



Academic Affairs Use Only:

Response Date: _____

Proposal Number: _____

Effective Date: _____

1. Prepared by: _____
Phone: _____ Email: _____
2. Requesting Unit: _____
3. Department, Course Number, Title: _____
4. New Course Existing Course
5. Course Focus Written Communication Oral Communication
6. Will this course be flagged as a diversity course? No
 Already Designated as Diversity Diversity Proposal Accompanying This Form
7. Will this course also satisfy another General Education Goal Area? No Yes
If "Yes" specify which goal area.
8. Course bulletin description, including credits and semesters to be offered: _____
9. Indicate the clientele for whom this course is designed. Is the course for general education only, or does it fulfill general education and other program needs for this or another department? Obtain signatures from any affected departments.
10. Indicate any changes that must be made in offerings or resources in your department or other departments by offering this course.
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12. Courses designated as General Education are included in the assessment plan for the Goal Area(s) for which they are approved. Courses for which assessment is not included in the annual GE assessment report for two years will be removed from the General Education Program.
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13. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 1: Communicate Orally & in Writing

Develop, convey, and evaluate oral and written communication in various academic, professional and personal contexts. Use oral and written communication characterized by clarity, critical analysis, logic, coherence, precision, and rhetorical awareness. Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences.

14. In order for a course to be designated as fulfilling Goal Area 1, it must address at least 6 of the 8 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Use writing and speaking processes (such as inventing, organizing, drafting, revising, editing, and presenting) as appropriate for specific tasks and audiences.
- 2. Listen, think critically and creatively, reflect, and respond appropriately to group tasks, relationships, and processes.
- 3. Locate, evaluate, and synthesize material from diverse sources (print and non-print) and multiple points of view, using them in a responsible and ethical manner.
- 4. Evaluate communicative situations and use rhetorical tools appropriate for those situations.
- 5. Construct logical and coherent arguments, recognizing the role and value of credibility (ethos), point of view, emotional appeals (pathos), and individual voice and style in writing and in speaking.
- 6. Employ syntax, usage, and style appropriate to academic disciplines, for professional environments, and for personal expression and interpersonal exchange.
- 7. Describe, summarize, and analyze written and spoken discourse, noting how language affects and reflects our perception of human values, cultural perspectives, and gender identities.
- 8. Identify and use appropriate skills for diverse types and levels of listening and/or reading.

15. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

16. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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If "Yes" specify which goal area. _____
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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.
- Goal Area 2: Critical Reasoning**
Identify, analyze, and critically evaluate reasoning in a variety of domains in order to develop well founded beliefs and engage in rational and effective action.
13. In order for a course to be designated as fulfilling Goal Area 2, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.
- 1. Distinguish between discourse that contains reasoning and that which does not.
 - 2. Distinguish between different types of reasoning.
 - 3. Analyze arguments, distinguishing premises and conclusions.
 - 4. Evaluate inductive and deductive reasoning.
 - 5. Apply basic logical techniques.
 - 6. Identify and avoid fallacies.
14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)
15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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6. Will this course also satisfy another General Education Goal Area? No Yes
If "Yes" specify which goal area. _____
7. Course bulletin description, including credits and semesters to be offered:

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9. Indicate any changes that must be made in offerings or resources in your department or other departments by offering this course.

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13. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 3: Natural & Physical Sciences

Explore scientific knowledge of the natural world. Understand the central concepts and principles of science; experience the process of scientific inquiry; comprehend science as a human endeavor and understand the impact of science on individuals and on society.

14. In order for a course to be designated as fulfilling Goal Area 3, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

1. Demonstrate knowledge of concepts, principles, and theories in the physical or natural sciences.
2. Make observations and collect data, design and carry out experiments or other types of scientific investigations.
3. Formulate research questions and testable hypotheses, analyze and interpret data, draw inferences and conclusions, and identify further questions for investigation.
4. Demonstrate awareness of the interdependent relationships of basic science, applied science, mathematics, and technology.
5. Recognize the human nature of the scientific enterprise, including the importance of curiosity, creativity, and imagination; the dual nature of scientific knowledge as changeable and durable; and the impact of a scientist's personal identity on the scientific process.
6. Evaluate societal issues from a science perspective, question the evidence presented, and make informed judgments about these issues.

15. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

16. Courses satisfying Goal Area 3: Natural & Physical Sciences must have either a “traditional lab course or a lab-like experience”. Check which of these apply and supply a brief explanation of how the course is either a laboratory course or incorporates a “lab-like experience”.

Course includes: Laboratory Lab-like experience

The following quote from a National Research Council subcommittee report may help to identify a course with a laboratory. “Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science.” America's Lab Report: Investigations in High School Science (Free Executive Summary)
<http://www.nap.edu/catalog/11311.html>

17. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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 Already Designated as Diversity Diversity Proposal Accompanying This Form
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If "Yes" specify which goal area.
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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 4: Mathematical Thinking & Quantitative Reasoning

Apply mathematics to analyze numerical relationships, solve problems, explain processes and interpret results.

13. In order for a course to be designated as fulfilling Goal Area 4, it must address at least 4 of the 4 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Demonstrate knowledge of the basic theories and methods of mathematics.
- 2. Use quantitative methods to test hypotheses or to construct quantitative solutions to problems..
- 3. Apply mathematical skills and knowledge in other academic disciplines..
- 4. Communicate quantitative ideas, both orally and in writing.

14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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6. Will this course also satisfy another General Education Goal Area? No Yes
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7. Course bulletin description, including credits and semesters to be offered:

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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 5: History and the Social & Behavioral Sciences

Develop understanding of human societies and behaviors, and of the concepts, theories, and methods of history and the social sciences.

13. In order for a course to be designated as fulfilling Goal Area 5, it must address at least 4 of the 5 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Describe or use the methods and data by which historians, social scientists, or behavioral scientists investigate human conditions.
- 2. Analyze human behavior, cultures, and social institutions and processes from the perspectives of history or the social and behavioral sciences..
- 3. Develop explanations for and explore solutions to historical or contemporary social problems.
- 4. Reflect upon themselves in relation to family, communities, society, culture, and/or their histories.
- 5. Apply and critique alternative explanatory systems or theories about human societies and behaviors..

14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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5. Will this course be flagged as a diversity course? No
 Already Designated as Diversity Diversity Proposal Accompanying This Form
6. Will this course also satisfy another General Education Goal Area? No Yes
If "Yes" specify which goal area.
7. Course bulletin description, including credits and semesters to be offered: _____
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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 6: Humanities & Fine Arts

Expand appreciation and critical understanding of changing modes of human expression and systems of thought in the arts and humanities, and develop abilities in the creation and performance of meaning.

13. In order for a course to be designated as fulfilling Goal Area 6, it must address at least 5 of the 7 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
- 2. Describe and appreciate works in the arts and humanities as expressions of individual and collective values within an intellectual, cultural, historical and social context.
- 3. Interpret and respond critically to works from various cultures in the arts and humanities.
- 4. Explore intellectually the ideas expressed in works in the arts and humanities.
- 5. Engage in creative processes or interpretive performance.
- 6. Articulate an informed personal response to works in the arts and humanities.
- 7. Analyze the diverse means of communication in the arts and humanities.

14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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1. Prepared by:
Phone: _____ Email: _____
2. Requesting Unit:
3. Department, Course Number, Title:
4. New Course Existing Course
5. Is this course already designated as a Racial Issues course?
 No Yes RIS Proposal Accompanying This Form
6. Course bulletin description, including credits and semesters to be offered:
7. Indicate the clientele for whom this course is designed. Is the course for general education only, or does it fulfill general education and other program needs for this or another department? Obtain signatures from any affected departments.
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11. Provide a concise explanation of how the following goal is a "significant focus" of the proposed course.

Goal Area 7: Racial & Ethnic Diversity in the U.S.

Examine patterns of racial and ethnic inequality in the United States; the heritage, culture, and contributions of racially subordinated groups; and how race and ethnic relations are embedded in the institutions that structure our lives.

12. In order for a course to be designated as fulfilling Goal Area 7, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Demonstrate awareness and understanding of historical and current race relations in the United States.
- 2. Explain the concept of "race."
- 3. Analyze current events and conditions at the local, statewide, and national levels using course theories and concepts.
- 4. Identify forms of institutional discrimination in areas such as education, media, housing, employment, economics, politics, and the legal system.
- 5. Describe the basic history of discrimination against and contributions of African Americans, Asian Americans, American Indians, Latinos, and recent immigrants of color.
- 6. Engage in dialog and self-reflection concerning racism, racial oppression, and white privilege.

13. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

14. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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4. New Course Existing Course

5. Will this course be flagged as a diversity course? No
 Already Designated as Diversity Diversity Proposal Accompanying This Form

6. Will this course also satisfy another General Education Goal Area? No Yes
If "Yes" specify which goal area. _____

7. Course bulletin description, including credits and semesters to be offered:

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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 8: Global Perspectives

Develop a comparative perspective and understanding of one’s place in a global context.

13. In order for a course to be designated as fulfilling Goal Area 8, it must address at least 4 of the 5 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Explain how they are connected and related to people elsewhere in the world.
- 2. Describe similarities and differences among global places and populations.
- 3. Analyze how political, economic or cultural elements influence relations among the world’s states, peoples, or societies.
- 4. Analyze specific international issues and propose and evaluate responses.
- 5. Articulate a vision of their individual roles and responsibilities in a common global future.

14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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6. Will this course also satisfy another General Education Goal Area? No Yes
If "Yes" specify which goal area.

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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 9: Civic Engagement and Ethics

Understand and evaluate ethical or civic issues and theories, and participate in active citizenship or ethical judgment.

13. In order for a course to be designated as fulfilling Goal Area 9, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.

- 1. Explain the connections among education, citizenship, and participation in a democratic society.
- 2. Explain major ethical or political theories.
- 3. Describe how interpretations of ethics or citizenship may vary by nationality, ethnicity, race, color, religion, gender, ability and disability, or sexual orientation.
- 4. Apply concepts such as democracy, rights, morality, justice, virtue, liberty and obligation to personal, professional, and public issues.
- 5. Analyze and evaluate alternative theoretical approaches or formulate solutions to ethical or civic issues.
- 6. Develop and exercise personal agency or ethical judgment in the public domain.

14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)

15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

Goal Area 10: Environmental Issues

Examine the interrelationship of humans and the natural worlds from scientific and socio-cultural perspectives and the complex environmental challenges that result.

13. In order for a course to be designated as fulfilling Goal Area 10, it must address at least 4 of the 5 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.
- 1. Explain the basic structure and function of various ecosystems and human adaptive strategies within those systems.
 - 2. Discern patterns of interrelationships of bio-physical and socio-cultural systems.
 - 3. Describe the human institutional arrangements (social, legal, political, economic, and religious) that deal with environmental and natural resource challenges.
 - 4. Analyze environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
 - 5. Propose and assess alternative solutions to environmental problems including issues involving sustainability.
14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)
15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.



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12. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.
- Goal Area 11: Information Literacy and Technology**
To locate, evaluate critically, and use information to meet an identified information need and develop appropriate information technology skills.
13. In order for a course to be designated as fulfilling Goal Area 11, it must address 4 of the 4 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed general education course.
- 1. Identify and analyze an information need effectively and efficiently.
 - 2. Access information using an effective search strategy and appropriate resources.
 - 3. Critically evaluate information and its sources in order to determine information reliability and accuracy, and discern its point of view, bias, and authority.
 - 4. Access and use information ethically and legally.
14. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although descriptions of typical assignments or types of assignments may be part of this discussion, it is not appropriate to submit copies of actual assignments.)
15. List or attach the **Course Outline** (adequately described and including percentage of time to be allocated to each topic). Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Indicate in your course outline where the Student Learning Outcomes checked above are being met.

St. Cloud State University

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General Education Transmittal Form

Proposal Number _____



Department: _____

Course or Course(s): _____

Signature, Department or Unit Chairperson Signature

Date

Department forward to Accademic Affairs for publication and electronically to Chairperson of General Education Committee, Chair of College Curriculum Committee, College Dean

Recommendation of General Education Committee:

Remarks:

	Approve	Disapprove
Chairperson	_____	_____
Committee	_____	_____

Signature

Date

Recommendation of University Curriculum Committee:

Remarks:

	Approve	Disapprove
Chairperson	_____	_____
Committee	_____	_____

Signature

Date

Recommendation of Faculty Association:

Remarks:

	Approve	Disapprove
FA Senate	_____	_____

Signature

Date

Action of Academic Vice President:

Remarks:

Approve	Disapprove
_____	_____

Signature

Date

Entered in Curriculum Data File _____