



General Education Curriculum Committee (GECCo) Manual

2019-2020

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each academic school shall have no fewer than two members; the Library shall have no fewer than one. If the coordinators/directors listed above do not reflect this diversity, at-large representatives shall be elected by the units in order to meet the school/Library minimums;

each academic school shall have no more than three members amongst the coordinators.

The committee will elect a chair annually from amongst its membership. All members are voting members except Vice Provost (or representative).

Membership

GECCo will consist of the following members:

- Director of Critical Reading and Writing (ex-officio)
- Director of Studies in Arts and Humanities (ex-officio)
- Director of First-Year Seminar (ex-officio)
- Director of Social Science Inquiry (ex-officio)
- Coordinator for Historical Perspectives Category
- Coordinator for Quantitative Reasoning Category
- Coordinator for Scientific Reasoning Category
- Coordinator for Global Awareness Category
- Coordinator for Culture and Creativity Category
- Coordinator for Values and Ethics Category
- Coordinator for Systems, Sustainability, and Society Category
- Vice Provost (or Provost's Office Representative determined by the Provost)

Directors are appointed annually through an application process operating from the Provost's Office or the appropriate Dean's office.

Coordinators will serve renewable two-year terms (approximately half of the membership will be voted on annually). Each year the potential vacancies will be announced in FA and new members will be voted onto the committee in the spring and will begin serving in the following September.

Sabbatical replacements: When a member is awarded sabbatical he/she will determine their replacement on the committee for 1-2 semesters.

Roles of GECCo members:

Directors and Coordinators

The various directors and coordinators will:

- Review submitted course syllabi in the areas each represents, in consultation with faculty who teach in the course or category
- Coordinate assessments with other GECCo members and with the faculty teaching in the courses/categories to which the objectives under assessment have been assigned
 - The actual work of assessment should be carried out by Curriculum Assessment Teams (CATs), made up of the faculty in each course/category, coordinated by their respective Coordinators/Directors.
- Coordinate subsequent loop-closing meetings and activities reflecting assessment results
 - The determination and implementation of loop-closing measures should be

Experience your world: integrate and apply your new learning
 Expand our world: develop compassion and ethical understanding across cultures and become an engaged global citizen

Objectives:

General Education Objectives	FY S	CRW T	SIA H	H P	G A	SS I	Q R	S R	C C	V E	SS S
Critically engage with the products of culture, through interpretation or creative expression			x		x				x		
Critically interpret history and society				x		x			x		
Apply methods of scientific inquiry effectively									x		x

V. Submitting Courses to GECCo

In addition to the standard ARC form and course syllabi, *additional* materials are required by GECCo in order to submit a course to the gen-ed program.

Require materials

Completed ARC form, with relevant signatures

Any new courses or course revision requires an ARC form, even if that course is for the new Gen-Ed program and will be submitted to GECCo first.

The 2016 ARC Form contains a box to indicate whether the course is to be part of the new Gen-Ed program and to state the category.

For administration/paperwork purposes, please fill in the left hand side of the ARC form for 'new' courses, even if you are modifying a current Gen-Ed course for the new Gen-Ed curriculum.

A cover letter

Provide a brief rationale for why the course meets the criteria of a Gen Ed course (course objectives, outcomes and course content) and how the course will reflect the conceptual framework, objectives, outcomes of the Gen Ed curriculum.

GECCo has created *category-specific checklists* (Appendix I) that will aid in the preparation of the cover letter. These can be viewed on the GECCo website.

Course syllabus

GECCo requires syllabi to include GE objectives, outcomes and a matrix (or bullet points) showing how course assignments would meet objectives and outcomes.

The *category-specific checklists* will aid in the preparation of the syllabi. These can be viewed on the GECCo website.

GECCo has category-specific checklists that will be useful when preparing your submission. As per usual, both hard copies and electronic versions of the above materials are required.

Course materials for new Gen-Ed courses should be submitted directly to the appropriate GECCo Rep by October 15. The GECCo category director/coordinator will then check the paperwork for completeness. If the course needs to be approved as a writing intensive course, the complete course application needs to be submitted to GECCo and WAC simultaneously.

Upon submission of the course materials, GECCo will review the General-Education component of the course. The course will then be:

Accepted: The GECCo chair will sign off on it and then forward the materials directly to ARC for complete review.

Return for Revision: If revisions are necessary the faculty member that submitted the course will be contacted in writing by the director/coordinator of the c 157.58 Tm[r6.064 kn wBT1 0 the submi1 EC The revisions will need to be completed and re-submitted before the next GECCo meeting 1571 whi the time the course will then be reviewed ag s within the semester.

Rejected: If a course is rejected the facultyer that submitted the course will be contacted

If the faculty member chooses to re-submit, the course will need to be evaluated as a new submission during the next academic year.

VI. Assessment Procedures and Templates

As noted in the GECCo charge, the committee will develop and implement an ongoing General Education assessment plan on a multi-year cycle.

Each category will form a Curriculum Assessment Team (CAT) composed of faculty (full time or adjunct) that teach the course or teach in the category. The CAT will be responsible for developing the assessment plan and producing a report. Reports will be posted on the GECCo website and presented in an appropriate setting (FA, Unit council, Faculty Development Day, etc...) by the GECCo chair, director, or coordinator.

Timeline for Assessment:

March-April: Assessment plan is developed and published.

May: All instructors that teach the course or within the category are emailed with the assessment plan and rubric (if needed).

September: CAT members established. Courses to be assessed are chosen and a second email is sent to instructors with more detailed instructions.

October-December: Data is collected.

January-March: Assessment data is reviewed and the report is written.

April-May: Report is published and presented to close the loop

ASSESSMENT REPORT TEMPLATE GECCo 2019-2020	
Category:	Director/Coordinator:
List ALL Objective(s) and all Student Learning Outcomes for the category with the Years of Assessment.	
List the Objective(s) and all Student Learning Outcomes that are being assessed during the 2018-2019 academic year.	
List specific courses and sections that were used for the assessment. (This is will aid in choosing courses for future assessments, to lessen the burden on each course.)	
INDIRECT ASSESSMENT (must have at least one direct method)	
Method(s) of Assessment	<i>Describe specified methods of evaluation (i.e., survey, questionnaire) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</i>
Achievement Target(s)	<i>What are your criteria for success?</i>

Past Assessment Findings

Review past assessment reports to find your results for the last time this outcome was assessed and include these results here. If no comparable previous results are available due to changes to outcomes or assessment measures simply indicate “not applicable” and the reason why.

Current Actions

Closing the Loop Plan	How and when will the results be reported?
LINE 3 YEAR PLAN	
describe the anticipated timeline for your category.	

APPENDIX I: GECCo CHECKLISTS

**GECCo Checklist:
Global Awareness; Keystone category**

Please refer to the GECCo manual for further information. [LINK]

The course should be at the 100/200 level or a language course. (Note: GE task force report II states that Global Awareness “would include language courses (depending on placement) as well as 100/200 level non-language courses...”)

The **cover letter** submitted along with the syllabus address:

Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes

How will the course reflect the conceptual framework, objectives, and outcomes of Gen Ed Task Force? Specific to GA, does the majority of the course focus outside the United States?

How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?

Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?

Did the application provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?

Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements?

Did the application include a statement about when the proposed course also meets requirements in other programs, an estimate of the number of students who will use the course for these other requirements each year?

Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

Objectives and Outcomes:

Objective 1: Demonstrate intercultural understanding required to effectively negotiate a diverse global society.

- 1: Identify and question ethnocentric assumptions.
- 2: Understand cultural relativism and different concepts of culture.
- 3: Demonstrate skills helpful in effectively negotiating a diverse global society.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

- 1: Critically interpret a cultural product.

Objective 3: Understand diverse communities on local, national, and/or global levels.

- 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.
- 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

SAMPLE: Global Awareness

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
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GECCo Checklist:
Historical Perspectives; Keystone category

Please refer to the GECCo manual for further information. [\[LINK\]](#)
The **cover letter**

Society	2. Understand historiography and its implications for the use of sources.	X			
2. Question Assumptions about Individual and Group Identity	1. Articulate the forces that have shaped conceptions of identity in the past/present.		X		
	2. Evaluate the forces that have shaped conceptions of identity in the past/present.		X		

3. Understand

	national, and/or global communities.				
4.Analyze Ethical Implications	1.Analyze the distributions of power and resources				X
of the Global Distribution of Power and Resources.	and their implications at the local, national, and/or international level.				

GECCo Checklist:
Scientific Reasoning; Keystone category

Please refer to the GECCo manual for further information. [LINK]
The **cover letter** submitted along with the syllabus address:

Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?

How will the course reflect the spirit of Gen Ed Task Force?

The rationale for a scientific reasoning course in the Gen Ed task force report reads:

“As with mathematical literacy, only citizens with basic scientific sensibility can grapple with the complexity, diversity, and change they will face. Our contemporary culture faces increasing distrust in scientific principles. Middle States’ focus on scientific inquiry reflects the significance of this category.”

- GETFII Recommendation:

- o “Courses in this category allow students to connect their understanding of science to topics relevant to society and to areas of knowledge outside of the sciences.”

- o "Students not majoring in the sciences in TAS satisfy the science requirement by completing one of the TAS “Introduction” courses. Students majoring in the sciences in TAS satisfy the science requirement by completing one of the “Fundamentals” courses.

	a problem			
	3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate	x	x	x

2.

Demonstrate
lo-16uBT/F1 12

GECCo Checklist:
Quantitative Reasoning; Keystone Category Course

Please refer to the GECCo manual for further information. [LINK]

The **cover letter** submitted along with the syllabus address:

Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?

How will the course reflect the spirit of Gen Ed Task Force?

The rationale for the Quantitative Reasoning category as included in the Gen Ed task force reads: “*We live in a world drowning in data. Citizens lacking the ability to think mathematically cannot fully participate in civic life. Reflecting this reality, both AAC&U and Middle States require quantitative reasoning and literacy.*”

GETFII Recommendation:

Courses in this category give students the opportunity to apply their knowledge of mathematics to topics relevant to their everyday life.

How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?

Is the course at the 100/200 level? Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level4(1122.0.122.06 h.122.06 hETBT1 0 0 1 165.26 357.41 Tm[(-8244e)6(7/F1 1(LI)14(NK)4

Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimate of number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

Are assignments mapped to the objectives and outcomes? Is it included or attached to the syllabus. There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

Does the majority of the course content focuses on the prescribed GE content and the associated goals, objectives and student learning outcomes.

Objectives and Outcomes:

Objective 1: Apply mathematical concepts effectively.

1. Effectively communicate quantitative evidence in support of an argument.
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
3. Use appropriate computational method(s) to solve a problem.

Objective 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to solve problems.

Objective 4: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.
2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.

SAMPLE: Quantitative Reasoning

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Apply mathematical concepts effectively.	1. Effectively communicate quantitative evidence in support of an argument.	X	X	
	2.Explain information in mathematical forms (e.g., equations, graphs, diagrams,	X	X	

	tables, words).			
	3. Use appropriate computational method(s) to solve a problem.	X	X	X
2 Demonstrate logic and reasoning skills.	1. Demonstrate logic and reasoning skills.	X	X	
3 Use technology to communicate, manage, or solve problems.	1. Use technology to solve problems.			X

GECCo Checklist:
Culture and Creativity; Distribution Category Course

Please refer to the GECCo manual for further information. [LINK]

The course should be at the 200/300 level? Note: All courses submitted and approved for inclusion in one of the Distribution Categories will: be at the 200 level with some instances of 300 level courses being approved.

The **cover letter** submitted along with the syllabus should address:

- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences
- Does the course build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

Objectives and Outcomes for Culture and Creativity

1. Critically engage with the products of culture,* through interpretation or creative expression. *(shares with SIAH and GA)*

1. Perform or create a cultural product, or Critically interpret or engage with a cultural product.

2. Critically interpret history and society. *(shares with SSI and HP)*

1. Analyze and interpret appropriate sources.

3. Question assumptions about individual and group identity. *(shares with SSI, HP and VE)*

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

4. Demonstrate logic and reasoning skills. *(shares with CRWT, QR, SR, SSS, and VE)*

*Products of culture: Artistic study and appreciation as well as societal institutions, values, and traditions.

SAMPLE TABLE: CULTURE AND CREATIVITY

Objective	Outcome	Assignment X (Sample assignment: Reflection Essay)	Assignment Y (Sample assignment: Mid-term)	Assignment Z (Sample assignment: Final Paper)
1. Critically engage with the products of culture*, through interpretation or creative expression.	1. Perform or create a cultural product, or Critically interpret or engage with a cultural product.	Yes		
2. Critically interpret history and society.	1. Analyze and interpret appropriate sources.			Yes

3. Question assumptions about individual and group identity.	1. Articulate the forces that have shaped conceptions of identity in the past and/or present.			Yes
	2 .Evaluate the forces that have shaped conceptions of identity in the past and/or present.			Yes
4. Demonstrate logic and reasoning skills.		Yes	Yes	Yes

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences

	the conclusions are appropriate.				
2. Analyze ethical implications of the global distribution of power and resources.	1. Analyze the distributions of power and resources and their implications at the local, national, and international level.		YES		YES
	2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.	YES			YES
3. Demonstrate logic and reasoning skills.		YES	YES	YES	YES

GECCo Checklist:
Values and Ethics; Distribution Category Courses

Please refer to the GECCo manual for further information. [LINK]

The course should be at the 200/300 level? Note: All courses submitted and approved for inclusion in one of the Distribution Categories will: be at the 200 level with some instances of 300 level courses being approved.

The **cover letter** submitted along with the syllabus should address:

- The rationale for inclusion of this course in the General Education program (how does the course address Gen Ed criteria for Distribution Category-thumbail description, objectives and outcomes?)
- How will the course reflect the conceptual framework of Gen Ed Task Force?
- How will assignments for the course assess Gen Ed. Objectives in the Distribution Category (and all the outcomes assigned to the particular objective)?
- How often will the course be offered? Please provide an estimate of the number of sections that could and would be offered each fall and spring semester, by full-time faculty and adjuncts?
- Did the application include a statement of agreement to participate in all assessment activities and all closing of the loop activities related to the objectives within the Keystone Experience or Distribution Category to which the course is to be assigned?
- Did the application include a listing of all major and minor programs and/or school cores for which this courses may be counted towards satisfying requirements? Note: Triple counting is not allowed for a General Education Course.
- Did the application include all other items currently required by ARC including Convener's and Dean's approval of the proposal to be included in the Keystone Experience or Distribution Category and the estimated number of sections?

Does the **syllabus** include all of the established objectives and outcomes?

Are course learning experiences and assignments aligned with the objectives and respective outcomes? There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

- Does the majority of the course content focus on the prescribed GE content and the associated goals, objectives and student learning outcomes?

- Does the course include prerequisites? Note: Distribution Categories should NOT require prerequisites outside the Keystone Experiences
- Does the course build on the appropriate Keystone Experiences that share common goals and objectives with their Distribution Category?

Objectives and Outcomes for Value and Ethics

1. Analyze ethical implications of the global distribution of power and resources. (*shares with SSI, HP, and SSS*)

1. Analyze the distributions of power and resources and their implications at the local, national, and international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

2. Question assumptions about individual and group identity. (*shares with SSI, HP and CC*)

1. Articulate the forces that have shaped conceptions of identity in the past and/or present.
2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.

tra-personal skills. (*shares with CRWT*)

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills.

4. Demonstrate logic and reasoning* skills. (*shares with CRWT, QR, SR, CC, and SSS*)

SAMPLE: VALUE AND ETHICS

OBJECTIVES	OUTCOME S	ASSIGNMENT W (PRESENTATION)	ASSIGNMENT X (MIDTERM)	ASSIGNMENT Y (PAPER)	ASSIGNMENT Z (FINALS)
1. Analyze ethical implications of the global distribution of power and resources. (<i>shares with SSI, HP, and SSS</i>)	1. Analyze the distributions of power and resources and their implications at the local, national, and international level.				

	2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.		YES	YES	
2. Question assumptions about individual and group identity.	1. Articulate the forces that have shaped conceptions of identity in the past and/or present.		YES		YES
	2. Evaluate the forces that have shaped conceptions of identity in the past and/or present.		YES		YES
3. Practice reflective inter/intra-personal skills.	1. Practice reflective inter-personal skills	YES			
	2. Practice reflective intra-personal skills.	YES			
4. Demonstrate logic and reasoning skills.		YES	YES	YES	YES