Q1. Essential Studies Course Revalidation

This form is used to revalidate your course for inclusion in the UND Essential Studies Program. Revalidation is a once-every-four-years process. The deadline for submitting this form is October 1.

Information which is known about your course has been entered by the Essential Studies Office based on information contained in Campus Connection and in Essential Studies Office records. If something appears incorrect, feel free to contact the Essential Studies Office at 777-4434.

To submit this form, provide responses to all of the required items below, and then click the button at the bottom of the form. Once the form is submitted, you will not be able to return to change any of your responses.

Q2. Course Information

ABC 123: Intro to Interesting Discipline

<table>
<thead>
<tr>
<th>Breadth of Knowledge Category</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Science Course?</td>
<td>No</td>
</tr>
<tr>
<td>Special Emphasis Area</td>
<td>None</td>
</tr>
<tr>
<td>Capstone?</td>
<td>Yes</td>
</tr>
<tr>
<td>Currently validated for ES Learning Goals of:</td>
<td>Critical Inquiry &amp; Analysis</td>
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<tr>
<td>Information Literacy</td>
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| Number of Credits | 3 |

<table>
<thead>
<tr>
<th>Course Formats and Recent Enrollments</th>
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<tbody>
<tr>
<td><strong>On Campus</strong></td>
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<tr>
<td>Summer 2016</td>
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<tr>
<td>Fall 2016</td>
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<td>Spring 2017</td>
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<td><strong>Term-Based Online</strong></td>
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<td>Summer 2016</td>
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<td>Fall 2016</td>
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<td>Spring 2017</td>
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<td><strong>Enroll Anytime Online</strong></td>
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<td>Summer 2016</td>
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<td>Fall 2016</td>
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<td>Spring 2017</td>
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</table>

Q3. Faculty Information

Q4. Your Name:

Sample text

Q5. Your Email Address:

Sample text
Q6. What is your role relative to this course (e.g., sole instructor, course coordinator, chair of department, etc.?)

Sample text

Q9. Essential Studies Capstone Designation

Q10. Please provide a detailed explanation for how this course meets the criteria for ES capstone revalidation. Before responding, please consult the criteria found at:


You should explicitly address each of the criteria in your response, as the ES Committee will use these criteria when determining if your course should be revalidated as an ES Capstone. If your course does not meet all of the criteria, please explain how/why it should remain as part of the ES Program.

Sample text

Q28. ES Capstone revalidation also involves an expectation of departmental involvement in the ES Program's assessment processes. At a minimum this entails that you actively help to recruit students in your ES Capstone course to complete the yearly ES Assessment Week assessment instruments, with a goal of having at least 50% of each department’s capstone students involved every year. More information about Assessment Week dates will be provided annually to department chairs and capstone instructors. Ideally the expectation for student involvement is built into your capstone course requirements.

Please identify who from your department is the best point of contact for the purposes of recruiting your capstone students for Assessment Week. This would typically be those who regularly teach capstone courses, but feel free to include others who you feel should be involved.

Sample text

Q11. Additional ES Program assessment activities include the following. It is recommended that you please choose at least one. As the need arises you and/or your chair will be contacted regarding your department's involvement in the option(s) in which you have indicated an interest.

- Development of ES Assessment Week instruments, i.e., "performance tasks"
- Involvement during an ES Assessment Week scoring session

Q12. Essential Studies Goal Information

Q13. Which Essential Studies Program goals are addressed by this course? Before responding:

- Note the currently claimed goals -- which appear in the course information summary box at the beginning of this form;
- Because the ES Committee has recently refined the ES Program goals, the goals for which you have previously validated this
course may have different names and descriptions -- please carefully consider which, if any, of the current ES Program goals your course addresses; and

- Please consult the descriptions of the ES Program goals found at:
  
  http://und.edu/academics/essential-studies/goals.cfm

  as well as the rubrics developed for each goal found at:

  http://und.edu/academics/essential-studies/assessment.cfm

Please choose all goals that reasonably apply, keeping in mind that below you will be asked to justify your choice(s)

- Critical Inquiry & Analysis
- Quantitative Reasoning
- Written Communication
- Oral Communication
- Information Literacy
- Intercultural Knowledge & Skills

Q14. For each goal claimed above, provide a summary of the content and learning activities that address the goal. Each claimed goal should be addressed separately in your response.

Sample text

Q15. For each goal claimed above, attach to this form (using the link just below) an assignment (or assignments) that you use (or will use) in this course to address the goal. Multiple assignments should be consolidated into a single document before uploading.

Sample text.docx

11.2KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q16. How do you inform students that these goals are a focus of the course? Choose all that apply:

- Including the ES goals, or a link to them, on the syllabus.
- Referencing the goals in one or more assignments.
- Incorporating the goals into a survey of enrolled students.
- Discussing the goals in class.
- Including the goals in other course materials (e.g., on the course Blackboard site).
- Other (explain):

Q17.

Special Emphasis Designation (if applicable)
Q18. Please provide a detailed explanation for how this course fits within its Special Emphasis area – which appears in the course information summary box at the beginning of this form. You should consult the Essential Studies Special Emphasis Area criteria found at

http://und.edu/academics/essential-studies/special-emphasis-rubric-for-web.pdf

Your explanation should make specific reference to these criteria for your course’s claimed Special Emphasis Area, as the ES Committee will use these criteria when determining if your course should be revalidated. If your course does not meet all of the criteria, please explain why it should remain within its current Special Emphasis Area.

Q19. Unless already clearly connected to one of the assignments attached above, please attach to this form (using the link below) an assignment (or assignments) that you use (or will use) in this course to help students develop their skills in the course’s Special Emphasis Area.

Q20. Does Your ES Course Include Any High-Impact Practices?

Q21. The ES Committee and ES Office are interested in knowing which ES courses involve or incorporate high-impact practices. A list of those we’re particularly interested in, along with basic criteria for each, can be found at

http://und.edu/academics/essential-studies/hip-rubric-for-web.pdf

If this course involves any of these, please indicate which by checking the boxes below and provide a brief indication of how your course and course activities meet the criteria. NOTE: ES revalidation of your course does not require that it address or incorporate any of these high-impact practices, so please do not feel compelled to check any of the following items.

- First-Year Seminars and Experiences
- Writing-Intensive Course
- Collaborative Assignments & Projects
- Undergraduate Research
- Service Learning/Community-Based Learning
- Internships
- Other (you must include information about why this is a "high educational impact" activity)

Q22. Your Department’s Involvement in the Essential Studies Program
Q23. Just as faculty teaching for a department are expected to remain connected to that department and to goals and expectations for departmental courses, faculty teaching ES courses are expected to remain connected to that program and goals and expectations for ES courses. Currently, we are exploring ways to better facilitate this connection. Will you please indicate in which of the following activities you and others who may teach this course are currently involved or would be interested in participating? We will contact you in the upcoming year as opportunities become available.

- Meetings sponsored through the ES Office at which ES activities or planning occur.
- ES Assessment Week activities, such as development of assessment tools, proctoring during assessment sessions, or scoring student work.
- Faculty development workshops related to the ES learning goals.

Q24. If this course is taught by multiple people or in multiple formats, please describe how everyone involved is working to meet the claimed ES goals for this course.

Sample text

Q25. Seeking Your Input

Q26. What suggestions, if any, do you have for campus conversations or faculty development in light of your reflections on this course? What are you curious about? What would help you make this course a more effective part of the ES Program? What do you want to work on, and with whom?

Seeking Your Input

Q27. To what extent was this revalidation process useful to you in reflecting on your teaching and the role of this course in the Essential Studies Program? If it was generally useful, please explain. If it was not very useful, please suggest changes to the process that might make it so.
Location Data

**Location:** (46.877197265625, -96.78980255127)

**Source:** GeoIP Estimation