**General Education Distribution Requirement: Natural Sciences**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter of the course satisfies the General Education Natural Sciences divisional distribution requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program and submit only one form.

The content of courses accepted for Natural Sciences distribution credit must reflect the conception of Natural Sciences curriculum as expressed by the following description:

*Natural Science courses examine the physical and biological world, exploring the nature of matter, life, and the universe. They are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge. By combining observation, experimentation, and theory, students learn to formulate interpretations and conclusions through unbiased, critical application of scientific principles. Through a combination of lecture courses and laboratory or field experiences, students gain hands-on experience with scientific research. They develop expertise in measurement techniques and data interpretation, and learn the relevance of this expertise to the formation and testing of scientific hypotheses. As a result, Natural Science courses cultivate perspectives and intellectual skills necessary to enhance knowledge of one or more scientific disciplines, and to probe scientific issues in the context of important past discoveries and new developments.*

The Natural Sciences Gen Ed Distribution Requirement is meant to ensure that students:

* understand the evolving state of knowledge in at least one scientific discipline;
* gain experience in scientific observation and measurement, in organizing and quantifying results, in drawing conclusions from data, and in understanding the uncertainties and limitations of the results;
* learn sufficient general scientific vocabulary and methodology to acquire additional information, evaluate it critically, and make informed decisions.

The Natural Sciences Gen Ed Laboratory or Field Experience Requirement is satisfied with a stand-alone lab of at least one credit, or another course with a substantial lab component, as approved by the Natural Sciences division. The lab requirement is broadly defined to include different types of hands-on learning, including – but not limited to – bench work, field work, instrumentation, and data analysis.

The following questions request information that will help the evaluation committee and the chairs and directors in Natural Sciences to assess the fit between the curriculum of the nominated course and the Natural Science Division’s conception of course content distinctive of the division. If one or more questions below are irrelevant for the course in question, please write, "not applicable". Again, please refer directly to the syllabus where appropriate, to indicate how the Natural Sciences Distribution Requirement goals will be achieved. ***The expectation is that nearly every response below will refer to the syllabus.***

1. If this course is being nominated for distribution credit in any other division(s), please list the other division(s) here so that the evaluation committee can factor the interdisciplinary nature of the course into their assessment.
2. What is the main subject of the course, and in what ways does the course examine the physical and biological world, exploring the nature of matter, life, and the universe, while demonstrating that science is not a static list of facts, but a dynamic process that leads to knowledge?
3. What combination of observation, experimentation, and theory is used to help students learn to formulate interpretations and conclusions through unbiased, critical application of scientific principles, and how are students taught to understand uncertainties and limitations of scientific results?
4. What hands-on experience with scientific research do students gain, and how does this help them to develop expertise in measurement techniques and data interpretation, and to learn the relevance of this expertise to the formation and testing of scientific hypotheses?
5. How does the course cultivate perspectives and intellectual skills necessary to enhance knowledge of one or more scientific disciplines, and through what activities do students probe scientific issues in the context of important past discoveries and new developments?
6. In addition to the answers above, how else do students learn sufficient general scientific vocabulary and methodology to acquire additional information, evaluate it critically, and make informed decisions?
7. If this is a lab course, what activities constitute hands-on learning equivalent to at least one semester credit hour?
8. Is there any other information about this course that you would like the evaluation committee to consider?