with questions: beth.oneill@washburn.edu

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| **Course Demographics** |

Date of Most Current Change:

Department:

Discipline/Subject:

Course Number:

Course Title:

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| **Affirmations** |

**Please check to affirm the following:**

  Syllabi for all sections of the course include master syllabus—i.e., General Education information including 1) a General Education statement that identifies which General Education distribution area the course is in, 2) a description of the USLO the course assesses, and 3) clear mapping of assessments to objectives.

  Syllabi associated with General Education assessment are attached.

  Assignments associated with General Education assessment are attached.

  Rubrics associated with General Education assessment are attached.

  I understand that the General Education Committee evaluates requests for new General Education courses upon consideration of the following criteria:

* Meaningful representation of USLO among course objectives (e.g., 3+, 30%, meaningful number of objectives associated with USLO)
* Presence of assessment for each objective associated with USLO
* Consistency in assessment across sections of the course
* Objectives use taxonomy indicating they are things students should be able to know/do/think upon course completion
* Measurability of objectives
* Appropriateness of objectives' cognitive level for course

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| **Course Specifics** |

Please identify any special costs associated with this course, e.g., software or calculators. Check all that apply.

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| --- | --- |
| Graphing Utility |   |
| Software |   |
| Content Specific Tools |   |
| Other |  |

Specify if Other:

If Other Costs were added, please describe how costs are to be spent:

Does this course have prerequisites?  (Uncheck for No)

If Yes, please list the prerequisites.

How often is the course taught? Select all that apply.

|  |  |
| --- | --- |
| Fall  |   |
| Spring  |   |
| Summer On demand |   |

How many sections are offered per semester?

Is this course offered online?

 Regularly

 Sporadically

 Not Currently

Indicate the **distribution area** for this course.

 English Composition

 Math

 Communication

 Humanities (including CPA)

 Natural Sciences

 Social Sciences

 Inclusion and Belonging (must meet I&B SLOs below)

Practicing Washburn’s core value of inclusion in our personal, professional, and civic lives involves respecting diversity in all its forms, including but not limited to socioeconomic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. Students will analyze how different systems, cultures, and circumstances produce a variety of personal experiences, values, and worldviews that shape the past and present realities of individuals and groups. Further, students will evaluate their own role as global citizens in advancing respect, equity, and inclusion for all people and consider possible solutions to problems that affect the world.

 Scientific Literacy and Reasoning (must meet part b of the QSR USLO below)

Scientific reasoning and literacy involve the acquisition and application of skills and knowledge necessary to understand scientific methods and apply them to observable phenomena. Students will be able to understand, develop, and evaluate arguments supported by scientific evidence, clearly communicate those arguments in a variety of formats, and use scientific methods to solve problems from a wide array of contexts and disciplines.

Please indicate the USLO for this course.

 Critical and Creative Thinking CCT

Critical thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative thinking involves the production of original ideal, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

 Communication COM

Communications skills involve the ability to clearly express and understand ideas in written, oral and non-verbal forms. Communication includes the practical exchange of information, which can include the ability to listen, comprehend and respond to others, as well as the creative expression of ideas in the visual, written and performing arts. In oral and written communication, students will demonstrate the ability to shape a central thesis, organize an argument, and formally support that argument. Students will be able to understand and interpret creative expression based on knowledge of the forms and principles of various expressive media.

 Global Citizenship, Ethics, and Diversity GED

Global citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind’s place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental, and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

 Information Literacy and Technology ILT

Information literacy and technology involves the ability to locate, select, use and evaluate information obtained from appropriate electronic and/or printed resources, including a critical analysis of the information and the credibility of the sources of information. It also involves the ability to use technology to research, organize, present and/or communicate information in meaningful ways. Additionally, information literacy and technology includes skills such as the ability to understand the development of technology and its impact on society, the ability to understand and use existing technologies and information to address real-world issues, and the ability to recognize emerging technological trends and their possible impact on the future.

 Quantitative and Scientific Reasoning and Literacy QSR

1. Quantitative reasoning involves the ability to work with numerical data and the higher-order thinking skills required to make and understand mathematical arguments. Students will be able to understand and develop arguments supported by quantitative evidence, clearly communicate those arguments using words, tables, graphs, statistical inference, or mathematical equations and functions, as appropriate, and apply mathematical methods to solve problems from a wide array of contexts and everyday situations.
2. Scientific reasoning and literacy involve the acquisition and application of skills and knowledge necessary to understand scientific methods and apply them to observable phenomena. Students will be able to understand, develop, and evaluate arguments supported by scientific evidence, clearly communicate those arguments in a variety of formats, and use scientific methods to solve problems from a wide array of contexts and disciplines.

Has this course been approved by the appropriate division and/or the unit?

 (Uncheck for No)

Has this course been approved by the appropriate division and/or the unit to apply for general education status?

Note: Courses in the Scientific Reasoning and Literacy and Inclusion and Belonging areas are open to all disciplines and do not require division approval for general education status. Courses in all other distribution areas must be approved first by the appropriate division or department before applying for general education status.

 (Uncheck for No)

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| **Course Components** |

Explain how the content of the proposed course provides a grounding in the liberal arts and sciences:

Explain how the course will contribute to the development of students who are equipped with the knowledge and skills necessary to be engaged and capable citizens:

Explain how the course has broad foundational content, covering materials of interest to students in a wide variety of disciplines:

Class format, assignments, testing methods, and assessment plan must be suitable for promoting mastery of the primary content and for developing its designated student learning outcome. All sections of this course will follow the course-information sheet submitted online as part of this application.  (Uncheck for No)

The course must promote the use and development of intellectual skills that are normally associated with the level, discipline, and division under which the course is offered.

  (Uncheck for No)

Maximum class size must be compatible with the course's primary content, assignments, testing methods, and targeted student learning outcome.  (Uncheck for No)

Please select number of objectives for this course:

  1

  2

  3

  Other (Please specify)

**Instructions**: For the section below, information should be completed for all Objectives listed in the Syllabus. However,only those objectives that are part of the General Education SLO assessment need to have assessment and measures information completed. Copy/paste the form below for each objective beyond Course Objective 1. The General Education Committee will be looking at the following criteria when evaluating SLOs:

* meaningful representation of USLO among course objectives (e.g., 3+, 30%, meaningful number of objectives associated with USLO)
* Presence of assessment for each objective associated with USLO
* Consistency in assessment across sections of the course
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* Measurability of objectives
* Appropriateness of objectives' cognitive level for course

Course Objective 1:

Is this objective part of the General Education SLO assessment? (Uncheck for No)

If yes, Assessment:

If yes, Measures:

**Please attach to the CourseLeaf form any rubrics for this course, any course syllabus(es), and assignments and other appropriate documents for this course.**