

General Education Co-curricular Learning Experiences General Guidelines

A Co-Curricular Learning Experience (CLE) is defined by PRP 3612 as “an approved activity/experience that can generate GEPs for a student, but does not generate credit hours toward graduation.” It can be either recurring or ad hoc. Ad hoc CLEs are similar to independent study, and proposals for CLEs should be submitted before, not after, the experience occurs.

Most students will earn all or most of their GEPs through regular coursework. CLEs are a means for students to have their significant learning experiences outside the classroom formally noted on their transcripts and earn GEPs. Students participating in CLEs that span over more than one semester will be enrolled in the CLE for the semester during which the requirements have been satisfied and the grade reported. Students and CLE supervisors will meet prior to the experience to develop a written set of expectations and requirements that will indicate successful completion of the specific CLE.

The following must be included in a CLE proposal:

- **Omnibus form**
 - The approval process for the CLE will be worked out by each department or unit and will be similar to the course/program approval process. The final approvals will be made by the General Education Council, the BUCC, and the Provost. A proposal may not be submitted directly to the General Education Council by the proposer.
 - Each department or unit will determine the need for training and support for a recurring CLE. As part of the University’s Strategic Plan, the Gen Ed program will be a high priority for resource allocation for most units/departments. Departments or units should also consult with the Director of Planning and Assessment for the CLE assessment.
- **Master Course Syllabus (PRP 3233)**

Follow PRP 3233; information for CLEs may differ from courses in the following areas:

 3. Department – may use unit name, e.g. Student Affairs.
 4. Course Number – enter ‘none’.
 5. Course Title -- should be descriptive of the CLE content or activity.
 6. Credit Hours – enter ‘0’.
 7. Prerequisites – list any qualifications or restrictions that may be appropriate for students.
 8. Catalog Description -- In a paragraph of about five sentences, which begins with an action verb, summarize the goal(s), target audience, methods of the co-curricular learning experience in terms understandable to the university community. Special considerations such as ancillary requirements and times of offering must be indicated.
 9. & 10. Content & Methods -- content and methods may be combined into one section in a checklist. This section should indicate which content items are essential to the CLE and describe what the CLE entails in terms of time, activities, student involvement, any costs to students, etc. When describing content outline, methods, etc. allow room for some variation, e.g. “Includes, but is not limited to, the following...”

11. Student Learning Objectives (SLOs) – refer to the GEC Guidelines. A CLE proposal will also indicate the outcomes (i.e., the knowledge, skills, applications, creative endeavors, etc.) that students should be able to successfully demonstrate in a measurable, observable way upon completing the CLE. If the CLE is recurring, the Student Learning Objectives should apply to all offerings of the CLE.

In addition to a paragraph discussing how the content and Student Learning Objectives relate to the Gen. Ed. Goal(s) for the CLE, the proposal should also include a justification for the number of GEPs. For the purpose of assigning GEPs, the number of hours devoted to the CLE by the student must be equal to or greater than the number of hours of time spent for a course bearing the same number of credit hours. Ideally, the number of hours devoted to the CLE by the student must be equal to or greater than 30 hours for each GEP assigned. The 30 hours may include meetings, activities, assignments, or any other work related to the CLE, and should be tracked and/or documented by the student for review by the CLE supervisor.

12. Student Assessment -- for each Student Learning Objective listed above, state what type of artifacts students will produce as a result of that learning experience and how it will be measured, assessed, or demonstrated. This can be in a variety of ways and may vary in practice over time.
13. Evaluation of Individual Student Performance – state the criteria that will be used to evaluate student performance. The evaluation tool can be in the form of a checklist or rubric that must specify the level of achievement on each of the listed assessment tools. CLEs will be pass/fail.
14. Course Assessment – State how the CLE will be assessed. The CLE should meet each of its SLOs to reflect the goals of the General Education program. CLE assessments will assist the department or unit in changing the CLE to meet and/or change the outcomes of the department. The assessment must be reported to the Office of Planning and Assessment as requested by the General Education Council. The VALUE rubrics should be consulted and may be modified, with prior consultation with the Office of Planning and Assessment. Attach the VALUE Rubrics that will be used to the proposal.
15. Supporting Materials and References -- list materials and references necessary to support the CLE as outlined in PRP 3233.
16. Prototype Text -- if applicable, indicate materials needed by students. Otherwise, put 'None'.