Integrating Knowledge: Science, Technology & Society

The Foundational Knowledge, Exploring Knowledge and Integrating Knowledge course categories require the proposers develop a course proposal that clearly articulates how the course aligns to the appropriate General Education Learning Outcomes (including a plan for assessment of those outcomes) and how the course content addresses the required General Education course content criteria.

Types of proposals

New courses

When a new course is developed and proposed for inclusion in the General Education program it must be reviewed by both the General Education Committee and the Curriculum Committee (make sure to refer to Curriculum Committee guidelines at https://wou.edu/facultysenate/committees/curriculum/curricular-guidelines/).

A new course that is not recommended for inclusion in the General Education program by the General Education Committee may still be approved as a new course by the Curriculum Committee.

Existing courses

When an existing course is proposed for inclusion in the General Education program it is reviewed by the General Education Committee only, provided there are only minor modifications required for General Education eligibility. These minor modifications include: changing the course title, changing the course description, changing a prerequisite. Multiple modifications to a course, and/or a change in credits must also be reviewed by the Curriculum Committee (make sure to refer to Curriculum Committee guidelines at https://wou.edu/facultysenate/committees/curriculum/curricular-guidelines/).

Modify a course that is already included in the General Education program

A course that is already identified as included in the General Education program is reviewed by the General Education Committee as part of any course revision review process. We recommend that programs making a change to a course that is included in the General Education program arrange a consultation with the General Education Director to discuss the proposed changes prior to submitting the proposal, in addition to discussions with any other program affected by the course changes.

Step by step proposal instructions

Are you proposing a new course or existing course?

In this section you should note whether or not you are proposing a new course or modifying an existing course. Your selection will affect the behavior of the curriculum system.

Is this part of a 400/500 or 600/700 (slash) course offering?

The majority of General Education courses are unlikely to be 400/500 offerings, although some Integrating Knowledge courses may fit this description. If you are proposing a slash course, you will also need to submit a separate course proposal for the graduate level component of the course to the Graduate Studies Committee.

Will this be offered within an existing division or department?

Applies to new courses only.

Is this a General Education course?

You should select yes to ensure the course routes appropriately to the General Education Committee. If this course has already been approved for inclusion in General Education, it is a General Education course. If you are proposing the course for inclusion in General Education, it is also considered a General Education course for purposes of routing and review.

Which General Education Category applies to this course?

In this case, select Integrating Knowledge. Make sure you are familiar with the content and assessment criteria for each category prior to submitting your proposal.

Which General Education Subcategory applies to this course?

In this case, you should select "Science, Technology and Society" from the drop down menu for Integrating Knowledge, which also includes Citizenship, Social Responsibility and Global Awareness.

Is this curricular change driven by assessment data you have collected?

If the course is being proposed for inclusion in the General Education program, that can be indicated in subsequent rationale and it is appropriate to note the rationale for inclusion without having assessment data yet. It is expected that modification to courses already approved for General Education will be driven by assessment data (either qualitative, quantitative, or mixed methods).

Summary/Rationale

This section requires a clear and cogent explanation for why the proposer feels that this course belongs not only in the General Education program, but also in the specific proposed category. This rationale must go beyond noting the proposer wants to add the course to General Education. Proposals that do not include a rationale for why the proposer believes the course to be a good fit for General Education will be returned for revision. Inclusion in a previous iteration of General Education is not a sufficient rationale for inclusion in the current program.

What is being modified?

For courses being modified, select any option that is appropriate to your proposal. Proposers should carefully review specific credit and prerequisite requirements for their selected General Education category. Proposals that do not align to these requirements will be returned for revision.

Does this course include one or more High Impact Practice (HIP)?

Courses in the Integrating Knowledge category must include at least one high impact practice. Courses in the other General Education categories do not require high impact practices, but may include them if the proposer finds it appropriate. Please select only one high impact practice that represents the primary practice for the course. You may note additional use of others in the comments section of the proposal if necessary.

Please select the HIPs utilized in the course

Courses in Integrating Knowledge must select at least one of the identified high impact practices. You will be required to clearly and completely explain how the selected practice(s) are addressed by your course, so select carefully. Courses that identify high impact practices but do not describe how students will engage in those practices will be returned for revision.

Is the course associated with a program request that has also been submitted?

If the course is part of another program (non-General Education) that is being proposed or modified, then that should be indicated. Program proposals will be reviewed by the Curriculum Committee.

Course Information

For existing courses, this information is automatically generated using the information in the current WOU course catalog.

Modified course information

Depending upon which elements you selected in the "What is being modified?" section of the proposal, you will have the opportunity to update that information in this section.

*Special note: Exploring Knowledge: Scientific Perspectives requires that the course description includes indication that the course includes a significant component in which students will spend at least 40% of their course time engaged in laboratory activities.

Syllabus

You must attach a syllabus for the course that includes course goals clearly articulated with at least one goal aligned to the required General Education learning outcomes for the category. Proposals without syllabi attached, or with syllabi that do not include course goals and learning outcome alignment will be returned for revision. Please be aware that a syllabus is not a replacement for the required proposal information. You should not assume that the General Education Committee will hunt for required information regarding course content criteria or other required information in attached documents.

A student's ability to do which of the following will be addressed in this course?

- make meaningful connections between the various fields of science, technology, and mathematics and the arts, social sciences, and humanities;

- use scientific inquiry, quantitative analysis, and appropriate technologies to solve problems relevant to society;

- examine how scientific achievements and emerging technologies have shaped human societies and critically evaluate the impact on individuals, society, and the environment;

- study current environmental issues with an emphasis on the relationship between humans and the environment;

- explore the ways in which sociocultural, ethical , political, and/or economic factors influence scientific and technological development; and

- appreciate the mutual contributions of science, technology, mathematics, the arts, social sciences, and humanities to social well-being.

These are the content criteria specific to this category. You must select one, but do not need to select more than one of these content criteria. You will be required to clearly and completely explain how the selected content criteria are addressed by

your course, so select carefully. Courses that identify content criteria but do not describe how those criteria are addressed will be returned for revision.

Describe how the option(s) marked above will be addressed within the course.

You must describe how your topic section will offer students the opportunities to practice every one of the content criteria that you selected in the previous section. Please ensure that you have provided either a detailed description or a concrete example of how students will engage with the content you selected. In preparing your description of how the course meets content criteria you should plan to communicate with a broad disciplinary audience and not take for granted that reviewers may have specialized disciplinary knowledge needed to understand how specific content and concepts, activities, pedagogical techniques or theoretical frameworks may address the content criteria. Proposals that do not clearly describe alignment to all of the content criteria selected by the proposer will be returned for revision. As the Integrating Knowledge category also emphasizes linkages between academic disciplines, a description of how this course will bring together content, skills, or disciplinary practice from more than one field is an essential element. Proposals that do not clearly identify inclusion of multiple disciplines to explore the selected content criteria will be returned for revision.

Current goals.

For existing courses, a read-only table of course learning goals and alignments will be generated. For new courses, enter proposed goals and outcome alignments.

Alignment of proposed course to General Education Mission & Outcomes.

There are two parts to this section: a requirement to answer the question, "How will this course, as proposed, contribute to fulfillment of the General Education Mission at WOU?" and alignment with appropriate General Education Learning Outcomes (GELOs). In this case, courses should be aligned with GELO 1, "Intellectual foundations and breadth of exposure."

Which of the following rubrics will be used as part of the assessment of this course? (check all that apply)

- Diversity
- Integrative Learning

For this category, both Diversity and Integrative Learning rubrics are the available rubrics for use in assessment of this course for General Education purposes. Both of these rubrics should be identified, although you may select additional rubrics for purposes of assessment.

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Terms of Agreement.

This section spells out the assessment obligations for General Education courses. Indicate agreement by checking the appropriate box.

Programs affected/consulted

If this course is used in other programs or courses of study outside of General Education, you should clearly articulate how they will be affected, who you consulted with and when and the outcome of that consultation.

Faculty and Facilities Needed (Dean review only)

This section identifies resources needed to teach the course. If there are new resources needed should this course be offered, that should be noted here.

Notes/Comments

If there is additional information needed to convey information about your proposal, that should be included here. For example, if the course is part of a learning community or if you are teaching a 1 credit course that can be repeated for credit to meet the total number of credits required for the category that should be noted here.

Supporting Documents

You should provide a copy, or outline of your signature assignment for assessment as a supporting document. Please be aware that supporting documents do not replace the content required in the previous fields. You should not assume that the General Education Committee will hunt for required information regarding foundational skills or learning outcome alignment in attached documents.