**Course Proposal for the General Education Curriculum**

Arkansas Tech University

General Education Committee

This form and its attachments are required to submit course proposals to the General Education Committee for consideration as part of the ATU General Education Curriculum.

Date of Submission:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Information:

Departmental prefix\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Credit Hours\_\_\_\_\_\_\_\_\_

Course Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prerequisites\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. The course aligns with which General Education Goal and Associated Learning Outcomes?

* Communicate effectively

1. Written Communication
2. Gather thoughts and present them in a cohesive, written manner
3. Synthesize information into a collective argument
4. Use formal grammar and mechanics
5. Oral Communication
6. Verbally present thoughts in an organized manner
7. Speak with confidence on a variety of subjects
8. Adapt to multiple audiences including a professional audience

* Think critically

1. Identify an underlying argument
2. Make reasonable inferences from an argument
3. Assess the quality of evidence
4. Identify the thesis and conclusions in an argument

* Develop ethical perspectives

1. Exhibit integrity and reliability in individual action and institutional activities
2. Practice principle-centered leadership
3. Demonstrate responsibility when interacting with new technologies and information

* Apply scientific and quantitative reasoning

1. Scientific Reasoning
2. Identify hypothesis, classify relevant variables, and evaluate experimental design
3. Formulate reasonable explanations of natural phenomena based on observations of both quantitative and qualitative data
4. Recognize the power of the scientific process through its ability to provide ways to experimentally verify and predict natural phenomena
5. Quantitative Reasoning
6. Perform a quantitative analysis of a situation and make a decision based upon the outcome
7. Understand information presented in a graphical format
8. Create a mathematical model of a real world situation
9. Use mathematical formulae or processes in real world situations

* Demonstrate knowledge of the arts and humanities

1. Identify and analyze diverse cultural and historical factors in the creation of and response to works of art, music, theatre, film, literature, or philosophy
2. Evaluate the global significance of works of art, music, theatre, film, literature, or philosophy to the human experience
3. Identify ideas and arguments from literature or philosophy and relate them to the global context in which they were created
4. Understand basic terms used to identify and describe diverse works of art, music, theatre, film, literature, or philosophy

II. Does this course duplicate or replace another General Education course?

* No
* Yes. Rationale for duplicating an existing course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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III. Which part of the General Education curriculum would this course fulfill? (Catalog 2019-2020)

* English (6 hours)
* Mathematics (3 hours)
* Science (8 hours)
* U.S. History or Government (3 hours)
* Social Sciences (6-9 hours)
* Fine Arts and Humanities (3-9 hours)
* Speech Communication (0-3 hours)

IV. Please attach a copy of the course syllabus. Highlight and label the General Education Goal in the syllabus, as well as where the Associated Learning Outcomes are fulfilled within the course.

V. Address the following in an attached document:

1. Examples of the assessment tools to meet the learning objectives you indicated above, e.g. test questions, assignments, paper projects, etc. The samples can be the actual assessment tool or prototypes.
2. Rubrics or grading criteria for each assessment tool
3. A clear plan for collecting, analyzing, and distributing assessment data to all constituents to continually improve the course
4. In courses with multiple sections and/or multiple instructors (including adjunct, concurrent, and online instructors now and in the foreseeable future), indicate the method and structure for ensuring consistency across sections, campuses, and formats.