

Which General Education designations will you be applying for?

- Common Curriculum
- Complex Questions: Global Challenges & Social Justice
- Both

Submission Guidelines

New Courses:

- To apply for approval, use the **Course Proposal Form**, located here: https://union-college.formstack.com/forms/course_proposal_application
- To apply for General Education designation, continue with this form after your Course Proposal Form has been submitted.

Applications for General Education designation will be reviewed by the General Education Board and you will be notified of the approval status when the review is complete.

If an existing course does not currently have WAC credit but you would like to apply for it, please refer to the instructions located here: <https://www.union.edu/writing-programs/writing-across-curriculum/wac-ws-designation-request>

Questions About the General Education Curriculum

All questions about both the new and old general education designations should be sent to: **Judith Lewin** (education@union.edu)

GETTING STARTED

In order to complete this form, you will need the following information:

- Course Numbers, including those that your course is cross-listed under
- Syllabus in MS Word (.docx), PDF (.pdf), or Excel (.xlsx) format.

For the new Global Challenges & Social Justice curriculum, in addition to the standard information typically provided in a syllabus, (e.g. learning goals, texts, assessment criteria, assignments, honor code, and student support services), the submitted syllabus **must explicitly demonstrate how the course incorporates the Area of Inquiry and reflects the learning goals of the Perspectives** for which approval is sought. As we transition into this new curriculum, we want to clearly convey to students that Global Challenges and issues of Justice, Equity, Identity, and Difference can be approached from different Perspectives and lenses.

Reference Materials:

Blank copy of the application: [Application Template](#)

Course numbers: [Online Course Listing](#)

Descriptions of the new General Education categories: [Areas of Inquiry and Perspectives](#)

Descriptions of the Common Curriculum requirements: [Common Curriculum Designations](#)

INSTRUCTOR INFORMATION

Instructor's Name

First Name

Last Name

Instructor's Email

username@union.edu

Home Department

Confirm Instructor's Email

Are you associated with any Interdisciplinary Programs?

Choose all that apply

Yes No

Does the instructor assigned to teach this course vary from term to term or year to year?

Yes No

Is this form being submitted on behalf of multiple instructors / sections?

Yes No

Does your course have a co-instructor?

Yes No

Faculty information can be found in the Faculty Directory within Workday

Co-Instructor's Name

First Name

Last Name

Co-Instructor's Email

username@union.edu

Home Department

Confirm Co-Instructor's Email

Are you associated with any Interdisciplinary Programs?

Choose all that apply

Yes No

COURSE INFORMATION

Required course information can be found in the [Online Course Listing](#),
or by contacting the Registrar's Office at registrar@union

Full Course Title

Department Code (Prefix)

Course Number

Suffix

Maximum 3 digits

Usually 1 letter, i.e. "R," "H," "T,"
etc. Not all courses have a suffix.

Is this course approved?

Yes No

Approval Type:

Permanent Approval One-Time Approval

Does this course have a lab?

Yes No

Department Code (Prefix)

Course Number

Suffix

Maximum 3 digits

Usually 1 letter, i.e. "R," "H," "T,"
etc. Not all courses have a suffix.

Prerequisites to this course (if none, please indicate)

Is this course cross-listed?

Yes No

How many departments and/or interdisciplinary programs is this course cross-listed with?

1 2 3

1- Cross-Listed Department/Program Code (prefix)

1- Course Number

1- Suffix

Maximum 3 digits

Usually 1 letter, i.e. "R,"
"H," "T," etc. Not all
courses have a suffix.

How frequently will this course be offered?

Annually Every other year Infrequently

What terms will this course be taught?

Fall Winter Spring

Anticipated Student Enrollment Per Section

< 5 15-20 21-25 >25

How many sections of this course will be taught on an annual basis?

1 2 3 4 5 6 7 8 9 10

Anticipated Annual Enrollment Across All Sections



Please attach a syllabus which includes:

- learning goals
- texts
- assessment criteria
- assignments
- honor code
- student support services

The submitted syllabus **must explicitly demonstrate how the course incorporates the Area of Inquiry and reflects the learning goals of the Perspectives** for which approval is sought.

Choose File

Remove File

No File Chosen

PDF, MS Word, or MS Excel - 25MB maximum.

AREA OF INQUIRY

Which Area of Inquiry does your course fulfill? You may only choose one Area of Inquiry per course.

Justice, Equity, Identity, Difference (JEID) Global Challenges (GC)

Justice, Equity, Identity, Difference (JEID)

How will you incorporate the Area of Inquiry (Justice, Equity, Identity, Difference) into your course?

- Theme is the entire focus of the course.
- Theme is a module in the course.
- Theme is explored in a term project.
- Theme is explored in a meaningful way through multiple lectures, discussions, labs, problem sets, performances, or designs.
- Theme is incorporated by another form of engagement as proposed by the faculty member. Please give a detailed explanation

Explain how your disciplinary perspective will engage students in critical thinking and discovery in issues of justice, equity, identity, and difference. This could include readings, discussion topics, sample projects, sample hands-on exercises or labs, or other forms of engagement, (max 250 words)

Which of the following areas will your course examine? Choose all that apply.

- Ability Age Citizenship Class Ethnicity Gender Nationality Race
- Religion Sexuality Other

Note: This information is for tracking purposes to determine the relative distributions of courses that address different topics. Courses may cover one or multiple areas and this coverage is not an evaluative tool.

Please describe the professional or personal preparation (e.g. scholarly work, workshops, faculty development, previously taught courses, etc.) that has enabled you to engage undergraduate students in addressing this area of inquiry, as well as any plans for your continued development in this area.

As we transition to a new curriculum, the Dean of Academic Departments and Programs, Director of Faculty Development, and Director of Learning Design and Digital Innovation, would like to provide support for faculty development and course (re-)design. Which of the following would be of potential interest to you with respect to course development?

- Multi-day faculty development workshops at Union (e.g. summer or winter FDI)
- Design sprints at Union
- 1:1 Instructional design consultation
- External workshops / conferences
- External short courses
- Funds for purchase of reading materials
- None
- Other:

Global Challenges (GC)

How will you incorporate the Area of Inquiry (Global Challenges) into your course?

- Theme is the entire focus of the course.
- Theme is a module in the course.
- Theme is explored in a term project.
- Theme is explored in a meaningful way through multiple lectures, discussions, labs, problem sets, performances, or designs.
- Theme is incorporated by another form of engagement as proposed by the faculty member. Please give a detailed explanation

What Global Challenges (GC) will your course explore?

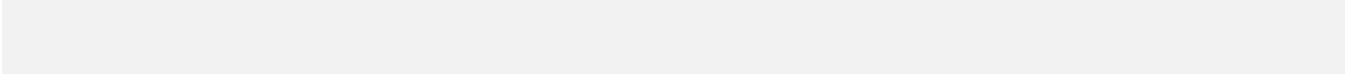
- | | |
|--|---|
| <input type="checkbox"/> Aging | <input type="checkbox"/> Geopoliticization of strategic resources |
| <input type="checkbox"/> Artificial Intelligence | <input type="checkbox"/> Health |
| <input type="checkbox"/> Backlash against science | <input type="checkbox"/> Human Rights |
| <input type="checkbox"/> Big Data | <input type="checkbox"/> Human-made environmental damage |
| <input type="checkbox"/> Biodiversity Loss | <input type="checkbox"/> (Infectious) Disease |
| <input type="checkbox"/> Children & Youth | <input type="checkbox"/> International Law and Justice |
| <input type="checkbox"/> Climate Change | <input type="checkbox"/> Migration |
| <input type="checkbox"/> Critical Information Infrastructure | <input type="checkbox"/> Peace and Security |
| <input type="checkbox"/> Cybersecurity | <input type="checkbox"/> Population |
| <input type="checkbox"/> Decolonization | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Democracy | <input type="checkbox"/> Refugees |
| <input type="checkbox"/> Digital Inequality | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Energy | <input type="checkbox"/> Terrorism |
| <input type="checkbox"/> Food | <input type="checkbox"/> Water |
| <input type="checkbox"/> Gender Equality | <input type="checkbox"/> Weapons of Mass Destruction |
| <input type="checkbox"/> Genetic Engineering | <input type="checkbox"/> Other |

Explain how your disciplinary perspective will elucidate the theme(s) and engage students in critical thinking and discovery. This could include readings, discussion topics, sample projects, sample hands-on exercises or labs, or other forms of engagement, (max 250 words)

Please describe the professional or personal preparation (e.g. scholarly work, workshops, faculty development, previously taught courses, etc.) that has enabled you to engage undergraduate students in addressing this area of inquiry, as well as any plans for your continued development in this area.

As we transition to a new curriculum, the Dean of Academic Departments and Programs, Director of Faculty Development, and Director of Learning Design and Digital Innovation, would like to provide support for faculty development and course (re-)design. Which of the following would be of potential interest to you with respect to course development?

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- Funds for purchase of reading materials
- None
- Other:



PERSPECTIVES COURSE CATEGORIES

Choose all of the Perspectives that you would like to receive approval for, but please do not select more than three.

- Creative Works/Arts & Design (CAD)
- Cultural & Historical Foundations (CHF)
- Data & Quantitative Reasoning (DQR)
- Engineering, Technology, & Society (ETS)
- Literatures (LIT)
- Natural & Physical Sciences (NPS)
- Social Analysis, Politics & Ethics (SPE)
- World Languages (WOL)

Select up to 3 perspectives

How will students communicate and share their understanding of how the course perspective elucidates justice, equity, identity, difference / a global challenge?

- Designs or Products (e.g. code, robots, sensors, systems, etc.)
- Digital Scholarship (e.g. blogs, wikis, videos, 3D visualizations, etc.)
- Discussions
- Exams
- Presentation (oral; poster)
- Reflections
- Term Project (individual; team)
- Performance (e.g. musical, stage, recital)
- Works of Art (e.g. visual, compositions, film, etc.)
- Written Works (e.g. essays, plays, poetry, research papers, lab write-ups)
- OR another assessable form of engagement

Please describe the form of engagement and how students will communicate and share their understanding of how the course perspective elucidates the Area of Inquiry

Creative Works/Arts & Design (CAD)

Learning Objectives:

- Understand the diverse historical contexts that frame the arts/design or develop applied skills in firsthand artistic creation and design
- Assess the quality of the arts in their diverse contexts
- Gain a grounding in the methodology appropriate to at least one art or design

Explain how your course fits this perspective and satisfies the learning objectives.

Cultural & Historical Foundations (CHF)

Learning Objectives:

- Develop an ability to place beliefs and practices in the context of wider social and cultural systems
- Question assumptions and values that may be "taken-for-granted" as truth
- Understand historical and cross-cultural diversity in ways of thinking and living

Explain how your course fits this perspective and satisfies the learning objectives.

Data & Quantitative Reasoning (DQR)

Learning Objectives:

- Model scenarios and interpret data in real world applications
- Set up and solve problems that require multi-step arguments
- Communicate quantitative information visually, numerically, symbolically, or verbally
- Draw inferences and make abstractions from equations, formulas, models, and data

Explain how your course fits this perspective and satisfies the learning objectives.

Engineering, Technology, & Society (ETS)

Learning Objectives:

- Analyze how a given technological solution is created, works, and interacts with humans, the environment, and other technology
- Critically assess the societal and environmental impacts of technology
- Apply, analyze, or discuss the engineering design process to solve complex problems
- Clearly communicate their understanding of a complex problem and how a technological solution(s) addresses it

Explain how your course fits this perspective and satisfies the learning objectives.

Literatures (LIT)

Learning Objectives:

- Hone critical, close-reading skills
- Build analytical, interpretive arguments about texts and ideas
- Become familiar with terminology associated with literary study
- Explore and interrogate the relationships between literature and culture

Explain how your course fits this perspective and satisfies the learning objectives.

Natural & Physical Sciences (NPS)

Learning Objectives:

- Experience that science is dynamic and inquiry driven
- Understand that science develops through observation, experimentation, and hypothesis testing and that interpretations are refined based on new data
- Communicate/demonstrate scientific interpretations using specific data and logical arguments orally, in writing, or in other forms
- Evaluate evidence, results, and claims for the purpose of achieving understanding and solving problems

Explain how your course fits this perspective and satisfies the learning objectives.

Social Analysis, Politics, & Ethics (SPE)

Learning Objectives:

- Understand a selection of social scientific and/or moral/political theories and concepts
- Examine social scientific methods and/or ethical principles as applied to specific disciplines
- Demonstrate an understanding of the types of interactions, values, and norms that govern social/political relationships

Explain how your course fits this perspective and satisfies the learning objectives.

World Languages (WOL)

Learning Objectives:

- Gain skills in communicating in more than one world language to function in a variety of situations and for multiple purposes
- Connect with other disciplines through acquiring information and diverse perspectives
- Develop insight into the nature of language and culture to facilitate communication, cultural competency, historical understanding, and meaningful participation in multilingual communities at home and around the world

Explain how your course fits this perspective and satisfies the learning objectives.

Common Curriculum

Which Common Curriculum designations are you applying for?

- HUL (Literature)
- HUM (Arts and Humanities)
- LCC (Languages and Cultures)
- SCLB (Natural Sciences with Lab)
- SET (Science, Engineering, and Technology)
- SOCS (Social Sciences)

Explain how this course addresses Common Curriculum [Learning Outcomes A, B, and C](#).