1. Name of Course ________________________________ Course Number ________________________________
   Department/Program ___________________________ Faculty Name ________________________________
   Date Submitted ________________________________

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GPAC Tier One (University Gen Ed) vs GPAC Tier Two (CCAS Gen Ed): All undergraduate students are required to fulfill the University's General Education Requirement (TierOne), which consists of: two critical thinking courses in the social sciences; one critical thinking course in the humanities; one quantitative reasoning course in mathematics or statistics; one scientific reasoning course with a lab; and one course that has an oral communication component.

This requirement is in addition to CCAS’s requirement (Tier Two), which consists of: one creative thinking or critical thinking course in the arts; one critical thinking course in the humanities; one scientific reasoning course with a lab; one course that includes a global or cross-cultural perspective; and one course that includes local/civic engagement.

Note: All general education courses are approved and taught by CCAS faculty, with the exception of the oral communication component.

IMPORTANT:

Assessment is required for all Critical Thinking, Quantitative Reasoning, Scientific Reasoning, and Oral Communication attributes.

Assessment reporting is not required for Creative Thinking, Global and Cross-Cultural Perspective, and Local/Civic Engagement attributes.

- Critical Thinking in the Arts courses must be assessed.
- Creative Thinking in the Arts courses do NOT need to be assessed.

☐ By checking this box, you understand that for every year the GPAC Tier One (University Gen Ed) or GPAC Tier Two (CCAS Gen Ed) requirement runs, you or the instructor teaching the course must assess at least one learning outcome for each Critical Thinking, Quantitative Reasoning, Scientific Reasoning, and Oral Communication attribute and submit an assessment report to your department chair or school director. More information on course assessment can be found here.

GPAC Infographic:
Tier One:
https://advising.columbian.gwu.edu/general-education-curriculum-gpac#general-gw-requirements
Tier Two:
https://advising.columbian.gwu.edu/general-education-curriculum-gpac#ccas-specific-gpac___
Assessment:
https://assessment.gwu.edu/general-education-assessment-resources

Semester(s) course is offered (check all that apply):
☐ Spring ☐ Summer ☐ Fall

☐ 2 Oral Communication can be its own, stand-alone attribute:
Students must present at least two graded oral presentations that fulfill all of the following learning
objectives:
- Take responsibility for a significant topic with a clear thesis and persuasive argument
- Demonstrate facility with topical and disciplinary knowledge via well-crafted, audience appropriate language
- Demonstrate vocal qualities and physical behaviors that augment content and maintain audience interest

Additional Requirements
- Developmental work throughout the semester on presenting orally (show in syllabus).
- At least 15% of the final grade should be based on oral presentations (show in syllabus).
- 10 minutes (ideally more) of individual oral presentations (show in syllabus).
- Rubrics demonstrating how the oral presentations will be assessed (show in syllabus).

☐ Check here if you are seeking Oral Communication designation.

3 Check which **GPAC Tier One (University Gen Ed)** or **GPAC Tier Two (CCAS Gen Ed)** attribute your course meets (only select one):
- Critical Thinking in the Humanities (meets humanities distribution requirement)
- Critical Thinking in the Social Sciences (meets social science distribution requirement)
- Quantitative Reasoning (must be a course taught in mathematics or statistics)
- Scientific Reasoning (must be a natural or physical science course with lab)
- Critical Thinking in the Arts
- Creative Thinking in the Arts

4 Each GPAC attribute requires the **learning outcomes** below. These must be listed on your syllabus.

☐ Critical Thinking
  - Analyze and evaluate complex information.
  - Analyze scholarly literature, in particular its theoretical orientation and sources of support.
  - Formulate an argument based on the analysis of that scholarly literature and/or data.

☐ Creative Thinking
  - Create an artistic work based on an understanding or interpretation of artistic traditions or knowledge of contemporary context OR
  - Create a new scientific work based on a set of findings OR
  - Create a new scholarly argument based on a set of findings.

☐ Quantitative Reasoning
  - Represent mathematical information symbolically, visually, numerically, and verbally.
  - Articulate precise mathematical definitions and propositions and draw inferences from them.
  - Use algebraic, geometric, or statistical calculations to solve problems.
  - Interpret and explain information represented in mathematical forms (e.g., graphs, equations, diagrams, tables).

☐ Scientific Reasoning
  - Understand the hypothetic-deductive method.
  - Test hypotheses using data and scientific reasoning.
  - Understand how probability theory affects interpretation of experimental results.
  - Understand the difference between causation and correlation.

5 Check which **GPAC Tier Two (CCAS Gen Ed) perspective** component your course meets (if any); courses with a perspective component must also include a GPAC attribute (see # 4).

☐ Global Perspective (if selected, these learning outcomes must be listed in your syllabus):
  - Analyze an issue in terms of its global implications.
  - Frame questions, gather evidence, analyze evidence, and draw conclusions about an issue in terms of its global implications.

☐ Cross-Cultural Perspective (if selected, these learning outcomes must be listed in your syllabus):
  - Identify and analyze the impact of diverse experiences and/or cultures upon human
behavior, thought, and expression.

- Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors.

☐ Local/Civic Engagement (if selected, these learning outcomes must be listed in your syllabus):
  - Analyze a social issue or civic concern.
  - Propose an intervention or solution based on broader theoretical knowledge.
  - Balance diverse perspectives in deciding whether to act.
  - Distinguish the multiple consequences and implications of their actions.

☐ 6 Course Syllabus must follow the University syllabus template, including:
  - Tier One and/or Tier Two GPAC requirements your course fulfills
  - General learning outcomes
  - GPAC-prescribed learning outcomes of the selected GPAC attributes and perspectives

☐ 7 Assignments that assess GPAC Tier One (University Gen Ed) and/or Tier Two (CCAS Gen Ed) attributes.
  - Provide full description of assignment, method of assessment/evaluation and state on assignment sheet which attribute or perspective is met.

☐ 8 Rubrics used for all direct measures that assess GPAC Tier One (University Gen Ed) and/or Tier Two (CCAS Gen Ed) attributes (a grading scale is not acceptable direct measure).
  - Explain how the rubric is designed to facilitate your assessment of the students in your course
  - Include the rubric.
  Note: Faculty can create their own rubric or use rubrics provided by Academic Advising here

☐ 9 List one specific Direct measure that will be used to assess each individual learning objective for all Critical Thinking, Quantitative Reasoning, Scientific Reasoning, and Oral Communication attributes.

**NOTE:** Annual assessment reporting is not required for the Creative Thinking attribute, Global or Cross-Cultural Perspective, or Local/Civic Engagement Perspective; therefore, this question should be left blank. Instead of reporting assessment outcomes, syllabi, which must include these attributes, will be reviewed every three years.

☐ Objective #1
  • Direct Measure

☐ Objective #2
  • Direct Measure

☐ Objective #3
  • Direct Measure

☐ Objective #4
  • Direct Measure

☐ Objective #5
  • Direct Measure

☐ Objective #6
  • Direct Measure

☐ Objective #7
  • Direct Measure