**GEP Humanities (HUM) Course Submission Form***This form is to be used for submitting Humanities GEP course actions to the Council on Undergraduate Education (CUE)*

**Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.**

The ***GEP Humanities objectives*** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

|  |  |  |
| --- | --- | --- |
| **Department(s)/Program** |  | **New to GEP Category** [ ]  |
| **Course Prefix/Number *(include cross-listed prefix)*** |  | **Retain for GEP Category** [ ]  |
| **Course Title** |  |
| **Instructor Name/Title** |  |
| **SECTION 1: GEP CRITERIA** |
| **Instructions:*** At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.
* Achievement of the outcomes must allow students to meet the GEP category objectives.
* Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
* At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
* Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
* For assistance with writing outcomes and list of active verbs using ***Bloom’s Taxonomy*** [[Click Here](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives)]
 |
| List the Instructor’s student learning outcomes for the course that are relevant to GEP *Humanities Objective 1*: ***Obj. 1) Engage the human experience through the interpretation of human culture.*** |
| ***Measure(s) for above Outcome:*** *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2*: ***Obj. 2)* *Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.*** |
| ***Measure(s) for above Outcome:***  *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*: ***Obj. 3)* *Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.*** |
| ***Measure(s) for above Outcome:***  *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.* |
| **SECTION 2: REQUISITES AND SCHEDULING** |
| **General guidelines:*** GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
* GEP Courses should have no more than ONE pre-requisite.
* GEP Special Topics are approved as a one-term offering.
* The course syllabus for all sections must include the GEP ***Humanities*** category designation and GEP student learning outcomes.
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| ***What percentage of the seats offered will be open to all students? \_\_\_\_\_\_\_\_ %**** 1. If seats are restricted, describe the restriction being applied.
	2. Is this restriction listed in the course catalog description for the course?
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| ***List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.*** |
| ***List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.*** *(ex: ability to analyze historical text; prepare a lesson plan)* |
|  ***If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.*** |
| **SECTION 3: ADDITIONAL INFORMATION** |
| **If this course is currently on another GEP course list(s), state below which category(ies). If unsure, please check the course listing in the** [**catalog**](http://www2.acs.ncsu.edu/reg_records/crs_cat/directory.html)**.** |
| ***Complete the following 3 questions or attach a syllabus that includes this information.*** |
| 1. **Title and author of any required text or publications.**

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| 1. **Major topics to be covered and required readings including laboratory and studio topics.**
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| 1. **List any required field trips, out of class activities, and/or guest speakers.**
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*Signature Page*

Course Action for type course number/prefix here

**Recommended By:**

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Head, Department/Program Date

**Endorsed By:**

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Chair, College Courses & Curricula Committee Date

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College Dean Date

**Approved By:**

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Chair, University Courses & Curricula Committee Date

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Chair, Council on Undergraduate Education Date

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Dean, division of Academic and Student Affairs (DASA) Date

 Approved Effective Date \_\_\_\_\_\_\_\_\_\_\_\_