

# Flag Request Form

Revised – October 2014

## GENERAL EDUCATION PROGRAM FLAG REQUEST - REVIEW FORM

Date prepared: \_\_\_\_\_

**Instructions:** Indicate the desired flag below and answer questions 1-5. For questions #6 through #10, choose the question that is appropriate to the flag. Answer the questions justifying the requested flag on a separate sheet. Return this form with a copy of the syllabus for the proposed course that includes statements that support the request to your representative on the Council on General Education. For any clarification of flag definitions, see General Education Requirements found at <http://clarion.edu/about-clarion/leadership/office-of-the-provost/general-education/guidelines-and-flags.html>

Number: \_\_\_\_\_

Flag requested: W Q V S I (Circle one)

W = writing intensive Q = quantitative reasoning V = first year values S = second values

I = information literacy, advanced level

Note 1: a V flagged course must be a course in General Education. All other flags may apply to a course inside or outside General Education.

1. College: \_\_\_\_\_

2. Program: \_\_\_\_\_

3. Faculty Contact(s): Name(s) \_\_\_\_\_

Department Chair: \_\_\_\_\_(sign.)

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

4. Catalogue Description:

5. Does this course already have a flag(s) associated with it? Yes No If yes, which flag(s)? \_\_\_\_\_

Note 2: General Education Requirements state that a course can have a maximum of two (2) flags

6. For courses that will carry the **First Year Values (V) flag** in General Education, answer the following questions:

a) How does this course focus on the intellectual and cultural context in which values are formed? b) How does this course examine culture and society?

c) How will students actively engage in thinking about and discussing their own values, the values of others, and the values of human society?

d) Describe your assessment strategy for this general education flag outcome and/or provide a rubric.

**The rationale for the First Year Values (V) flag should be incorporated into the course syllabus and the assessment plan should be explained or rubric attached.**

7. For courses that will carry the **Second Values (S) flag** either in General Education or in the major, answer the following questions:

- a) How will students focus on the historical development and application of values specific to the discipline?
- b) How will students focus on ethical issues in the academic disciplines and/or the profession as well as those raised by the responsibilities of citizenship in the world?
- c) What techniques will be used in this course to emphasize values inquiry?
- d) Describe your assessment strategy for this general education flag outcome and/or provide a rubric

**The rationale for the Second Values (S) flag should be incorporated into the course syllabus and the assessment plan should be explained or rubric attached.**

8. For courses that will carry the **Quantitative Reasoning (Q) flag**, describe how the course fosters learning from data, formulating quantitative expressions, and arguing from evidence and assertions, and how it aids students in developing quantitative intuitions.

Learning from data refers to the skills associated with collecting and analyzing data. Quantitative expression is the ability to use and comprehend quantitative language in a variety of contexts. Facility with evidence and assertions allows one to comprehend which conclusions may be reasonably drawn from a body of evidence. (According to [the quantitative reasoning requirements in the General Education Requirements](#), see at [www.clarion.edu/26632.pdf](http://www.clarion.edu/26632.pdf))

**The rationale for the Quantitative Reasoning (Q) flag should be incorporated into the course syllabus and the assessment plan should be explained or rubric attached.**

9. For courses within General Education or beyond General Education within the major or in support of the major that carry the **Writing Intensive (W) flag**, indicate in what ways students use writing to engage in higher order reasoning, as well as the communication modes of specific disciplines. Additionally, indicate how the guidelines set forth in the General Education Requirements Document will be followed in the course (see [www.clarion.edu/26632.pdf](http://www.clarion.edu/26632.pdf)).

**The rationale for the Writing (W) flag should be incorporated into the course syllabus and the assessment plan should be explained or rubric attached.**

10. For General Education courses that will carry the **Information Literacy (I) flag**, describe how the course addresses a through g as listed below.

The Information Literacy skills are defined by Middle States Commission on Higher Education using the Information Literacy Competency Standards for Higher Education (ALA, 2000).

Found online: <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>

The information literate student

- a) determines the nature and extent of needed information;
- b) accesses information effectively and efficiently;
- c) evaluates critically the sources and content of information;
- d) incorporates selected information in the learner's knowledge base and value system;
- e) uses information effectively to accomplish a specific purpose;
- f) understand the economic, legal and social issues surrounding the use of information technology;
- g) observe laws, regulations, and institutional policies related to the access and use of information.

**The rationale for the Information Literacy (I) flag should be incorporated into the course syllabus and the assessment plan should be explained or rubric attached.**