**Submitting your courses to CPAC for approval for the new GE program**

*Deadline for ensuring your course will be reviewed in time for inclusion in the 2021 catalog is*  ***December 1, 2020. If you have any questions about these guidelines, consult the General Education Website*** [***https://sites.ewu.edu/generaleducation/teaching***](https://sites.ewu.edu/generaleducation/teaching) ***or contact Ann Le Bar or Natalia Ruiz-Rubio for help.*** *Any specific comments, information you have for the reviewing committees should be put into the “Justification for change” section.*

*You are strongly encouraged to write your breadth area justification and your complex assignment(s) following the models provided in the pages below. Importantly, these models incorporate the original language from the Breadth Area criteria and the Student Learning outcomes. Following these models will assure that the reviewing committees can easily understand how your course and your assignments are addressing the Breadth Area criteria and the GE Student Learning outcomes.*

*Note, the following instructions describe the steps for updating an existing course, which are fundamentally similar to the steps for submitting a new course.*

**Accessing CPAC on-line submission tool to submit your course**

1. Search for CPAC on the EWU website, or follow this link <https://sites.ewu.edu/cpac/courses/>
2. (from above, click on “Curricular change,” then click on “Manage courses,” then click on “new course,” or “edit course” if you are updating your existing GECR class.)
3. To Edit an existing course, click “Edit course instructions”
4. Click on “Login to CIM” - you may need to use your EWU Single sign-on ID and Password
5. Click on the mortar board/book icon to complete sign-in
6. To update an existing course, type course prefix and number into search bar and click “Search current”
7. When your course appears, click green “edit course button”
8. Carefully review all of your course’s information in the gray shaded section. You can change the course name and course description, but **do not** change the course number. Be sure to complete the following sections: “Justification for change”; “Pre-requisites”; “Satisfies.” **The help bubbles next to these 3 fields contain information for filling them out**
9. “Satisfies”: list the two GE Learning Outcomes your course will satisfy; if necessary, change (or add) the Breadth Area your course belongs in
10. Next go to the GE Program Course requirements section. **ALL OF THE FOLLOWING INFORMATION MUST BE SUBMITTED OR YOUR COURSE WILL BE RETURNED TO YOU FOR COMPLETION**
11. Click on “Yes” for GE program, then select the breadth area your course will fit into.
12. “Breadth Area Justification”: copy and paste your language explaining why this course belongs in the proposed breadth area, including addressing all breadth-area criteria.
13. “GE Learning outcomes”: write a short description (2-3 sentences) explaining how the GE SLOs you will address specifically connect to your course content.
14. “Complex Assignments”: Submit your complex assignment(s), explaining how they address all of the elements in the 2 GE Learning Outcomes your course will teach.
15. “Assignment Rubrics”: provide a rubric for each complex assignment that you will use to measure your students’ accomplishment of each Student Learning Outcome. Use the relevant rubrics, available on the GE Website, and add other student learning outcomes to it as needed, to fit your assignment. If you have difficulty copying and pasting the rubric into the designated box, attach them as a document using the “attach” function at the bottom of the page.

*To follow your course through the stages of the Review Workflow, click on “Preview Workflow.” If your course is submitted by December 1, but needs some revisions, GEC will provide you with feedback during Winter quarter 2019.*

**Model for writing Breadth Area Criteria Justification**

*This is an Arts and Humanities Breadth Area Course because it prepares students to*

1. *Develop compelling interpretations of* [texts, artistic products, artifacts such as … ] *that reflect the field of* [your discipline’s name] *‘s interpretative conventions.*
2. *Create a well-crafted* [text, art work, such as … ] *as determined by the conventions* *of* [your discipline’s name].
3. *Describe the historical or socio-historical conditions that have shaped* [ texts, artistic products studied in your discipline].

*This is a Lab-based Natural Sciences Breadth Area Course because students regularly* [collect or use] *data based on observations of natural phenomena* [for example … ] *to support a scientific conclusion; this course also prepares students to*

1. *Describe one or more scientific processes used in the field of* [your discipline’s name].
2. *Explain some aspect, for example* [an aspect of the natural world studied in your discipline] *using quantification.*
3. *Distinguish between knowledge claims that are scientific and those that are not.*

*This is a Social Sciences Breadth Area Course because it prepares students to*

1. *Correctly define terms pertinent to* [your discipline’s name].
2. *Apply discipline-specific concepts to explain an aspect of human behavior.*
3. *Analyze a social phenomenon,* [such as one in your discipline] *or problem,* [such as one in your discipline] *using the* [your discipline’s name] *‘s conventions.*

**Model for writing a Complex Assignment**

**Addressing Analytical thinking**

[Short description of assignment]. *In this assignment students will demonstrate the ability to think analytically by:*

* *Systematically examining evidence to identify patterns and anomalies.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Applying a theory to make meaningful sense of the data.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Stating conclusions that are logical extrapolations from the evidence.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Identifying the limitations of the conclusions they draw.*

[Description of task(s) students will perform -- it should include description of formative feedback]

**Model for writing a Complex Assignment**

**Addressing Creative Thinking**

[Short description of assignment]. *In this assignment students will demonstrate the ability to think creatively by:*

* *Embracing contradictions by integrating alternate, divergent, or contradictory perspectives or ideas.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Synthesizing ideas by connecting ideas or solutions in novel ways.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Engaging in innovative thinking by creating a novel or unique idea, question, format, or product.*

[Description of task(s) students will perform -- it should include description of formative feedback]

**Model for writing a Complex Assignment**

**Addressing Information Literacy**

[Short description of assignment]. *In this assignment students will demonstrate information literacy by:*

* *Utilizing search strategies to find relevant information.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Applying sound criteria (i.e., credibility, accuracy, and currency) to render an educated judgment about the quality of information.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Using information to effectively accomplish a clear purpose.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Accurately employing scholarly conventions for attributing information to its source.*

[Description of task(s) students will perform -- it should include description of formative feedback]

**Model for writing a Complex Assignment**

**Addressing Written Communication**

[Short description of assignment]. *In this assignment students will demonstrate the ability to communicate in writing by:*

* *Clarifying the purpose of the document.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Conveying the meaning clearly throughout the document.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Organizing their document logically.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Making choices concerning style, tone, and degree of complexity that are appropriate to the audience.*

[Description of task(s) students will perform -- it should include description of formative feedback]

**Model for writing a Complex Assignment**

**Addressing Quantitative Literacy**

[Short description of assignment]. ]. *In this assignment students will demonstrate quantitative literacy by:*

* *Solving mathematical problems correctly by performing calculations.*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Accurately describing the meaning of information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables).*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Accurately converting information into mathematical forms (e.g., equations, graphs, diagrams, and tables).*

[Description of task(s) students will perform -- it should include description of formative feedback]

* *Correctly using quantitative information to support an argument.*

[Description of task(s) students will perform -- it should include description of formative

feedback]