

# Course Request Form

Revised – Spring 2008

## ***GENERAL EDUCATION PROGRAM COURSE COMPONENTS - REVIEW FORM***

**Instructions:** Complete required items (determined by category in which course is submitted) on both sides of this form. If more space is needed for items 6 and 7, use a separate sheet. Return this form ***with a copy of the syllabus for the proposed course that includes statements that support the request*** to your representative on the Council on General Education.

Course Name/Catalogue Number: \_\_\_\_\_

Category(s) for which course is being proposed (Circle)

Foundation Skills:            IA            IB            IC

Liberal Knowledge:            IIA            IIB            IIC

Health and Personal Performance:            IIIA            IIIB

          IIIB submissions - Answer only Questions 1-5 below.

General Education Electives:            IV

1. College: \_\_\_\_\_ 2. Department: \_\_\_\_\_

3. Faculty Contact(s): Name(s) \_\_\_\_\_ Department Chair: \_\_\_\_\_ (sign.)

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

4. Catalogue Description:

5. Prerequisites to proposed course:

6a. For a course for **Category I - Liberal Education Skills**, indicate which **ONE** of the following foundation skills is the *main focus* of the course:

_____ Writing	_____ Critical Thinking	_____ Speaking and Listening
_____ Reading	_____ Mathematics	_____ Computing
_____ Quantitative Reasoning		

If the course is proposed **ONLY** in Skills Category I, answer *only* Questions #1 - 6a of this course components review form. The response to #6a should be incorporated into the course description on the syllabus.

**6b.** Describe how students participate actively in their own learning in this course. Indicate how the course incorporates active instructional approaches so that students are involved directly in their own learning. Examples might include the use of technology such as computer data bases, the use of library resources for assignments, or the incorporation of cooperative learning groups, simulations, and field work as useful alternatives to lecture.

**7a.** For courses proposed for **Categories II - Liberal Knowledge, IIIA - Health and Personal Performance, or IV- General Education Electives**, indicate at least **TWO** of the following learning skills that are integrated within the content and evaluation measures utilized in the course.

<input type="checkbox"/> Writing	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Viewing
<input type="checkbox"/> Speaking	<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Computing
<input type="checkbox"/> Listening	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Reading

In addition, answer Questions #7b, c, d, of this course components review form. The responses to these questions (7b,c,d,) should be incorporated into the syllabus for the course, and the indicated learning skills should be highlighted in the course description on the syllabus.

**7b.** Describe how students participate actively in their own learning in this course. Indicate how the course incorporates active instructional approaches so that students are involved directly in their own learning. Examples might include the use of technology such as computer data bases, the use of library resources for assignments, or the incorporation of cooperative learning groups, simulations and field work as useful alternatives to lecture.

**7c.** Indicate how the instructor of the course will consider overtly with students the values (academic, human, etc.) that are reflected in the content and method of instruction.

**7d.** Indicate how this course helps students to understand both the history and philosophy of the discipline, and its interrelationship with other disciplines in the arts, humanities, and the social, physical, and biological sciences.