

## **APPENDIX E**

### **General Education Course Addition Request Forms**

- Process for Adding A Course to the General Education Course List (2 pages)
- A Guide to General Education Student Learning Outcomes – Revised Version, August 5, 2012 (9 pages)
- Criteria for Reviewing General Education Course Requests (4 pages)
- Signature Page for General Education Course List Addition Form
- General Education Course List Addition Forms (8 forms, one for each general education category)

**North Carolina A&T State University**  
**Process for Adding a Course to the General Education Course List**  
**Existing Course – No Revisions Needed**

**General Information**

Courses eligible to fulfill a general education requirement are reflected on the appropriate general education category course lists. These lists will be updated periodically as courses are added or dropped from a list.

Each general education category has its own rationale and student learning outcome(s). Proposals for including a course in a general education course list must provide documentation to show how the course is designed to enable a student to achieve the particular general education category student learning outcome(s) for a specific general education category.

Please note that all general education courses should:

- promote broad critical thinking skills.
- be numbered at the 100 or 200-level; 300-level courses may be approved with justification. *[Note: 400 or 500-level courses will not be considered for general education course lists.]*
- be generally available to all undergraduate students
- be offered on a regular basis.
- have no more than one prerequisite. If there is more than one pre-requisite, justification is required.
- be a permanent offering (not a special topics or experimental course).

**Process for proposing an existing course for approval as a general education curriculum course (for courses that do not require any revision to the course).**

Submit the information listed below. The completed package is sent directly to the General Education Review Task Force for evaluation and approval.

1. A completed **General Education Course List Addition Form** for the applicable general education category. The form requests the following information:
  - A. Course-level student learning outcomes (SLOs) associated with the stated general education student learning outcome(s) for that category
  - B. Measures for evaluating the course-level student learning outcomes
  - C. Criteria for determining whether the learning outcomes were met
  - D. Plan for improving student learning outcomes based on assessment data
2. Completed **signature page** for the *General Education Course List Addition Form* with signatures of Department Chair and Dean

3. **Course Syllabus**, including the following:
  - Course-level student learning outcomes
  - Methods of evaluating student performance/grades
  - Major topics to be covered
  - Title and author of any required text or publication
  - Schedule of required readings, assignments, projects, quizzes, tests, etc.
4. Completed ***Criteria for Reviewing General Education Course Requests*** form with signature of department chair

**Submission Instructions (please complete BOTH steps below):**

1. EMAIL a single digital file of the completed (with signatures) package (a scanned pdf document) to:

Scott Simkins  
[simkinss@ncat.edu](mailto:simkinss@ncat.edu)

Please use the following SUBJECT LINE in your email (I will be using a filter to route these emails to a specific email directory to avoid getting lost in other emails):

**Gen Ed Course Request Forms**

2. Send a hard-copy of the completed package (with signatures) to:

Scott Simkins  
Academy for Teaching and Learning  
313 Dowdy Building  
North Carolina A&T State University  
CAMPUS

## A Guide to General Education Student Learning Outcomes North Carolina A&T State University

Version: February 2, 2012

Revised: August 5, 2012

### General:

This document is intended as a guide to departments and faculty members requesting courses to be included on general education course lists.

For each general education student learning category (written communication; mathematical, logical, and analytical reasoning; scientific reasoning; social and behavioral sciences; fine arts and humanities; knowledge of African-American culture and history; global awareness; and student success) in the new NC A&T State University general education curriculum (passed by the Faculty Senate November 22, 2011), the following pages list:

- (1) one or more general education student learning outcomes,
- (2) a discussion of the intent or rationale for the learning outcome(s), and
- (3) a bulleted sample of more detailed learning objectives that might correspond to course-level outcomes for this general education category.

**Note 1:** The bulleted lists for each general education student learning category [referenced in (3) above] are intended to serve as *illustrations* or *examples* of the kinds of outcomes one would expect to see for courses included in this general education category. They do **not** mean that any single course in this category will/must meet all of these objectives.

They are intended to give you ideas for course-level student learning outcomes associated with the broader general education student learning outcomes. The bulleted lists are also not exhaustive; feel free to generate course-level student learning outcomes not listed here that are relevant for the associated general education student learning category.

**Note 2:** The general education student learning outcomes listed for each general education category represent the highest-level Bloom's taxonomy levels for the category and assume lower Bloom's taxonomy levels (e.g. an outcome indicating "application" implies "comprehension" and "knowledge").

**WRITTEN COMMUNICATION****Required General Education Student Learning Outcomes**

1. Apply writing practices appropriate to specific tasks and audiences.
2. Integrate the use of appropriate information technology tools throughout the writing process.

**Intent/Rationale for the Learning Outcomes Above:**

This outcome incorporates both writing and critical thinking, as the two complement each other. Freshman-level composition-based courses should provide students with a solid foundation in college-level writing and thinking skills, including research-writing skills. In addition, courses in this category should enable students to apply college-level writing skills to particular topics, issues, problems, processes, and procedures generally encountered in the major.

**Examples of Student Objectives in this Category Include the Ability To:**

- demonstrate writing as an iterative process
- incorporate effective use of correct grammar and mechanics in written work
- employ flexible strategies for generating ideas, drafting and revising
- illustrate critical thinking skills in the development of ideas and through writing in various rhetorical situations
- utilize digital tools for composing texts, and researching and evaluating information
- identify, evaluate, incorporate and properly document borrowed information
- utilize revision and peer editing for self-assessment and summative assessment
- work collaboratively with peers

**MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING****Required General Education Student Learning Outcomes**

*For courses emphasizing mathematical/quantitative reasoning:*

- 1a. Apply quantitative and mathematical reasoning to solve problems in diverse contexts.
- 2a. Evaluate quantitative information using a variety of methods.
- 3a. Communicate quantitative or mathematical information in multiple formats.

*For courses emphasizing logical/analytical reasoning:*

- 1b. Apply logical reasoning to solve problems in diverse contexts.
- 2b. Evaluate claims using a variety of methods.
- 3b. Communicate logical reasoning in multiple formats.

**Intent/Rationale for the Learning Outcomes Above:**

Students completing courses in this category should be able to employ mathematical, statistical, or logical reasoning skills to reason critically and solve problems in a variety of contexts. These higher-order skills imply an understanding of lower-order skills, including the ability to carry out basic mathematical operations and calculations, and understand basic mathematical, statistical, and logical terms and symbols. Students completing courses in this category should also be able to use mathematical, statistical, or logical reasoning skills to create, defend, and refute arguments and communicate those arguments clearly. Freshman-sophomore level courses in this category generally lead to further development of quantitative and analytical reasoning skills within the individual major.

**For courses emphasizing mathematical/quantitative reasoning:****Examples of Student Objectives in this Category Include the Ability To:**

- communicate mathematical information verbally, numerically, graphically, and symbolically
- demonstrate understanding of the terms and symbols used to analyze data and solve mathematical problems
- interpret, evaluate, and apply quantitative or symbolic models such as graphs, tables, formulas, scales, and distributions
- employ mathematical or statistical methods to formulate, describe, evaluate and solve applied problems in a variety of formats
- synthesize disparate information and knowledge to draw inferences, test hypotheses, and make decisions

**For courses emphasizing logical/analytical reasoning:****Examples of Student Objectives in this Category Include the Ability To:**

- communicate logical analysis verbally, graphically, and symbolically
- demonstrate understanding of the terms and symbols used to analyze claims and arguments
- interpret, evaluate, and apply logical reasoning verbally, symbolically, and graphically
- employ logical reasoning to formulate, describe, evaluate and solve applied problems in a variety of formats
- synthesize disparate information and knowledge to draw inferences, test hypotheses, and make decisions

**SCIENTIFIC REASONING****Required General Education Student Learning Outcomes**

1. Analyze real-world phenomena, issues, and problems using principles and processes of scientific inquiry.

*Note: A second student learning outcome was originally included in the Scientific Reasoning category (Feb. 2, 2012 version of this document). The Faculty Senate voted to delete the second student learning outcome in April, 2012.*

**Intent/Rationale for the Learning Outcomes Above:**

Scientific reasoning is a mode of inquiry that relies on empirical evidence to understand natural phenomena. Scientific reasoning is based on the process of observation, hypothesis formulation, data collection and analysis, and confirmation, rejection or refinement of hypotheses in an iterative process that sometimes leads to new explanations as new evidence emerges. This process is commonly referred to as the “scientific method”. Courses in this category should develop students’ skills in these areas in a variety of contexts and at increasingly higher levels.

**Examples of Student Objectives in this Category Include the Ability To:**

- apply the principles and process of scientific inquiry in the analysis of real-world issues and problems
- formulate and test hypotheses based on empirical data and experimental design
- differentiate between causation and correlation in the comparison of one or more events



**SOCIAL AND BEHAVIORAL SCIENCES****Required General Education Student Learning Outcome**

1. Apply methods of analysis used in the social and behavioral sciences in the examination of individual and group behavior.

**Intent/Rationale for the Learning Outcome Above:**

Courses in this category are intended to provide an introduction to the content, practices, and methods of analysis in social and behavioral science disciplines. These disciplines focus on the behavior of individuals, groups, and societies in various contexts. The social and behavioral sciences typically include the following disciplines: anthropology, criminal justice, economics, geography, history, political science, psychology, and sociology.

**HUMANITIES AND FINE ARTS****Required General Education Student Learning Outcome**

1. Examine human experience through the interpretation of artistic, intellectual, or cultural expression.

**Intent/Rationale for the Learning Outcome Above:**

Courses in this category are intended to provide an introduction to the content, practices, and methods of analysis in arts and humanities disciplines. The fine arts and humanities typically include the following disciplines: English composition and literature, foreign languages, philosophy, and visual and performing arts (art, dance, theatre, music).

**KNOWLEDGE OF AFRICAN-AMERICAN CULTURE AND HISTORY (Sub-Category)****Required General Education Student Learning Outcome**

1. Analyze the experiences of African-Americans from multiple perspectives.

**Intent/Rationale for the Learning Outcome Above:**

Students completing courses in this category should gain an understanding of the African-American experience, including the culture and traditions of people of African descent in the United States and the political, economic, cultural, and social factors that have shaped their experience.

**Examples of Student Objectives in this Category Include the Ability To:**

- describe the role of social, cultural, historical, and political factors in the African-American experience
- relate ideas and concepts related to the African-American experience across disciplines
- extend ideas and concepts related to the African-American experience to the broader concept of diversity
- display broad-mindedness, civility and cultural responsiveness when interacting with peoples from diverse cultures.

**GLOBAL AWARENESS (Sub-Category)****Required General Education Student Learning Outcome**

1. Examine the complexity of global issues from multiple societal perspectives.

**Intent/Rationale for the Learning Outcome Above:**

Globally competent students understand the complexity and interconnectedness of social, economic, political, scientific, and cultural issues and integrate that knowledge into their worldview, looking beyond national geography and identity to describe, address, and solve problems. Students completing courses in this category should understand the historical, social, political, religious, economic, and cultural factors that characterize global diversity and their impact on inter-cultural relationships.

**Examples of Student Objectives in this Category Include the Ability To:**

- analyze the impact of globalization on social, cultural, political, religious, and economic issues
- identify key characteristics, including geographic, historical, social, cultural, political, religious, and economic factors that define the global world
- describe historical factors that have contributed to today's globalized world
- compare and contrast key characteristics of two or more societies
- analyze the global inter-relationships embedded in key environmental, cultural, social, political, and economic problems faced by the world today
- evaluate social, political, and economic policies, practices and principles from a global perspective

**STUDENT SUCCESS****Required General Education Student Learning Outcome**

1. Develop skills that promote personal and academic success.

**Intent/Rationale for the Learning Outcome Above:**

New students are often challenged by the transition from high school to college, in particular as it relates to skills and dispositions required for academic, career, and personal success. Courses in this category should help students develop appropriate academic skills and develop plans for continuous personal success. In addition, these courses should help students develop appropriate habits of thought, behavior, and reflection to promote ongoing success in their academic and personal lives.

**Examples of Student Objectives in this Category Include the Ability To:**

- demonstrate use of effective academic skills (including understanding of course syllabi, effective study skills, and college-level reading, note taking and test taking strategies)
- demonstrate awareness of on-campus support services and resources
- demonstrate knowledge of critical campus processes, policies, and procedures (including advising, registration, degree audit, academic, and financial aid)
- create a plan for continuous academic and personal development.
- develop solutions to academic and personal barriers to success

## Criteria for Reviewing General Education Course Requests

*Parts I and II: For Use by Departments Requesting Course Inclusion on General Education Course Lists*

**Departments: Please complete Part I and Part II only.**

**All requirements must be met for inclusion of the requested course on the general education course list.**

<i>Part I: Course Learning Outcomes/Assessment/Improvement</i>	YES	NO	Comments
1. Are the stated course-level student learning outcomes supported by the course content and activities?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the stated course-level student learning outcomes applicable across all course sections?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does each stated course-level student learning outcome correspond to the relevant general education learning outcome?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the course-level student learning outcomes clearly measurable using the proposed means of evaluation?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are the means of evaluating the course-level student learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are the criteria for determining whether the student learning outcomes have been met appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does the stated course improvement plan clearly indicate how the assessment results will be used to improve the course?	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Part II: General Course-Related Information</i>	YES	NO	Comments
8. Is the course number at the 100 or 200-level? If it is a 300-level course, justification is required.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Is the course offered to all undergraduate students, regardless of major? If not, justification is required.	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is the course offered on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	

<p>11. Does the course have a pre-requisite? If YES:</p> <p>Is the pre-requisite a general education course?</p> <p>Does the course have <i>more than one</i> pre-requisite? If there is more than one pre-requisite, justification is required.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>12. Is this course a standard offering (i.e. not a special topics or experimental course)?</p>	<input type="checkbox"/>	<input type="checkbox"/>	

Signature \_\_\_\_\_  
Department Chair \_\_\_\_\_ Date \_\_\_\_\_

## Criteria for Reviewing General Education Course Requests

### *Part III: For Use by the General Education Review Task Force When Reviewing General Education Course List Addition Requests from Departments*

<i>Part III: General Education Course Request Documentation</i>	Yes	No	Comments
<b>Student Learning Outcomes</b>			
13. Is there at least one course-level student learning outcome listed for each general education student learning outcome?	<input type="checkbox"/>	<input type="checkbox"/>	
14. Is each course-level student learning outcome appropriate for the associated general education outcome (i.e. will the achievement of the course-level student learning outcome allow students to meet the broader general education student learning outcome)?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Does each course-level student learning outcome provide a specific statement (using an appropriate action verb - for example, see <a href="http://www.krummefamily.org/guides/bloom.html">http://www.krummefamily.org/guides/bloom.html</a> ) of what students are expected to do in order to demonstrate that they have achieved the outcome?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Assessment Measures</b>			
16. Is there at least one assessment measure listed for each course-level student learning outcome?	<input type="checkbox"/>	<input type="checkbox"/>	
17. Is each assessment measure appropriate for the associated student learning outcome (i.e. will it provide data that allow the instructor to judge how well students have achieved the outcome)?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Criteria for Determining Whether Outcome was Met</b>			
18. Are the listed criteria appropriate for determining whether the student learning outcome has been achieved and at what level?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Course Improvement Plan</b>			
19. Does the listed course improvement plan clearly indicate how the assessment results will be used to improve the course?	<input type="checkbox"/>	<input type="checkbox"/>	

**Additional Comments (if necessary):**

Signature: \_\_\_\_\_

General Education Review Task Force

\_\_\_\_\_ Date



NC A&T State University General Education  
Course List Addition Form

**SIGNATURE PAGE**

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	
<b>GENERAL EDUCATION CATEGORY:</b>	

Also Attach:

- 1. Completed "General Education Course List Addition Form(s)"
- 2. Completed "Criteria for Reviewing General Education Course Requests" form
- 3. Course syllabus, including all requested information (see "*Process for Adding a Course to the General Education Course List – Existing Course*")

**ENDORSED BY:**

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DEPARTMENT CHAIR DATE

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DEAN DATE

**APPROVED BY:**

---

CO-CHAIRS, GENERAL EDUCATION REVIEW TASK FORCE DATE

**APPROVED BY:**

---

CHAIR, FACULTY SENATE NEW PROGRAMS AND CURRICULA COMMITTEE DATE

**APPROVED BY:**

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PRESIDENT, FACULTY SENATE DATE

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**WRITTEN COMMUNICATION**

EACH COURSE IN THE **WRITTEN COMMUNICATION** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Apply writing practices appropriate to specific tasks and audiences.
2. Integrate the use of appropriate information technology tools throughout the writing process.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1: Apply writing practices appropriate to specific tasks and audiences.**

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:

**WRITTEN COMMUNICATION**

**OUTCOME 2:** Integrate the use of appropriate information technology tools throughout the writing process.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 2:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 2:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 2 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 2:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING**

EACH COURSE IN THE **MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

For courses emphasizing mathematical/quantitative reasoning:

- 1a. Apply quantitative and mathematical reasoning to solve problems in diverse contexts.
- 2a. Evaluate quantitative information using a variety of methods.
- 3a. Communicate quantitative or mathematical information in multiple formats.

For courses emphasizing logical/analytical reasoning:

- 1b. Apply logical reasoning to solve problems in diverse contexts.
- 2b. Evaluate claims using a variety of methods.
- 3b. Communicate logical reasoning in multiple formats.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1A :** Apply quantitative and mathematical reasoning to solve problems in diverse contexts.

OR

**OUTCOME 1B:** Apply logical reasoning to solve problems in diverse contexts.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:

**MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING**

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

GENERAL EDUCATION CATEGORY:

**MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING**

**OUTCOME 2A:** Evaluate quantitative information using a variety of methods.

OR

**OUTCOME 2B:** Evaluate claims using a variety of methods.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 2:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 2:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 2 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 2:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:

**MATHEMATICAL, LOGICAL, AND ANALYTICAL REASONING**

**OUTCOME 3A:** Communicate quantitative or mathematical information in multiple formats.  
OR

**OUTCOME 3B:** Communicate logical reasoning in multiple formats.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 3:**

*(What course-level outcome(s) correspond to the general education outcome above?  
Will the achievement of the course-level student learning outcome(s) allow students to  
meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 3:**

*(How will you assess whether students have achieved the outcome? Will the measure(s)  
provide data that allow the instructor to judge how well students have achieved the  
outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 3 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 3:**

*(How will you use the assessment results from part B. above to improve the general  
education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**SCIENTIFIC REASONING**

EACH COURSE IN THE **SCIENTIFIC REASONING** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Analyze real-world phenomena, issues, and problems using principles and processes of scientific inquiry.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1:** Analyze real-world phenomena, issues, and problems using principles and processes of scientific inquiry.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*



NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**SOCIAL AND BEHAVIORAL SCIENCES**

EACH COURSE IN THE **SOCIAL AND BEHAVIORAL SCIENCES** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Apply methods of analysis used in the social and behavioral sciences in the examination of individual and group behavior.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1:** Apply methods of analysis used in the social and behavioral sciences in the examination of individual and group behavior.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**HUMANITIES AND FINE ARTS**

EACH COURSE IN THE **HUMANITIES AND FINE ARTS** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Examine human experience through the interpretation of artistic, intellectual, or cultural expression.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1:** Examine human experience through the interpretation of artistic, intellectual, or cultural expression.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:

**KNOWLEDGE OF AFRICAN-AMERICAN CULTURE AND HISTORY**

EACH COURSE IN THE **KNOWLEDGE OF AFRICAN-AMERICAN CULTURE AND HISTORY** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Analyze the experiences of African-Americans from multiple perspectives.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1: Analyze the experiences of African-Americans from multiple perspectives.**

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**GLOBAL AWARENESS**

EACH COURSE IN THE **GLOBAL AWARENESS** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Examine the complexity of global issues from multiple societal perspectives.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1:** Examine the complexity of global issues from multiple societal perspectives.

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*

NC A&T State University General Education Course List Addition Form

GENERAL EDUCATION CATEGORY:  
**STUDENT SUCCESS**

EACH COURSE IN THE **STUDENT SUCCESS** CATEGORY WILL PROVIDE GUIDANCE THAT HELPS STUDENTS TO:

1. Develop skills that promote personal and academic success.

DIRECTIONS: Complete the form below by typing in the shaded boxes. The boxes and cells will expand to accommodate text.

DEPARTMENT:	
COURSE PREFIX/NUMBER:	
COURSE TITLE:	

**OUTCOME 1: Develop skills that promote personal and academic success.**

**A. COURSE-LEVEL STUDENT LEARNING OUTCOME(S) FOR OUTCOME 1:**

*(What course-level outcome(s) correspond to the general education outcome above? Will the achievement of the course-level student learning outcome(s) allow students to meet the broader general education student learning outcome?)*

**B. FORMATIVE AND SUMMATIVE ASSESSMENT MEASURE(S) FOR OUTCOME 1:**

*(How will you assess whether students have achieved the outcome? Will the measure(s) provide data that allow the instructor to judge how well students have achieved the outcome?)*

**C. CRITERIA FOR DETERMINING WHETHER OUTCOME 1 WAS MET:**

*(How will you know whether the outcome has been achieved and at what level?)*

**D. COURSE IMPROVEMENT PLAN FOR OUTCOME 1:**

*(How will you use the assessment results from part B. above to improve the general education learning outcome(s) for this course?)*