

Guidelines for General Education Proposals

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Introduction.

This document is intended to help faculty, departments and others prepare courses and co-curricular learning experiences for general education points in the general education program which will be in effect in the fall of 2012. It is a work in progress. Please tell the General Education Council about any concerns you may have.

The primary documents for proposals are the appropriate PRPs:

PRP 3230 - Course and Academic Program Development Policy and Proposal Requirements.

http://www.bloomu.edu/policies_procedures/3230

PRP 3233 - Required Format for Master Course Syllabi Policy.

http://www.bloomu.edu/policies_procedures/3233

PRP 3612 - General Education Policy. http://www.bloomu.edu/policies_procedures/3612

It is expected that a course in which three General Education Points are to be earned for a particular Goal for General Education Student Learning Outcomes will be almost entirely focused on that goal. Courses in which one or two points are to be earned for a particular goal will have proportional amounts of focus. This should be evident from the material in the Master Course Syllabus, particularly in the Methods, Student Learning Objectives and Course Assessment sections of the Master Course Syllabus.

In most places in this document, the following terms are used: GEP for General Education Point and Gen. Ed. Goal for Goal for General Education Student Learning Outcomes

The maximum number of GEPs that are possible for a course is equal to the credit hours for the course. For example, a three credit course may have up to three GEPs.

Fractions of a General Education Point (GEP) for a Goal (or Goals) for General Education Student Learning Outcomes are not possible for a course. As an example, the possible ways the maximum of three points may be earned in a three credit course are as follows:

One (and only one) Gen Ed. Goal: one, two or three GEPs.

Two Gen. Ed. Goals: one goal with two GEPs and one goal with one GEP.

Two Gen. Ed. Goals: each goal with one GEP.

Three Gen. Ed. Goals: each goal with one GEP.

It is recognized that a course may support Gen. Ed. Goals for which GEPs are not being earned. These may be included in the Student Learning Objectives for the course or co-curricular learning experience, but a proposal should be clear about the goals for which GEPs are being earned.

If a course has already been approved by the GEC and BUCC and the department would like to modify rubrics but no other changes to the course master course syllabus and omnibus, the department chair may submit an email to the GEC chair with the current and modified versions of the master course syllabus, omnibus and rubrics. The Chair of GEC will review the changes and either send them to the Office of Planning and Assessment or determine that it needs to go through the regular curricular process.

The GEC values data-collection by the university faculty and staff to formatively and summatively evaluate course effectiveness and student learning outcomes. Departments are responsible for conducting assessment and reporting data to the Office of Planning and Assessment as outlined in PRP 3612.

Specific Instructions.

A. Omnibus Form

Complete information for Documents P and Q as follows. Note that this is in addition to the other information required, such as for a new course.

Document P:

Include Gen. Ed. in short title.

In Box 1: TYPE OF ACTION **check MODIFY** if no other box is checked.

In Box 2: LEVEL OF ACTION **check Undergraduate**

In Box 3: ITEM OF ACTION **check General Education Change.**

Document Q:

In Q-1: Briefly describe ... In addition to other information (e.g. require a course for a major) include each Gen. Ed. Goal and the number of the GEPs to be awarded for each goal. The following format is suggested (where *a* and *b* are the numbers from PRP 3162, General Education Requirements and *x* and *y* are the number of GEPs to be awarded). For example, for a three credit course, there may be one to three goals listed here.

Goal <i>a</i> Name of Gen. Ed. Goal (see below for names)	<i>x</i> GEP
Goal <i>b</i> Name of Gen. Ed. Goal (see below for names)	<i>y</i> GEP

B. Master Course Syllabus

This is in addition to other information that would appear in a Master Course Syllabus as described in PRP 3233. For clarity, the General Education Council would appreciate the proper use of the item numbers from the Master Course Syllabus.

6. Credit Hours: After credit hours for the course, provide each Gen. Ed. Goal and the number of the GEPs to be awarded for each goal. The following format is suggested (where *a* and *b* are the numbers from PRP 3162, General Education Requirements and *x* and *y* are the number of

General Education Points to be awarded). For example, for a three credit course, there may be one to three goals listed here.

Goal a Name of Gen. Ed. Goal (see below for names)	x GEP
Goal b Name of Gen. Ed. Goal (see below for names)	y GEP

11. Student Learning Objectives: In a table, list student learning objectives. For those related to general education points, give the name of the General Education goal and related LEAP [VALUE](#) rubric elements (Rubric title: element name) that will be used to assess the objective. If the performance level language for an element has been modified, include the word “modified” after the element name. If the SLO is not being used toward General Education or will be assessed only for program assessment, note this information in the appropriate row of “General Education Goal with GEPs” column.

(EDITED example based on EGGS 105 Environmental Issues and Choices)

Student Learning Objectives	Gen Ed Goal w/ GEPs	Related VALUE Rubric Elements
Upon completion of this course students will be able to:		
1. Access, analyze, evaluate, and effectively utilize information regarding environmental issues.	Goal 2 - Information Literacy	Information Literacy: Access Needed Information Evaluate Information and its Sources Critically (modified)
2. Identify, explain, and distinguish between natural processes that operate on Earth.	Goal 5 - Natural Sciences	Inquiry and Analysis: Analysis Conclusions
ADDITIONAL ROWS AS NEEDED		

Address in a separate paragraph or section how the General Education goal(s) for which GEPs are to be earned is related to the Student Learning Objectives of the course. Indicate how the content of the course (as in 9. Content Outline) and other elements of the course or co-curricular are related to the General Education goal(s) for which GEPs are to be earned. Include a justification for the number of GEPs. See PRP 3612 General Education Requirements: Guidelines for Assigning GEPs.

Construct the rubric that will be used in assessment of the General Education component of the course. Follow the format of the LEAP VALUE rubrics, adding a column on the left for the SLOs from the table above. An example is provided below.

Each rubric element (identified by LEAP VALUE rubric title then element name) should be in a separate row. For example, following the sample table above, the rubric would have two rows for SLO #1 because there are two elements listed for SLO #1. The sample rubric attached has one row with performance level descriptions for “Information Literacy: Access Needed Information” and one row with performance level descriptions for “Information Literacy: Evaluate Information and its Sources Critically (modified).” If the performance level description for the rubric element has been modified, include the

word “modified” after the name of the rubric element to clearly indicate that these changes were made. SLO #1 should be stated at the beginning of each row.

Include this constructed rubric at the end of the Master Course Syllabus.

14. Course Assessment: In addition to other information required in this section, also include the department’s plan (including frequency) for assessment of the course’s contribution to the General Education Goal(s) specified, and a statement acknowledging that assessment data in an appropriate form will be shared with the Office of Planning and Assessment as requested for use in University-wide General Education assessment.

C. General Education Council Meeting

When a General Education proposal is on the agenda of a meeting of the General Education Council, a representative from the department must be present. If a representative is not present, the proposal will be tabled.

[General Education Council Membership](#)

Goal Number	Gen. Ed. Goal	Goal Name
1	Communicate effectively in writing, oral presentation, and visual argument.	Communication
2	Find, evaluate, and ethically use information using appropriate technology.	Information Literacy
3	Apply critical analysis, quantitative reasoning, and problem solving skills.	Analytical and Quantitative Skills
4	Apply knowledge from the humanities and other disciplines to analyze: the implications of diversity among human groups, their histories, their cultures, and the plurality of human experiences.	Cultures and Diversity

5	Demonstrate knowledge of natural sciences principles, concepts, and methods.	Natural Sciences
6	Demonstrate knowledge of social sciences principles, concepts, and methods.	Social Sciences
7	Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literary traditions of our diverse world.	Arts and Humanities
8	Demonstrate basic communication skills in a second language.	Second Language
9	Participate in physical activity and evaluate the consequences of health decisions.	Healthy Living
10	Exhibit responsible citizenship.	Citizenship