**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Submitter Contact Info:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Information:

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

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

I. The course aligns with which ONE or TWO General Education Goals and Associated Learning Outcomes (no more than two)?

* Communicate effectively

1. Written Communication
2. Present written thoughts in a cohesive 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. Diversity

1. Identify examples of power and privilege

2. Explain the impact of power and privilege in everyday life

3. Describe personal beliefs, attitudes, and biases about people whose experiences, histories, cultures, and appearances are different than one’s own

1. Empathy
   1. Model empathy
   2. Apply empathy to change behavior and build better relationships
2. Leadership
3. Exhibit integrity and reliability in individual action and institutional activities
4. Practice principle-centered leadership
5. Demonstrate responsibility when interacting with new technologies and information

* Apply scientific and quantitative reasoning

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

* Apply the value of the arts and humanities

1. Identify ideas represented in art, music, theatre, film, literature, or philosophy
2. Relate ideas in art, music, theatre, film, literature, or philosophy to the global context in which they were created
3. Interpret the global significance of works of art, music, theatre, film, literature, or philosophy to the human experience

* Practice Civic Engagement

1. Recognize the potential for individual civic action to affect change
2. Construct a personal vision of a civic pathway
3. Lead organizations/projects in planning and implementing public participation that address local community needs, issues, and problems

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?

* 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(s) 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 (ex: CPGE questions)
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.

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| Arkansas Tech University | | | | | | |
| General Education Course Objectives and Learning Outcomes | | | | | | |
| Course Name: |  | Course Number: | | |
| Submitted by: | | Department: | |  | |
|  | | | | | | |
| Common course objectives and student learning outcomes that are or will be listed on the syllabus of every section of this course: | | | | | | |
| Course objectives: |  | |
| Student learning outcomes: |  | | | | | |
| ADHE ACTS Information for this Course (if appropriate) | | | | | | |
| ACTS Course number: |  | |  | |  | | |
| Copy the ACTS course objectives and learning outcomes: |  | | | | | |
| Which ATU general education goals does this course fulfill? (no more than two) | | | | | | |
| * Communicate effectively   + Written communication   + Oral communication * Think critically * Develop ethical perspectives   + Diversity   + Empathy   + Leadership * Apply scientific and quantitative reasoning   + Scientific reasoning   + Quantitative reasoning * Apply the value of the arts and humanities * Practice civic engagement | | | | | | |
| Description of how this course meets the general education goals chosen above (to be included on the syllabus of every section of this course) | | | | | | |
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