

APPLICATION PACKET GUIDELINES for submittal of courses as general education

Any department may submit a course(s) to the General Education Committee for consideration as meeting NDSU's general education requirements. Not every department may have courses it wishes to submit for consideration as a course approved for general education purposes. Courses submitted for general education will be evaluated in terms of their meeting general education outcomes as approved by the University Senate on November 9, 1992.

Interested departments must submit the required materials electronically as attachments, preferably as a single PDF file to ndsugen.ed@ndsuedu. If this course is also offered online or in a web-based format, please submit that syllabus and appropriate documentation. The syllabus may be accompanied by an Explanation (see below).

When the Committee evaluates courses, one of its guides is the Preamble from the "Working Definitions and Essential Considerations for General Education Courses" which states

- All courses must have Academic Affairs approval before being considered by the General Education committee.
- Courses are excluded from consideration if they focus on a single discipline-specific aspect, if they intend only to deepen a student's knowledge within a narrowed topic area, or if they treat the material within an applied professional orientation.
- Courses with a temporary number ('99) are not eligible for General Education approval.
- Courses should have no pre-requisites. The only prerequisites for general education courses must be other general education courses unless the General Education committee specifically approves an exemption due to the specialized knowledge required for students in the course.
- Courses should be designed for a general audience (both majors and non-majors).

Documentation

The syllabus serves as the primary source of evidence about the course and must be submitted to the Committee. This syllabus should be substantially the same as that received by the students enrolled in the course. If the syllabus is not in the format of the [General Education Course Template](#), then a version in that format must also be submitted to the Committee. The [General Education Course Template](#) will be used by the General Education Committee to evaluate each course. The template needs to clearly identify the [General Education Intended Student Outcomes](#) in the course in relation to the NDSU [General Education Intended Student Outcomes](#).

Faculty should consult the [General Education Outcomes Rubrics/Matrices](#) for guidance. The rubrics/matrices for the General Education Outcomes are guidelines. They are neither all-inclusive, rigid rules, nor a scorecard. The Committee does not expect

evidence for each possible aspect of an outcome listed in each rubric/matrix; however, evidence for some of the criteria will be needed. The Committee designed these rubrics/matrices to promote consistency in its evaluation of courses and to assist faculty who are submitting courses for review. They will be used by the Committee in its evaluation, and should be submitted by faculty as part of course packets.

All [General Education Course Syllabi](#) and course web sites must identify the course as having been approved for meeting General Education requirements and include the general education outcomes for which each course is approved. The syllabus should explain how the general education outcomes will be taught and how student attainment of the general education outcomes will be measured. The syllabus must also include the minimum information required by the Academic Affairs Committee of the University Senate: course prefix, number, and title; instructor and contact information; course description and objectives; evaluation procedures and criteria; course schedule/outline/calendar of events; required student resources; Americans with disabilities statement about students with special needs; and approved academic honesty statement.

Explanation (optional)

If desired, the department may submit an accompanying explanation describing the course or any aspect of the syllabus in more detail. The department may wish to include such things as the instructor's focus in the course, class size, or how frequently offered.

Reminders:

When a course is approved as meeting general education requirements, the department agrees to the following:

1. Notify the General Education Committee when substantive changes are made in the intended general education outcomes of the course.
2. As needed the instructor will participate with the General Education Committee in the scheduling and carrying out of assessment of the general education outcomes for the course.
3. In accord with current procedures for department annual reports and assessment reports, instructors and departments will provide evidence for student achievement of the appropriate General Education Outcomes. The Committee encourages instructors to use the web-based formative assessment instrument for General Education courses.

Instructors should retain copies of assignments, course materials, samples of anonymous student work, quizzes, and final exams for three years. Some of these materials may be requested by the Committee.

For additional information or to submit electronic course packets, contact ndsu.gen.ed@ndsu.edu

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GENERAL EDUCATION NEW COURSE TEMPLATE

(For courses seeking approval as meeting general education requirements)

Department: _____ Course Prefix and Number: _____

Course Title: _____

Instructor(s): _____

This form was completed by: _____

Date: _____

Campus phone #: _____ E-mail: _____

ITEMS TO BE INCLUDED: (Please use these headings as the template.)

1. Course Information

Category(ies) in which you are submitting this course _____

Course title/number/credits _____

Catalog description _____

Students for whom the course is intended (only if applicable) _____

(e.g., chemistry for students with good preparation in high school math and science
Prerequisites for courses shall be only other general education courses and may not
exclude students from any major other than that of the department offering the course)

2. Textbook(s)/Course Materials/Library Materials on Reserve (if required)

Title(s) _____

Author(s) _____

Edition _____

Publisher _____

3. Intended Course Outcomes and Their Relationship to General Education

List course outcomes in measurable terms and identify the associated general education outcome(s) by number.

4. Student Activities to Promote General Education Outcomes

(organized by the general education outcome identified under heading three)

Explain which student activities in your class (e.g., attending lectures, participating in discussions, reading and integrating perspectives and information, conducting experiments, etc.) promote the general education outcomes listed under number three. For example, which student activities included in the attachments refer to each outcome? Please provide specific examples of student activities for each outcome and complete and submit the appropriate [General Education Outcome Rubric/Matrix](#) to indicate how those examples of student activities provide evidence for a specific element in the General Education Rubric for that outcome. If this course is also offered online or in a web-based format, please note this and indicate to what extent the student activities differ.

5. Evaluation of General Education Outcomes

(organized by the general education outcome identified under heading three)

What methods of evaluation do you use to measure each general education outcome (e.g., midterm, final, quizzes/tests, papers, attendance, class participation, questions, discussions after class)? What criteria do you use to judge if a general education outcome has been met? Please provide specific examples of methods and criteria for each outcome. Please link each example to the specific student activities noted under heading four for each outcome, and explain how each example provides evidence for a specific element in the General Education Rubric for that outcome. If this course is also offered online or in a web-based format, please note this and indicate to what extent the evaluation of each outcome differs.

6. Schedule and Topics

(e.g., major assignments, exams/quizzes, projects, vacations, field trips or special activities, unless provided in attached syllabus)

If this course was is being submitted the Cultural Diversity or Global Perspectives category please provide a short description and examples of how this course has fulfilled, and will continue to fulfill, the following definitions:

Cultural Diversity: Cultural Diversity focuses on the personal, interpersonal, and social effects of students encountering the effects of differences among a variety of cultures.

Global Perspectives: The focus of the Global Perspectives category is on analysis and interpretation of issues that illustrate global interdependence.

For additional information, contact ndsu.gen.ed@ndsu.edu

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