

## **Five-Year Review of General Education Courses by the University Senate General Education Committee**

The Bylaws of the NDSU University Senate indicate that “All courses approved by the committee shall be reviewed by the committee every five years. Recommendations on reviewed courses will be forwarded to the Senate for action.” (Section 11.3)

The five-year review of courses previously approved for General Education credit provides an opportunity to demonstrate that the information presented in the course has met or exceeded the expectations for each learning outcome that was identified in the previous application to the General Education Committee. Faculty responsible for each class may identify any two (or more) of the seven learning outcomes to apply for renewal as a General Education course.

At the discretion of the instructor(s), additional learning outcomes may be identified. However, evidence must be provided for each learning outcome and the outcomes must be assessed as part of the regular annual university assessment process. If more than two learning outcomes were identified in the previous application, outcomes may be dropped to maintain a minimum of two learning outcomes for each course.

If faculty responsible for each course wish to change the outcomes identified for any course by adding a learning outcome not associated with the previous application, a new course application should be prepared rather than submitting materials for a five-year review.

Faculty responsible for teaching each course approved for General Education categories should refer to the Committee’s Web-site for information, forms, and examples. Questions about the review process or completed five-year packets should be directed to the General Education Committee at [ndsu.gen.ed@ndsu.edu](mailto:ndsu.gen.ed@ndsu.edu). Materials may, at the discretion of the instructor(s), be provided for preliminary comment by the Chair of the General Education Committee and one or more members of the General Education Committee. The Web-site of the University Senate General Education Committee is: <http://senate.ndsu.edu/gened/>. The Committee also has a Faculty/Staff Organization site on BlackBoard, most of whose material is open to guests.

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).

## Five-Year Review of General Education Courses

**Instructions:** This format is to be used to describe how the General Education student learning outcomes for individual courses have been accomplished during the previous five-year period. Application for approval for an additional five-year period is incorporated into this format unless the response to question "A", below, is "No".

Five-year review applications must be submitted electronically as attachments, preferably as a single PDF file to [ndsu.gen.ed@ndsu.edu](mailto:ndsu.gen.ed@ndsu.edu). Applications should include:

- 1) The completed review form for each course and:
- 2) A current course syllabus (only one example is needed for multiple-section courses) (If this course is also offered online or in Web-based format, please submit that syllabus and appropriate documentation.),
- 3) A completed General Education Outcomes Rubric/Matrix for each student learning Outcome chosen, and
- 4) A copy of one or more appropriate assignments, examination questions, and/or projects for each student learning outcome selected. Portions of the example that pertain to individual outcomes should be clearly identified on the example and referenced in the completed rubric/matrix (Item #3).

**Information should only be provided for those outcomes being addressed. Outcomes NOT addressed (and these instructions) may be removed from this template to conserve space and provide an emphasis on the General Education learning objectives for the course under five-year review.**

For additional information or to submit electronic course packets, contact [ndsu.gen.ed@ndsu.edu](mailto:ndsu.gen.ed@ndsu.edu)

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Department: \_\_\_\_\_ Course Prefix and Number: \_\_\_\_\_

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

Instructor(s): \_\_\_\_\_

This form was completed by: \_\_\_\_\_

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

Campus phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

A. Is this course intended to be continued to be offered as a General Education course?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

(If no, please delete the next three questions and progress to identifying how the General Education outcomes selected for this course were met during the previous five-year period.)

B. Will any of the General Education outcomes previously identified for this course be deleted? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If so, please identify the learning outcome(s) to be deleted: \_\_\_\_\_

C. Which General Education learning outcomes will be continued? \_\_\_\_\_

D. Will any General Education learning outcomes be added for this course?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

If General Education learning outcomes are to be added, this form must be accompanied by a "General Education New Course Template".

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**Outcome #1:** (Students will learn to)

**Communicate effectively in a variety of contexts and formats.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome #1) have addressed this outcome?

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**Outcome #2:** (Students will learn to)

**Locate and use information for making appropriate personal and professional decisions.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome #2) have addressed this outcome?

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**Outcome #3:** (Students will learn to)

**Comprehend the concepts and perspectives needed to function in national and international societies.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome 3) have addressed this outcome?

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**Outcome #4:** (Students will learn to)

**Comprehend intrapersonal and interpersonal dynamics.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric for Student Learning Outcome 4) have addressed this outcome?

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**Outcome #5:** (Students will learn to)

**Comprehend concepts and methods of inquiry in science and technology, and their applications for society.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome #5) have addressed this outcome?

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**Outcome #6:** (Students will learn to)  
**Integrate knowledge and ideas in a coherent and meaningful manner.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome #6) have addressed this outcome?

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**Outcome #7:** (Students will learn to)  
**Comprehend the need for lifelong learning.**

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric/matrix for Student Learning Outcome #7) have addressed this outcome?

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**If this course was previously approved for 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.

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

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