Request Form for General Education Certification:
Pre-Modern History Requirement: (Please include a syllabus)

Faculty Member(s):
Course Number:
Course Name:

This Course is currently Listed in the Undergraduate Catalog  Yes___  No____
(If your answer is “No”, please explain the status with the curriculum committee)_________________________________________________________
_________________________________________________________________

Department of faculty member(s):_____________________________________
Course Description:

I.  Explain how the proposed course satisfies the following Approval Criteria for Pre-Modern History:

1. Have as the primary purpose of the course the development of knowledge of the history of human civilizations, societies, and cultures of the pre-modern era.

2. Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of the pre-modern era.

3. Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.

4. Cover substantial historical developments and periods within the pre-modern era, rather than only specific episodes.
II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the history learning outcome, using the evidence and grading rubric for the respective outcome.

**Student Learning Outcome 1**: Students demonstrate knowledge of history and awareness of the historical experience.

**Student Learning Outcome 2**: Students situate primary historical records in their context and use sources to construct historical arguments.

**Evidence**: Students must write an in-class essay that analyzes 2-3 primary historical records, situating them in their historical context, explaining the relationship between the records, and making an argument concerning the records’ historical significance. In their essays, students must:
1. situate the primary historical records in historical context: who, what, when, where?
2. explain the historical relationship(s) among the documents;
3. explain primary historical records’ significance to the period(s) in which they were created.

**Standard** At least 80% of students score 3 or 4 on each dimension of rubric.

**Rubric for SLO 1 & 2**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Below Expectations 1</th>
<th>Needs Improvement 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical knowledge and awareness</strong></td>
<td>Historically inaccurate and does not demonstrate an awareness of historical experience.</td>
<td>Historically inaccurate or does not demonstrate an awareness of historical experience.</td>
<td>Historically accurate and demonstrates an awareness of historical experience.</td>
<td>Historically accurate and demonstrates an awareness of historical experience; shows new application, synthesis, or analysis.</td>
</tr>
<tr>
<td><strong>Situates primary historical records in their context</strong></td>
<td>Fails to accurately identify the historical records or to construct an argument.</td>
<td>Can identify the historical records, but fails to situate them in their historical context accurately or place them in the proper chronological order.</td>
<td>Situates primary historical records in their historical context and uses them to make a historical argument.</td>
<td>Situates primary historical records in their historical context and uses them to make a historical argument. Explains the wider implications of the argument.</td>
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III. SYLLABUS REQUIREMENT

Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

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**General Education Student Learning Outcomes**

- Students demonstrate knowledge of history and awareness of the historical experience.
- Students situate primary historical records in their context and use sources to construct historical arguments.

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

**LATER IN THE SYLLABUS...it should show the weight in the grade**

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Short Essays (3, 2-3 pgs. each, in-class and take home)</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
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IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   ___________________________________________ Date: ________________

2. Signature of Academic Dean:

   ___________________________________________ Date: ________________

3. Signature of Provost:

   ___________________________________________ Date: ________________

4. Signature of Committee on General Education Chair:

   ___________________________________________ Date: ________________

5. Signature of Faculty Senate Secretary:

   ___________________________________________ Date: ________________

Date Approved by Faculty Senate: ________________