

Guidelines for Requesting a General Education Designation for a Transfer Course

Updated for semesters 12.11.19

Students who have a transfer course that will transfer to the college under our [published transfer policies](#), but has not been determined to be equivalent to an Augustana course by the appropriate academic department(s) or program(s), will not earn a General Education Designation for the course. A student who wishes to petition the college requesting to have a transfer course meet a General Education Designation should use this as a guide through the petitioning process. Transfer courses must have a minimum of three semester credits assigned to be considered. Transfer courses taken in quarter hour credits must be at least 4.5 quarter credits. Courses that have fewer than three semester hours will not be considered. The General Education Committee and the Committee on Advanced Standing and Degrees will jointly consider the petition and a response will be emailed to the student after a decision is made. Petitions will not be considered over breaks or during the summer months when the committees do not meet. This process can take a month or more based on the agenda items, meeting schedule of the committees and the academic calendar. It is the responsibility of the student to plan ahead and submit all requested materials together.

STEP ONE: The student should complete the online a petition to the Committee on Advanced Standing and Degrees. The petition must be completed with the appropriate electronic support from the advisor.

STEP TWO: Forward an email to the Registrar at registrar@augustana.edu with the original syllabus for the course attached, do not provide links referencing another institution's catalog. The syllabus must be sufficiently detailed to allow the General Education Committee to understand the topics covered. It should include an outline of the schedule of subject matter, readings, activities and assignments. The syllabus should contain a clearly stated course purpose, a description of learning outcomes. The student should include in the attachments, examples of their own assignments which demonstrate how those course outcomes were met. Do not cut and paste the syllabus into the petition form.

STEP THREE: A rationale statement should be included in the petition. It is important the rationale statement to the committee articulates how the learning goals for the course were contextualized in relation to the broader Augustana College curriculum. For example, explicit mention should be made of the [Augustana College Student Learning Outcomes](#) and how the provided assignments meet those stated goals. The statement should also make a reasoned and detailed argument as to how the course meets the requested General Education Designation carefully using the information below.

Augustana College General Education Vision Statement:

An Augustana Liberal Arts education prepares students for meaningful lives of leadership and service in a diverse and changing world. Our General Education Curriculum invites students to join a community of thinkers in asking and exploring questions of personal and universal significance, helps them build the skills to engage these questions from multiple perspectives, and encourages them to develop the determination to continue inquiring for a lifetime. Within this context, Learning Perspective courses ask students to consider distinct modes of inquiry and apply them to diverse objects of study.

In the language of the Augustana College Student Learning Outcomes, all Learning Perspective (LP) courses help students grow in terms of Analyze, Understand, and Create. These courses may have goals outside of their contributions to the Core Curriculum. The rationale statement should include how this vision is met in the goals, objectives and outcomes of the course, using specific examples of completed assignments, projects and/or presentations.

PA: Courses designated with a Perspective on the Arts (PA) ask students to explore the creation of artistic products or performances, either through interpretation of others' works or through creation of their own.

PH: Courses designated with a Perspective on Human Values and Existence (PH) ask students to consider questions of value, meaning, and obligation and the related challenges raised by cultural pluralism.

PS: Courses designated with a Perspective on Individual and Society (PS) ask students to consider multiple interpretations of human behavior and supported by theoretical frameworks and research methods.

PL: Courses designated with a Perspective on Literature and Text (PL) ask students to consider multiple interpretations of a text supported by close readings.

PP: Courses designated with a Perspective on the Past (PP) ask students to consider contested interpretations of the past.

PN: Courses designated with a Perspective on the Natural World (PN) ask students to consider the ways that natural laws are inferred and applied.

REF: All Reasoned Examination of Faith (REF) courses will include a critical examination into the ways in which faith and reason challenge and enrich each other through the academic study of Christianity, ethical theories, and worldviews. The "reasoned examination of faith" constitutes one of [Augustana's five faith commitments](#).

Second Language: Course must include the study, acquisition and proven proficiency (grade of C or better) of language skills in a language other than the native language of the student, not a study of culture or literature alone.

G & D: For courses seeking a Global (G) or Diversity (D) designation, a course demonstrates that it develops critical perspectives on the thought, culture and behavior of people outside the United States. A course cannot carry both a "G" and a "D" suffix at the same time. In these courses students should begin to:

- Critically examine the differences between U.S. traditions and those that are culturally distinct from them.
- Develop an understanding of the perspectives of one or more cultures.
- Discover and appreciate the commonality across cultures.
- Learn how to critically evaluate perceived stereotypes of different cultures and subcultures.
- Appreciate the ways in which a study of diverse cultures and subcultures can help enrich an understanding of students' own traditions.

For courses seeking a **Global (G) Designation** the following must be answered about the course objectives:

1. Focuses on the core beliefs, cultural traditions, or social practices that have originated and developed largely in independence from the traditions and societies within the United States?
2. Develops an understanding of non-U.S. traditions from within the traditions themselves (e.g., by using primary sources that are from within those traditions)?
3. Provides adequate context that will allow the student to evaluate non-U.S. philosophies, cultural traditions, or social practices from multiple perspectives?
4. Includes a component that examines non-U.S. philosophies, cultural traditions, or social practices that differ from those with which the students may identify.

For courses seeking a **Diversity (D) Designation** the following must be answered about the course objectives:

1. Focuses on the cultural or social identity of one or more subgroup(s) within the context of the United States?
2. Helps students develop an understanding of the groups' heritage and/or lived experience by using sources that originate from within these groups?
3. Provides adequate context that will allow students to assess and critique the dynamics within the subgroup(s) as well as between the subgroup(s) and other group(s) or cultures?
4. Encourages an examination of the experiences of one or more of these groups with those that underlie the students' own identities?

Q: Quantitative (Q) courses should help students develop quantitative literacy skills that are relevant to their individualized learning goals. Students need a predisposition to look at the world through mathematical eyes, to see the benefits (and risks) of thinking quantitatively about commonplace issues, and to approach complex problems with confidence in the value of careful reasoning. Quantitative literacy should empower students by giving them tools to think for themselves, to ask intelligent questions of experts, and to confront authority confidently. A course seeking a Q suffix needs to demonstrate how it has moved the student towards the goal of being a literate citizen, able and willing to look at the world through quantitative lenses and to reason with quantitative information about questions of importance related to quantitative literacy using assigned examples.