

**Department Checklist for General Education Course Re-Approval in
Area III, The United States: Cultures and Issues**

Please complete this checklist to ensure all necessary information is submitted for the review of courses. (Missing information will result in delayed re-approval or rejection.)

Course Name and Number _____

Person to contact about this checklist _____

E-mail _____ Phone _____

	QUESTIONS	YES?
1a	For multi-section courses, have you provided recent syllabi from different instructors? (2 for 2 instructors, 3 for 3 instructors, but no more than 4)	
1b	For multi-section courses, do all sections meet the standards of general education and are they comparable with one another?	
1c	Some courses have so many sections that a <i>class coordinator</i> is appointed. If you have a coordinator, is contact information provided? Coordinator: Email: _____ Phone: _____	
2a	Have you included <i>enrollment data</i> from the last five years (showing when the course was offered; how many sections; and how many students took it each time) and <i>status of the instructor</i> , e.g., full-time faculty, part-time, adjunct, or teaching assistant?	
2b	Have you included assessment data, if available?	
3a	Does each syllabus clearly show the following:	
3b	--course content ?	
3c	--student assignments?	
3d	--grading criteria and scale?	
3e	--a statement that this course fulfills the requirements for its given proficiency or area?	
3f	--a statement of course objectives and outcomes?	
4	For a <i>multiple topics</i> course, is information about all topics included?	
5a	Have you included a complete explanation of: (a) how this course meets the criteria for Area II, Humanities <i>and</i>	
5b	(b) how the course furthers the goals of general education articulated in the General Education Policy?	
6	Is the course a 500-level course? (500-level courses do not count towards general education.)	
7	Has the course been offered at least once every two years?	
8	Is the course more than three credit hours? If so, has justification been provided justification for the additional credit?	

OVER

The WMU General Education Policy can be accessed at
http://www.wmich.edu/facultysenate/downloads/General_Education_Policy.pdf

Criteria for Area III, The United States: Cultures and Issues

The United States has always been, and will continue to be, a nation of great cultural and human diversity, its citizens deriving from many different religious, racial, and social groups. As the United States, increasingly multicultural and aware of the claims and rights of its diverse citizenry, strives to include all groups fully into the national life, a multicultural perspective needs to be incorporated into a student's general education. Courses that fulfill this requirement:

- should address the subject within the larger context of United States history and culture;
- should afford students the opportunity for informed reflection upon the cultural and human diversity of the United States. They should develop awareness of the national dimensions of cultural and human diversity and of critical social issues affecting component cultures of our society;
- may focus on one or more of the cultures that comprise our society, studying that culture (or those cultures) in ways that promote an understanding of the perspectives of the group or groups in the national context;
- may reflect upon issues that cut across constituencies, such as those stemming from age, class, disabilities, gender, race, or the dynamics of discrimination;
- may focus on a specific issue such as race relations or the psychology of difference; on a specific perspective such as that provided by women's writing or the arts of a cultural group; or on distinctive features of one cultural tradition such as musical forms developed by Blacks/ African Americans or historic and contemporary institutions of Native American culture; and
- may focus on the ethical, legal, and institutional aspects of the fact of diversity in United States history and culture.

CRITERIA FOR SELECTING AND EVALUATING GENERAL EDUCATION COURSES

The Committee to Oversee General Education (COGE) shall apply these criteria in fulfilling its charge.

Criteria Applicable to All Courses

1. Courses should further the goals of general education articulated in the introduction to this document. Courses may be those specifically designed for general education, or they may be introductory or intermediate courses in a major sequence so long as they conform to the goals of general education. Advanced courses may be offered for proficiencies 2 (baccalaureate-level writing), 4a (advanced writing), and 4b (optional mathematics or quantitative reasoning).
2. Courses at the 500-level do not count towards general education. Courses with prerequisites may count towards general education.
3. Grading and the amount of work required of students should be as rigorous in general education courses as in courses for majors. However, course work and teaching methods should be designed to open the discipline(s) to nonspecialists.
4. All courses included in general education should have syllabi detailing course content, amount of student work, and grading procedures. Syllabi and other related course materials should be made available to the COGE on request.
5. Departments that offer courses in multiple sections should demonstrate that all sections meet the standards of general education and are comparable with one another.
6. In the case of variable topics courses which may be taken more than once for credit when the subject matter is different, the different course subtopics should be reviewed for general education credit, and not simply the basic courses.
7. Students may receive credit by examination in place of coursework in the proficiencies, but not proficiencies 4a-4g, if the department offering the course provides for credit by examination, and the COGE approves. Placement in a foreign language at a second-year level does not waive the fourth proficiency requirement.
8. Courses approved for general education credit should, if possible, be offered at least once every two years.
9. If a department seeks approval for a course that is other than three credit hours, it should explain the basis for the difference in credit-hour requirements.