

Gen Ed Course Narrative

These questions are intended to provide useful information for reviewers at every level as they consider the proposal and the role the course may play in the WCU Gen Ed curriculum. This form is **required for any new or revised course** that checks any of the following boxes in the CIM shell:

- Additional Baccalaureate Requirement 2019+
- General Education 2019+
- General Education Pathways

Please complete all questions and upload to CIM in the "Upload Course Narrative" box. Preparers are asked to be brief but clear and complete. Proposals, whether for a new course or added attributes, will not be processed without a complete form. Questions # 1-10 **are required**, and in #11 preparers are welcome to add any other information they believe will aid in the review of the proposal. Please **do not just copy/paste the Gen Ed SLOs and assessment alignment**; this form is asking for additional information.

Please download this file, answer all questions, change the filename to include the course number, and upload in the appropriate spot in CIM.

For #1-5, please check as appropriate; for #6-11 text boxes will expand as text is entered (you also can cut-and paste from another document)

(1) This proposal is for:

A new Gen Ed course

Addition of one or more Gen Ed attributes to an existing course (e.g., ET, J, I)

Other (please specify, e.g., Pathway):

- (2) I have consulted the [CAPC Exec Statement on General Education](#) and, if appropriate, the [2021-22 CAPC Definitions of Distributive Courses](#) for guidance on preparing the course.
- (3) I have consulted the appropriate **handbook** for *each attribute* for guidance on preparing the course (handbooks can be found on the [Gen Ed website, located under the appropriate component in the left-hand menu](#)).
- (4) I have consulted the appropriate **criteria/checklist** for *each attribute* for guidance on preparing the course (checklists can be found on the [Gen Ed website, located under the appropriate component in the left-hand menu](#)).
- (5) I have consulted the appropriate [Gen Ed Assessment rubric](#) for the goals associated with *each attribute* and have prepared the course such that it can be evaluated in the future with that rubric if needed by the Gen Ed Assessment team. **NOTE: We are not encouraging or even suggesting that instructors use these rubrics in assessing student work in the course. Rather, you should be aware of how the course will be assessed if it comes up for Gen Ed Assessment and consider what you would submit as an artifact to address that rubric.*
- (6) What is the target audience for this course (e.g., which students may or may not take this course, which students are you trying to attract, for which students is it required, etc.)? **Please keep in mind that students are required to take Gen Ed Distributive courses (i.e., Art, Behavioral & Social Science [BSS], Humanities [HUM], Science [SCI]) **outside** of their focal area of interest, broadly construed¹.*

- (7) In what ways is this course **particularly** well-suited to be a Gen Ed course at WCU?
- Be sure to consult the Course Criteria Checklist for each attribute (as noted above), and address any specific “narrative” questions contained in the checklist.
 - In addition to the attribute-specific questions addressed in (a), please reflect on more general aspects of what it means to be a General Education course that contributes to a well-rounded liberal arts education, for example:
 - How does this course enhance or add to the Gen Ed Program offerings in *important* ways?
 - How does this course *uniquely* address the related attribute(s)?
 - Why does WCU need *this specific* course in its Gen Ed offerings?

Note: You need not specifically answer all of the questions in (b) (or may address others), but we are looking for some insight into what makes this a good Gen Ed course or how you are conceptualizing it as a Gen Ed course that adds value to the WCU Gen Ed curriculum.

- (8) If you are proposing a multi-attribute course (including adding attribute[s] to an existing Gen Ed course), please specifically address the impact of having multiple attributes on student learning and the assurance of learning (i.e., assessment) for the course (i.e., how will you ensure that **all** learning outcomes are met and assessed in a rigorous and robust way). **Please do not just copy/paste the SLOs and assessments here. We are asking you to **thoughtfully reflect** on whether, and if so how, all outcomes/competencies can be meaningfully achieved by the target students. Consider things like course “level”, required pre-knowledge, etc.*

- (9) Please consider carefully whether this course has overlap *in content* with any existing WCU course(s) whether those be Gen Ed courses or other.
- If *yes*, which courses have overlap and in what ways (if you can give a numerical estimate of the overlap please do so, but a qualitative description of the overlap is very useful)? **Please consider whether you need impact statements from any of these courses/departments (see #9)*
 - If *no*, explain how you reached this conclusion (what did you consider in making this decision). **You may nevertheless submit impact statements if helpful.*

- (10) From which programs/courses, if any, have you sought impact statements?

**It is incumbent on every faculty member preparing a proposal (as well as their chair and dean) to consider the impacts their proposal may have on other courses and programs. Please consult “Programs referencing this course” section at the top of the CIM form as a place to start, and the [CAPC Impact Statement Form](#).*

- (11) Anything else you would like reviewers to consider.

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¹ Preparers, as well as deans and chairs, should carefully consider the intended target audience for the course, bearing in mind that, with very few and unique exceptions, students cannot take Gen Ed Distributive courses within their discipline. Sometimes “discipline” equates simply with “major” or “department” by prefix (e.g., PHY, WOS). In some cases, however, “discipline” needs to be more broadly construed (e.g., an English BA major cannot take as their Distributive courses those with prefixes ENG, LIT, CLS, etc.; no Biology major, regardless of the prefix of their concentration can use BIO 110 as their SCI distributive; no ART majors can use ART/ARH courses as their ART Distributive). These examples are not intended to be exhaustive, rather to illustrate that the spirit of this policy is to *emphasize as strongly as possible that Distributive courses are intended to provide breadth for students outside their focal area of study* and across the many ART, BSS, HUM, and SCI disciplines represented at our university.