SUGGESTED Process for Departmental Course Proposal Development

To help departments think through what courses they will propose in the new general education program, we suggest that heads and relevant faculty consider the following steps.

1. **Read the outcomes, structure, and guidelines for submission documents.** These have all been vetted by campus and approved by the Faculty Senate. The committee will stick closely to all of these in making its decisions.

2. **Consider your current offerings in the existing LAC.**
   - Will these courses also fit within the new structure? (Some will and some will not, or will need significant revision.)
   - Are faculty passionate about continuing to teach these specific courses, or revised versions of them?

3. **Consider the new structure,** carefully reading the description and goals for each category that seems relevant to your department.
   - Do these suggest possibilities for new courses to faculty?
   - How can your department serve students all across campus?

4. **Suggestions for faculty:** Think about how ANY student from ANY major could benefit from your course. What should an art student get from their one anthropology class? What should a finance major get from their one history class? While the class may count toward your major, consider the habits of mind, skills, and content that you think students from other majors and undecided students need from your course. Consider the twelve learning outcomes and the new structure; which fit best with what you can offer students? Some classes could fit in more than one category; feel free to reach out to the GERC if you’re unsure where your class fits best. Be aware that all courses are 3 credits, except for labs.

5. **Suggestions for heads:** Consider resources (who can teach in the core, who needs to teach in the core, etc.), departmental recruitment needs, need to service major courses, etc. Depending on department, you may want to combine courses with generic titles, which can be subtitled and taught by multiple faculty, with more individualized courses based on faculty passion (provided the department can offer at least one section a year). You also may want to combine large sections with small ones. Remember that general education courses can also count as major courses. However, we will not accept courses
that are clearly and overwhelmingly aimed at your department's major, or that are clearly part of a professional sequence.

6. Be thoughtful & deliberative as a department.
   - Coordinate your departmental proposal, considering staffing resources (which are not going to expand), while making room for faculty innovation.
   - Are you proposing too many courses, which may not fill or you may not be able to staff? (The committee understands that departments have to make their best judgments here, but you are experts in your resource situations.)
   - Please consider offering courses that can be taught as large sections. (The GERC sees the value in small sections, but the general education program as a whole has to accommodate a large number of students.)
   - Think about whether your courses are likely to appeal to students or not.

FREQUENTLY ASKED QUESTIONS:

I. Creating and submitting a course for General Education:

   ● CAN CLASSES HAVE PREREQUISITES?
     No. Courses cannot have prerequisites, including junior standing. However, ALEKS and language placement exams can be required.
   
   ● ARE EXPERIMENTAL COURSES ALLOWED?
     Yes. To encourage new and creative courses experimental courses can apply to be part of the program.
   
   ● DOES MY COURSE HAVE TO ADDRESS ALL THE OUTCOMES LISTED FOR A CATEGORY?
     Yes. For example, if you propose a class for inclusion in the Communication category, it must address outcomes 3, 5, and 6. Those will be assessed in all courses in the category.
   
   ● CAN MY COURSE MEET ADDITIONAL OUTCOMES?
     Yes. We assume that instructors will have their own specific, additional outcomes for their courses. The General Education Committee will not assess them.

II. How the General Education Program works:
• **HOW MANY COURSES WILL BE INCLUDED IN EACH CATEGORY?**
  This depends on faculty interest in teaching in each category. We anticipate some will have relatively long lists of options, and others will be shorter.

• **CAN COURSES BE DOUBLED COUNTED FOR A MAJOR?**
  Yes. As with the previous LAC, courses may be double counted for the major and the general education program. The decision to count a general education course toward a major is at the discretion of the major department.

• **CAN COURSES BE DOUBLE COUNTED WITHIN THE GEN ED PROGRAM?**
  No. A course within the general education program cannot count for more than the requirements and credits assigned to it.

• **CAN THE SAME COURSE BE IN THE BLUE TIER AND THE PURPLE TIER?**
  Yes. A course in a blue tier category can also be offered as part of a certificate. However, a student cannot double count that single course for both categories.

• **HOW OFTEN MUST GENERAL EDUCATION COURSES BE OFFERED?**
  Departments should be ready to offer a minimum of one section per year. We hope to accommodate a mix of courses that serve large numbers of students—i.e. multiple sections per semester, or large sections—and courses that serve fewer students.

III. **Transitioning from the current LAC:**

• **CAN I PROPOSE MY CURRENT LAC COURSE FOR THE FUTURE PROGRAM?**
  Yes, if it addresses all the outcomes listed for a category in the new program.

• **WILL WE HAVE TO TEACH TWO CORES AT THE SAME TIME?**
  Yes, as a university we will have a transition period between two cores.

• **WHAT WILL HAPPEN TO EXISTING LAC COURSES?**
  Any current courses will need to be readmitted into the new core. No existing courses will automatically be included in the new core.

IV. **Assessment:**

HOW WILL THE GENERAL EDUCATION PROGRAM BE ASSESSED?
  Faculty teaching in each category will develop rubrics to assess courses in that category. A new general education Director and Committee will lead the assessment process.