# Cover Sheet for General Education Course Proposals

To propose a course to meet a general education requirement, please show that the course meets general education student learning outcomes (SLO) in a substantive way. Include a syllabus and a narrative statement that contains a statement of how the course fits into the Foundation of Knowledge (FOK) program. Also attach a narrative explaining which FOK category and, within that category, how *all* general education SLOs in that category are met.

**Course you wish to propose (prefix, number, and title):**

**Please check one:**

☐ This course currently exists in the Undergraduate Catalog.

☐ This is a new course that was approved by the UCC on .

**FOK Category for which the course is bring proposed (check only one):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Communication | Scientific & Quantitative Inquiry | Self & Society |  |  |
| ☐ Written | ☐ Mathematics & Statistics | ☐ Cultural Pluralism | ☐ Culture & Creativity | ☐ Global Viewpoints |
| ☐ Oral | ☐ Natural Science | ☐ Individual & Society |  |  |

**List the two SLO that the course addresses and the assignments associated with them. Briefly explain how the assignments address the selected SLOs**

|  |  |  |
| --- | --- | --- |
| SLO | Assignment\* | Explanation of how assignments address SLOs: |
|  |  |  |
|  |  |  |
|  |  |  |

\* Note: assignment must be at the same level – Bloom’s taxonomy – as the SLO.

**Frequency of offering (provide number of sections offered or to be offered for each semester):**

Fall: \_\_\_\_\_\_\_\_\_ Spring: \_\_\_\_\_\_\_\_\_\_ Summer: \_\_\_\_\_\_\_\_\_\_

**Delivery (check all that apply annually):**

On campus: \_\_\_\_\_\_\_\_\_\_ Online: \_\_\_\_\_\_\_\_\_ Hybrid: \_\_\_\_\_\_\_\_\_\_

**Please check all that apply:**

*I have included*:

General Education cover sheet  Syllabus

Narrative  Bibliography

The General Education Committee (GEC) will continually monitor where the greatest needs within the program exist, and will allow the development of new courses in light of those needs. In addition changes to the FOK will be as result of continuous assessment of its strengths and weaknesses. In particular, the General Education Committee will not only evaluate which, if any, courses are added to the FOK, but will also evaluate which ones should remain, or would need to be replaced or modified. In examining newly submitted courses for FOK, the GEC will look at categories/courses where data suggest the greatest need/demand. Further, courses that align with academic strategic initiatives (e.g. courses that emphasize transdisciplinarity) will be given due consideration. Demonstration of a course’s ability to meet and match established student learning outcomes within the GEP is a significant element of any course submitted.

You may find it helpful to consult with the Chair of the General Education Committee as you prepare the proposal. Click here (add hyperlink) for current committee information.

# Rubric for Reviewing General Education Course Proposals

[Printed on the back of the cover sheet]

|  |  |  |  |
| --- | --- | --- | --- |
| **Proposal Area** | **Meets** | **Does Not Meet** | **Score (1-3)** |
| All SLOs from the Foundation of Knowledge category in which the course will be contained. | * Syllabus and course form contain all SLOs from category | * Missing one or more SLOs from the FOK category. |  |
| Narrative Statement |  |  |  |
| Narrative statement about or clear depiction of how the content of the class corresponds to the SLOs. | * Proposal and/or syllabus clearly depicts how the content of the class corresponds to the SLOs | * Narrative is vague, repetitive, redundant, unclear, or does not address the category. |  |
| The syllabi and course form contain all SLOs from the category. | * All SLOs addressed | * One or more SLOs are missing. |  |
| Each SLO is clearly connected to curriculum (course readings, topics or themes, in-class work, assignments, etc.) | * Each SLO is clearly connected to the curriculum | * One or more SLOs have limited connection to the curriculum. |  |
| Means of assessment (written assignments, reports, exams, quizzes, etc.) are appropriate and assessable. | * Method of assessment is clearly stated and relates to all SLOs | * One or more SLOs have limited connection to the means of assessment. |  |
| Sample assignment(s) that could be used for Gen Ed assessment. These assignments should give students an opportunity meet the SLOs contained in the category. | * Contains sample assignments for all SLOs that could be used for Gen Ed assessment. | * No sample assignments identified or limited evidence of how assignments could be used for Gen Ed assessment. * Assignments at lower cognitive level than SLO. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Special General Education Consideration to:** | **Present** | **Absent** | **Score** |
| Courses with transdisciplinary elements or focus. |  |  |  |
| Categories with need for additional courses or in which students have limited options. |  |  |  |
| Course attends to student demand. (Proposal includes supporting data. Are there enough opportunities for students; are students pooling into particular classes?) |  |  |  |
| The committee may take into account the diversity of courses within category and how well other courses are meeting the SLOs in the category. |  |  |  |

Total score:

Reviewer’s Comments:

Recommend for FOK status: ☐ Yes ☐ No

GEC Chair name: Signature:

The process of approving GEP course is a dynamic one, and with change with the nature of the alterations to the program that are an outcome of programmatic assessment. The General Education Committee is determined that the GEP evolve into the best program it can possibly be.