



Request for Revalidation of General Education

Deadlines for Submission: September 1st

Catalog Course Prefix/Number (ex. ENGL 110)	SOIL 210
Course Title	Introduction to Soil Science
Credits	2
Prerequisites	SOIL 210L
Corequisites	SOIL 210L
Faculty Representative	<u>Davinic, Marko;</u>  

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.

For the lecture portion of SOIL 210 direct evidence that evaluates students' progress towards selected outcome are grades from pre and post course exams. Besides demonstrating students' progress in this course, this method of assessment indicates the student's level of knowledge before taking this course.

For the lab portion of the SOIL 210 direct evidence of students' progress is presented as a final paper grade. Final paper sums up all of the soil principles that students learn during the course (both lab and lecture), as students perform various soil tests on their soil samples and write management recommendations to improve soil health and productivity.

Attachments

 [Click here to attach a file](#)

-  [SOIL210 Assessment Form 2019.pdf](#)
-  [SOIL 210 Lecture Results 2019.xls](#)
-  [SOIL 210 Lecture Syllabus 2019.docx](#)
-  [SOIL 210 Lecture Syllabus 2018.docx](#)

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="Davinic, Marko;"/>	  	<input type="text" value="01/11/2019"/>	
Department Chair	<input type="text" value="Arso, Robert;"/>	  	<input type="text" value="01/11/2019"/>	
GE Committee Chair	<input type="text" value="Helgeson, Amy;"/>	  		

01/11/2019 

Appropriate Dean

Hixson, Carla;



01/11/2019 

Provost

Leingang, Daniel;



01/11/2019 