

Northern Illinois University
Submission of Course for General Education Credit

Course Placement
Department: Course number, title, and credit hours:
Check One: Core Competency Distributive Area _____ Humanities and the Arts _____ Sciences and Mathematics _____ Social Sciences _____ Interdisciplinary
Catalog Description:
Briefly explain why this course should be a general education course and why it fits in the distributive area checked above (see the last page for explanations of the distributive areas).
What are the prerequisites for this course?
Delivery
Is the course currently being taught?

<p>What is or will be the method of delivery (check all that apply)?</p>	<p><input type="checkbox"/> Face to Face <input type="checkbox"/> Online only <input type="checkbox"/> Blended <input type="checkbox"/> Other</p>
<p>Who teaches/will teach the course?</p>	<p>Primary instruction is/will be provided by (fill in the percentage for all that apply):</p> <p><input type="checkbox"/> Professors <input type="checkbox"/> Associate professors <input type="checkbox"/> Assistant professors <input type="checkbox"/> Instructors <input type="checkbox"/> Graduate assistants <input type="checkbox"/> Other (specify)</p>
<p>How many sections are/will be offered in a typical semester and year?</p>	
<p>What is/will be the average class size?</p>	
<p>For courses with multiple sections: what procedures are/will be in place to ensure consistency across the various sections?</p>	
<p>Relationship to General Education</p>	<p>The goals are provided on page 4.</p>
<p>What general education goals does the course emphasize? <i>For reporting purposes, highlight 1 to 3 goals.</i></p>	
<p>Explain how the course addresses each goal.</p>	

Describe how each goal is assessed in the course? Be as specific as possible. Include associated rubrics, assignments, embedded test questions, etc. used for performance assessment.

Pedagogy

Describe how the course is taught.
Provide a syllabus.

If there are multiple sections of the course, is a standard syllabus used?

How does the course address issues of accessibility for students with diverse learning styles?

To what extent, if any, does the course incorporate diverse and multicultural perspectives in philosophy, content, methods, or people? Include, as relevant, the ways in which the course addresses issues of race, ethnicity, culture, social class, language, religion, gender, sexual orientation, and physical disability.

General Education Goals

The General Education program at NIU will help students attain a sound liberal education and acquire sufficient general knowledge and intellectual versatility to enable them to become informed and resourceful members of society.

The four broad learning goals of the general education program are:

- a. Students develop habits of writing, speaking, and reasoning necessary for continued learning.
 - i. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically.
 - ii. Students communicate in a manner that unites theory, criticism, and practice in speaking and writing.
 - iii. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information.
 - iv. Students are able to access and use various information resources.
- b. Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences.
 - i. Students demonstrate a knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present.
 - ii. Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s).
 - iii. Students demonstrate a knowledge of the cultural traditions and philosophical ideas that have shaped societies, civilizations, and human self-conceptions.
 - iv. Students demonstrate an understanding of the scientific method and an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.
- c. Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues.
- d. Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity.

Distributive Areas

The *Academic Policies and Procedures Manual (APPM)* (consult Provost's Office website at www.niu.edu) lists the following guidelines on inclusion in the distributive studies areas (pending approval).

Humanities and the Arts. The Humanities and Arts expose students to the broad range of human cultural endeavor from historical, philosophical, artistic, literary, and linguistic perspectives. (1) Courses in the Humanities enhance understanding of the ideas, traditions, and events that have shaped cultures, civilizations and human self-conceptions. Imaginative and critical capacities are developed through a study of sources from diverse times, cultures, philosophies, and religions, and through the development of ideas in discussion and writing. (2) Courses in the Arts provide students with historical and cultural understanding of fundamental modes of aesthetic expression and some of humanity's most notable achievements in the visual and performing arts. (3) Foreign language courses are appropriate provided the foreign language component is used as a tool for acquiring knowledge about other societies and cultures, and skill in the foreign language is not the sole basis for evaluating students.

Sciences and Mathematics. Science and mathematics courses introduce students to logical thought processes based on the scientific method and the deductive patterns of mathematics. (1) Courses should build upon a background of science and mathematics from high school and the mathematics component of the core competencies or upon another course in the science and mathematics list (two courses in sequence or a course in one department with a prerequisite from another department). (2) Science courses should utilize mathematics and involve some quantitative treatment of physical properties and phenomena. (3) Courses may provide a clear in-depth perspective of one area of science or mathematics, or may present an integrated study involving several scientific or mathematical disciplines; however, both breadth and depth of course coverage are expected.

Social Sciences. (1) The social sciences consist of various disciplines that share common methods, concepts, and principles of science to study the origins, evolution, historic development, and contemporary patterns of all human behaviors and conceptual representations of the world. Human behaviors and conceptual representations are studied in their full diversity of social forms including individuals, families, societies, groups of individuals, organizations, institutions, nations, and global patterns. (2) Courses in social sciences are offered by the Departments of Anthropology, Economics, Geography, Political Science, Psychology, and Sociology, but may be offered by other departments as well.

Interdisciplinary Studies. Interdisciplinary courses provide an opportunity to integrate information from two or more areas; they afford a stimulus to innovative, exciting, and challenging new courses; and they provide an opportunity for students to broaden their cultural outlooks. Interdisciplinary studies should include only courses that integrate knowledge from at least two disciplines. Interdisciplinary studies should include (1) courses in which certain disciplines can be brought together into an inclusive and unified system through pervasive ideas, principles, or methodologies; and (2) courses that cross-relate and synthesize central findings of separate disciplines.