COMMUNITY COLLEGE OF RHODE ISLAND
APPLICATION FOR COURSE APPROVAL FOR
GENERAL EDUCATION CURRICULUM

Course Number:

Course Title:

Check the general education core area for this course:

___ Humanities
    ___ Arts
    ___ Languages
    ___ Music
    ___ Theatre
    ___ English
    ___ Philosophy
    ___ Speech

___ Mathematics and Science
    ___ Astronomy
    ___ Biology
    ___ Chemistry
    ___ Geology
    ___ Mathematics
    ___ Oceanography
    ___ Physics

___ Social Sciences
    ___ Economics
Department(s) in which course will be taught:

Faculty member(s) representing the course:

Office:

Office phone:

Course description (as would be found in catalog):

Faculty member's signature

Chairperson's signature

Dean's signature
The purpose of this application is to assure that the proposed course meets current criteria as established for the general education curricula. In principle, the courses must address abilities included in the definition of an educated person for the institution:

1. **Effective Communication**
   a. Use standard English grammar and mechanics.
   b. Create work that addresses a given purpose and context and responds to the target audience.
   c. Present a central idea, supported by concrete, relevant details.
   d. Establish a clear and consistent sequence of ideas.

2. **Critical Thinking**
   a. Identify and analyze complex ideas.
   b. Determine a research focus and the nature and scope of information needed.
   c. Locate, evaluate, and use information effectively.
   d. Draw logical conclusions from information.
   e. Express well-reasoned or innovative perspectives.

3. **Quantitative, Mathematical and Scientific Reasoning**
   a. Demonstrate an understanding of mathematical, quantitative, or scientific principles.
   b. Apply a scientific approach in asking questions.
   c. Apply mathematical, quantitative, or scientific principles in solving problems.
   d. Interpret numeric information in graphical form.

4. **Social Interaction**
   a. Evaluate ethical dimensions of decisions.
   b. Use teamwork to accomplish tasks in groups.
   c. Demonstrate an understanding of global, cultural, and historical perspectives.

**PART I** – Fill out questions 1-5 below and provide evidence as requested. The information in part one will be provided to the Chair of the General Education committee. If the materials are turned in two weeks before the next GenEd committee meeting, then approval of this course will be part of the agenda for the next scheduled meeting. If the materials are turned in less than two weeks before the next GenEd meeting, then approval of this course will be part of the following GenEd meeting.

**PART II** – The departmental representative in the General Education Committee will have the responsibility to present and answer questions pertinent to this course during the approval meeting. It is highly recommended that the faculty member responsible for this course communicates with his/her GenEd representative to discuss details relevant to the course in preparation to the approval discussion. Aside from the GenEd departmental representative, the faculty member responsible for this course (or his/her designee) is also welcomed to be present to advocate for the course during the approval process, but is not required.
1. From the abilities listed in the CCRI's definition of an educated person, list at least two abilities, out of the sixteen abilities, that the course will address with a primary focus:

2. Please provide documentation of the means by which your course attempts to reach the abilities described above. Please attach a syllabus (mandatory) and course materials relevant to the General Education/Educated Person (e.g., exams, homework and laboratory assignments, classroom exercises, or any course embedded assignment) that will demonstrate how your course addresses the primary focus abilities. In addition, please feel free to include any explanation(s) necessary showing how the course materials or activities are linked to those primary focus abilities.

3. Primary focus abilities will undergo an assessment process at a later time. Please explain how you are planning to assess these General Education/Educated Person abilities in your course. (If needed, the GenEd committee can provide you with sample assessment tools).

4. From the abilities listed in the CCRI's definition of an educated person, list other abilities that the course will address with a secondary focus:**

5. Explain how the course materials or activities are linked to those secondary focus abilities:

*Primary focus abilities – Those covered by the course with greater emphasis and that can be assessed through direct evidence (work samples, tests, portfolios, projects, course embedded assignments, etc.)

**Secondary focus abilities – Those covered by the course with less emphasis and will only require indirect measures of assessment (surveys, student perceptions of learning, testimonials, etc.).