General Education New Course Application Guidelines

Any department or college may propose courses to the General Education Committee for consideration as meeting NDSU's General Education requirements. The GE committee will evaluate courses in terms of their meeting the Undergraduate Learning Outcomes approved by the Faculty Senate on April 10, 2015. Proposals will continue to identify the appropriate category within the current general education model, as stipulated by NDUS policy 403.7.

Submission Format
Interested departments must submit the required materials electronically as attachments, preferably as a single PDF file to ndsu.gen.ed@ndsu.edu or as an attachment in Courseleaf CIM, if they are proposing a new course through Academic Affairs.

What to Submit
I. Syllabus or Syllabi
The syllabus serves as the primary source of evidence about the course. This syllabus should be substantially the same as that received by the students enrolled in the course. The syllabus must
• clearly identify which one to two of the seven NDSU Undergraduate Learning Outcome(s) students will meet in the course (the first outcome chosen should correlate with the chosen category)
• describe the learning activities and assignments students will complete in order to demonstrate they have met the identified NDSU Undergraduate Learning Outcome(s), appropriate to the planned course delivery model (see DCE resources for guidance: http://www.ndsu.edu/dce/faculty_resources/getting_started/teaching_online).
• detail how student attainment of the Undergraduate Learning Outcome will be measured
• include the minimum information required by the NDSU Policy 331.1 and the Academic Affairs Committee of the Faculty Senate https://www.ndsu.edu/fileadmin/policy/331_1.pdf.
• If the proposed course is also offered online or in a hybrid format, please submit all versions of the syllabus and appropriate documentation.

After approval, all General Education Course Syllabi and course web sites must identify the course as meeting General Education requirements and include the undergraduate learning outcomes for which each course is approved.

II. Submit a completed version of the General Education Course Template (see below, p. 3), unless the syllabus includes all of the Template sections in template order.

III. Outcomes Rubrics
To ensure that the course has been designed to achieve the Senate-approved Undergraduate Learning Outcomes for general education, please complete the outcomes rubric corresponding with each selected Undergraduate Learning Outcome. Substantial evidence for at least 60% of the outcome’s defining bullets will be needed for approval.

IV. 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 the frequency of offering.

Evaluation
The Committee will evaluate courses under the 2014 Process for Course Approval: “All NDSU General Education courses must meet at least 60% of the bulleted learning outcomes listed under GE Course Application Guidelines”
at least one and no more than two of the seven NDSU Undergraduate Learning Outcomes.” The course review checklist may be found on the General Education Faculty page with the other course application materials.

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

1. Instructors or departments will notify the General Education Committee when substantive changes are made in the intended Undergraduate Learning Outcome(s) for the course.

2. The instructor will participate in the scheduling and carrying out of assessment of the Undergraduate Learning Outcome(s) for the course.

3. Instructors and departments will provide evidence for student achievement of the appropriate Undergraduate Learning Outcome(s) in department annual and assessment reports.

4. Instructors should retain copies of all major course materials, including assignments and syllabi, for three years. Some of these materials may be requested by the Committee in periodic course re-evaluations.

5. The committee may require instructors to submit samples of student work for general education assessment and course recertification purposes, upon request.

6. Department chairs/heads are responsible for ensuring that syllabi and websites for all General Education courses continue to comply with General Education Guidelines.

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

GENERAL EDUCATION NEW COURSE TEMPLATE
(For courses seeking approval as meeting general education requirements)

Department: _______________ Course Prefix and Number: ___________

Course Title: ________________________________

Instructor(s): ________________________________

Semester the course will be first offered for General Education: ______________

This form was completed by: ________________________________

Date: ________________________________

Campus phone #: ______________ E-mail: ________________________________
ITEMS TO BE INCLUDED: (Please use these headings as the template.)

1. Course Information
GE category(ies) for which you are submitting this course______________________________
Course title/number/credits______________________________________________________
Bulletin 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)
Please include at least the author, title, edition, publisher, and date for each required material.

3. Course and Undergraduate Learning Outcome(s)
List course and Undergraduate Learning Outcome(s) in measurable terms. The first selected
University Learning Outcome should match the chosen categories, where possible. Outcomes and
categories relate as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Critical Thinking, Creative Thinking, and Problem Solving</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Natural and Physical Sciences OR Technology</td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>Human Societies</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>Determined by instructor, based on course content</td>
</tr>
<tr>
<td>Wellness</td>
<td>Determined by instructor, based on course content</td>
</tr>
<tr>
<td>Global Perspectives (must be paired with one of the first six categories)</td>
<td>Diversity and Global Perspectives</td>
</tr>
<tr>
<td>Cultural Diversity (must be paired with one of the first six categories)</td>
<td>Diversity and Global Perspectives</td>
</tr>
</tbody>
</table>

4. Student Activities to Promote the Undergraduate Learning Outcome(s) for this course
(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 Undergraduate Learning Outcome(s) listed under number three. For example, which student activities included in the attachments refer to the outcome(s)? Please provide specific examples of student activities for each outcome and check to ensure they correspond with the completed Undergraduate Learning Outcome Rubric. 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. Student Workload
Briefly describe how the student workload for the course meets the standard Carnegie Credit Hour definition of two hours outside of class for every hour in class

6. Evaluation of the General Education Undergraduate Learning Outcome(s)
What methods of evaluation do you use to measure the Undergraduate Learning Outcome(s) (e.g., group project, in-class activities, midterm, final, quizzes/tests, papers, attendance, class participation, questions, discussions after class)? What criteria do you use to judge if students are meeting the Undergraduate Learning Outcome(s)? Please provide specific examples of evaluation methods and criteria for the outcome(s). Please link each example to the specific student activities noted under heading four for the outcome(s), and explain how each example provides evidence for the specific bulleted learning outcomes from the Undergraduate Learning Outcome in the Undergraduate Learning Outcome Rubric for the 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 the outcome(s) differs.

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

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