



Request for Revalidation of General Education

Deadlines for Submission: September 1st

Catalog Course Prefix/Number (ex. ENGL 110)	CHEM 121L
Course Title	General Chemistry I Lab
Credits	1
Prerequisites	none
Corequisites	CHEM 121
Faculty Representative	Tschaekofske, Scott;  

Course included in the catalog listing for (check all that apply)

- BAS
- AA
- AS
- AAS
- Diploma
- Certificate

Discontinue General Education Classification:

If you do NOT wish to continue this course on the General Education Listing, please provide a brief statement of the reason.

If you do NOT wish to continue this course as a GERTA course, please provide a brief statement of the reason.

Please skip the remaining questions and obtain the required signatures at the end of the form.

Philosophy of General Education

The General Education program at Bismarck State College promotes the development of an informed and educated person who recognizes and respects the diversity of communities; understands the value of active, critical thinking; and is competent and proficient at fundamental skills which encourage a positive attitude toward lifelong learning and equip students to participate in a complex, interdependent world.

Criteria for General Education Courses

The General Education Philosophy Statement describes criteria that must be met if a course is to be classified as general education. Please complete the following sections to help determine whether the course meets the criteria.

Criterion 1: Course Content

In terms of content, a General Education course must fall logically and traditionally under one of four categories of liberal knowledge. Check one of the four categories of liberal knowledge under which this course is to be listed.

- Communications
- Arts and Humanities
- Social and Behavior Sciences
- Business, Mathematics, Science and Technology

Criterion 2: Essential Learning Outcomes

Choose one outcome that the course is designed most to help students meet:

- Diversity
- Lifelong Learning
- Civic Engagement
- Written Communication
- Oral Communication
- Information Literacy
- Teamwork
- Critical and/or Creative Thinking
- Integrative Learning
- Ethical Reasoning
- Problem Solving
- Inquiry and Analysis
- Quantitative Literacy

Criterion 3: Assessment (submit to General Education Committee two weeks prior to revalidation review)




Please briefly describe what direct evidence (e.g. analysis of student assignments, activities, discussions) you will be able to provide demonstrating that your course helps students meet the selected outcome. Submit at least two semesters of assessment data from all sections of the course and all faculty that teach the course since the last revalidation to the Gen Education Committee Chair and Institutional Assessment Coordinator,

If the outcome specified originally has changed, attach an explanation of why it has changed.

Chem 121L is a course that is heavy on generating and manipulating quantitative data. Emphasis is made on interpreting quantitative data in different forms, converting/presenting quantitative data in a logical form, performing calculations/manipulations of data, analyzing results of calculations, and assessing assumptions made. This is in alignment with the Quantitative Literacy outcome. Students were assessed using a collection of exam problems.




















Attachments

[Click here to attach a file](#)

-  [Chem 121L syllabus - fall 2018.pdf](#)
-  [Chem 121L Assessment Form spring 2018.pdf](#)
-  [Chem 121L Assessment Form fall 2017.pdf](#)

Checklist

- Identified the course by its number and title
- Checked all appropriate catalog listings
- Attached a complete syllabus from all faculty (including adjuncts) teaching course
- Selected the most appropriate category of liberal knowledge
- Selected Institutional Essential Learning Outcome
- Highlighted and labeled parts of the syllabus that address the selected outcome
- Provided assessment data from at least two semesters for all sections and all faculty (including adjuncts) teaching the course since the last revalidation

Faculty Initiating Request	<input type="text" value="Tschaekofske, Scott;"/>	  	<input type="text"/>	
Department Chair	<input type="text" value="Reems, Brent;"/>	  	<input type="text"/>	
GE Committee Chair	<input type="text" value="Helgeson, Amy;"/>	  	<input type="text"/>	
Appropriate Dean	<input type="text" value="Juhala, Amy;"/>	  	<input type="text"/>	
Provost	<input type="text" value="Leingang, Daniel;"/>	  	<input type="text"/>	