

New General Education Course Request

Date course was approved by Dept.:	Date course was approved by Dean:
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Please attach a copy of the course prospectus or syllabus to this form.

General Education Mission Statement

General education at Concordia University Saint Paul introduces students to academic content areas central to the classical liberal arts and to the university’s identity as expressed in its mission statement and to the most essential components of this area; develops and cultivates skills requisite to any serious intellectual or professional endeavor; does so in a manner attentive to the abstract or methodological dimensions of the subject at hand. (Faculty Handbook 6.50)

This mission statement is satisfied when the objectives and learning activities of a course are sufficiently broad so as to cover the principal aspects of a discipline or content area, AND when the course fosters student development of skills, values, and dispositions (University Outcomes) beyond the content or subject area.

Date Submitted:	Department:	
Proposed Course Title and Number:	Number of Credits:	
Goal (Content) Area: (Check One) <input type="checkbox"/> Communication <input type="checkbox"/> Fine Arts <input type="checkbox"/> Global Studies <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> History and Political Science	<input type="checkbox"/> Literature <input type="checkbox"/> Mathematics and Natural Science <input type="checkbox"/> Social and Behavioral Science <input type="checkbox"/> Theology <input type="checkbox"/> Writing	
Check in the left-most box below two (2) of the University Outcomes that this course will teach and assess. In the right-hand box, use specific examples of learning activities and assessment measures to describe how this course will address and assess both University Outcomes.		
Critical Thinking Critical thinking involves identification of the problem/issue; articulation of solutions/ perspectives; identification and assessment of key assumptions; identification and Assessment of data and evidence; identification and consideration of the influence of context; evaluation of the ethical dimensions and application of ethical principles; and synthesis of conclusions, implications and consequences.		
Information Literacy Prepare for research; generate search strategy and access resources; evaluate and process information; transfer and apply learning; incorporate information technology; practice legal and ethical use of information.		
Oral Communication (formal presentation and/or small group) Organizing the presentation, developing the topic, language style, delivery, incorporating references, and centering the presentation on the audience. Group discussion competency includes tailoring the content, language, delivery and references to effectively communicate in group-centered manner.		

	<p>Quantitative Reasoning</p> <p>The ability to translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; use models; and translate quantitative evidence and reasoning back to verbal or written assertions and support conclusions.</p>	
	<p>Writing</p> <p>The ability to relate content to an audience, to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references.</p>	
	<p>Values Awareness -- Civic</p> <p>Understanding the necessity for participation in the civic infrastructure of the United States; a recognition of the similarities and differences between American civic policies, institutions, and beliefs and those of other communities, nations, cultures, and peoples throughout the world; and a recognition of the civic responsibility of the citizen and all levels of government to ensure a democratic and just vision for society.</p>	
	<p>Values Awareness -- Aesthetic</p> <p>Understanding the value of artistic expression in reflecting and shaping the life of human communities; relating artistic expression to philosophical, religious, and social thought; and recognizing the importance of major forms of artistic communication.</p>	
	<p>Values Awareness – Spiritual</p> <p>An understanding of how the essentials of the Christian faith inform one's life individually and in community, and a sympathetic appreciation of the pertinence of the Christian faith to the total intellectual enterprise.</p>	
	<p>Values Awareness -- Global</p> <p>An informed understanding of our global interdependence and the ability to interact effectively with a contemporary people, language and cultures other than a student's own. Students will:</p> <ul style="list-style-type: none"> a) relate with an informed perspective to people of at least one other culture of the contemporary world; b) relate with an informed perspective to people of at least one other culture of the current United States; c) identify economic, political, religious, scientific, technological, geographical, environmental and other links in our current global community; d) work towards justice and environmentally responsible living within a global perspective; e) recognize and act upon the difficulties caused by ethnocentrism. 	
	<p>Values Awareness – Interpersonal</p> <p>Displaying effective interpersonal skills during interactions with students, faculty or staff, understanding the value of effective interpersonal skills, accepting and delivering constructive criticism, and effectively resolving conflicts.</p>	

Revised 10/3/2012

Please note: The final course syllabus must include the General Education Statement required by Faculty Handbook policy number 6.12. Contact the General Committee Chair or go to the General Education website on the Academic Affairs page for the most recent version.