**Global Studies and Diversity**

**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 Web site*** [***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 justification for Global Studies and Diversity area, and your complex assignment(s) as detailed as possible. Following the models provided will assure that the reviewing committees can easily understand how your course and your assignment(s) are addressing the Global Studies and Diversity criteria, and the GE Student Learning outcome.*

*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”

Carefully review all of your course’s information in the gray shaded section. You can change the course name and course description. If necessary, do change the course number to meet the GE policy (Global Studies and Diversity courses must all be numbered at the 200 or 300 level).

1. Be sure to complete the following sections: “Justification for change”; “Prerequisites”; “Satisfies.” **The help bubbles next to these 3 fields contain information for filling them out**
2. Prerequisites: In general, CPAC expects 200-level courses to have prerequisites related to completion of introductory courses such as Math or English competency. Prerequisites for 300-level courses generally allow a student to have a competent background to be successful in the course, such as having Math or English proficiency. General education courses may *not* require admission to a program as a prerequisite.
3. “Satisfies”: list the GE Learning Outcome your course will satisfy; if necessary, change (or add) the area your course belongs in. Global Studies and Diversity courses must address one of the following GE Learning outcomes: Information Literacy, Creative Thinking, or Analytical Thinking.
4. 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**
5. Click on “Yes” for GE program, then select the area your course will fit into.
6. “Global Studies / Diversity Justification”: thoroughly explain why this course belongs in the Global Studies or Diversity area, addressing all criteria with sufficient details for the reviewing committee. For examples of a course submission, go to the GE website: <https://inside.ewu.edu/generaleducation/teaching/> and look for “Sample courses.”
7. “GE Learning outcomes”: write a short description (2-3 sentences) explaining how the GE SLO you will address specifically connects to your course content.
8. “Complex Assignments”: Submit your complex assignment(s), explaining how it addresses all of the elements in the GE Learning Outcome and the Global Studies or Diversity criteria. See example on GE website.
9. “Assignment Rubrics”: provide a rubric for the complex assignment(s) that you will use to measure your students’ accomplishment of the Student Learning Outcome. If you have difficulty copying and pasting the rubric into the designated box, attach it 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 2020.*

**Please, explain in detail how your course and your complex assignment(s) will prepare students to do the following:**

**Global studies area**

*Courses in this area prepare students to:*

1. Describe one or more contemporary international or global issues from the perspectives of multiple nation-states, peoples or cultures outside the U.S.
2. Analyze multiple dimensions of contemporary international or global issues.
3. Critically evaluate information about contemporary international or global issues.
4. Synthesize multiple perspectives concerning contemporary international or global issues for the purpose of forming their own perspective.

**Diversity area**

*Courses in this area prepare students to:*

1. Examine movements that shape or challenge systems of power, privilege, oppression, or colonization.
2. Evaluate constructions of identities of underrepresented or marginalized groups created through social, cultural, or political practices.
3. Communicate the ways in which power differentials operate, are experienced, or are reinforced at individual, group, community, or institutional levels.
4. Critically examine their own attitudes about underrepresented or marginalized groups.

**When submitting your complex assignment, please explain in detail how your students will meet the chosen SLO, including how formative feedback will be communicated to them.**

**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]