Proposing a General Education course for inclusion in the Core Curriculum

The initial phase of converting the UT Core Curriculum to a competency-based model is beginning with so-called "general education" courses at the 1000 and 2000 level. These courses should a) satisfy the State of Ohio distributive requirements and attempt to meet Transfer Assurance Guidelines, b) introduce students to broad fields of study, and c) address and assess two of the Senate approved competencies. We recommend that departments submit no more than four courses per independent program administrated within the department. Incoming freshmen in the fall of 2012 should have a variety of these courses available. In this first round for preparing courses for fall 2012, Faculty Senate will accept proposals until October 15, 2011. Course proposals submitted *after* October 15 and approved by the Senate will be added to the Core in later semesters.

A selection criteria guide is attached to clarify the means by which general education courses will be selected for inclusion in the core. A course proposal template is also attached. It must be completed and supporting documents attached in order to submit a course. Each college will define the curricular review process for course proposals, and each course proposal must include the signatures deemed appropriate by that college.

In this initial phase, we recognize that full competency-based syllabus construction will be very difficult to complete before October 15. Therefore, the template provided asks only for a limited description of assessable outcomes and likely assessment tools (assignments, projects, exam questions, etc). If the course is approved by the Senate for inclusion in the Core, It will be required that further documentation be developed and submitted by March 4, 2012. This documentation will include a syllabus that explicitly states intended course objectives, how they will be measured, and how those measurements will map onto the global assessment rubrics.

In a *Narrative* attached to the October submission, please explain how the course fulfills the primary and secondary competencies listed, including a brief justification for its inclusion in the core. Considerations might include how it fulfills Ohio State graduation requirements, maps to the defined state transfer module, how fits programs of study, and/or how innovations included in the course might enhance student learning and course success.

Workshops designed to assist in the course proposal process as well as to engage faculty in a conversation about how a competency based curriculum enhances transferable skills will be offered through September. The calendar is on the next page. Further workshops on competency-based syllabus construction will be offered throughout the fall semester, and then continue as needed.

Departments planning on submitting courses for entry into the core are requested to submit a *Letter of Intent* that simply lists the course(s) alpha code, title, and competency elaborations to be assessed to amy.allen@utoledo.edu with a copy to the appropriate college curricular authority as soon as its proposals have department approval.

Courses may be submitted for inclusion after fall 2012 continuously as desired. In order to maintain purpose, assessment, and feedback, all general education courses will be reviewed on a regular basis. Courses may be dropped from general education designation as a result of the review. Choosing *not* to submit a particular course that once had Core designation will *not* result in the department and program losing ownership of that course. The process of curricular development continues to originate in departments, with final approval by the Faculty Senate.

Submission Check-off list:

Letter of Intent to amy.allen@utoledo.edu and appropriate college curricular authority.

Course Proposal form: due to Senate October 15, 2011, following guidelines set by College.

Course Syllabus and Assessment Details due to Senate March 4, 2012.

Selection Criteria for Inclusion of
General Education courses within the Core Curriculum

In deciding which general education courses will be selected for inclusion in the University of Toledo Core Curriculum, the following guidelines will be used. A Faculty Senate Committee will make decisions based on:

A. Submission of the course proposal that includes all components listed in the course proposal guidelines, including approval from college and department.
B. Overall distribution and diversity of the core curriculum as a whole.
C. Measurable and appropriate student learning objectives.
D. Delineation of the way assignments will produce evidence that the course is addressing primary and secondary core competencies.

While the above is sufficient for the October 15 deadline, the next criteria must be addressed in the follow-up document due March 4. All future proposals must include this material upfront.

E. Evidence that any instructional modalities, including technology, will be used in effective ways to present course material and engage students.
F. Evidence that the course is applicable to multiple fields of study
G. Evidence that the course will provide frequent assessment feedback to students early in the term, and multiple means of assessment across the course.
H. Modes of delivery that engage students in active learning and are appropriate for the content.
I. Evidence of plan to use assessment of student learning outcome to improve the overall quality of the course.

Core Competencies Workshop Schedule

Core Competency Workshop 1: Constructing a course for the new core
Friday, August 19, 8:30-10   -   Student Union 2591
Tuesday, August 23, 3:30-5   -   Student Union 2582

Core Competency Workshop 2: Mapping student learning outcomes to competencies
Friday, August 26, 8:30-10   -   Student Union 2582
Tuesday, August 30, 3:30-5   -   Student Union 2582

Core Competency Workshop 3: Assessing competency
Friday, September 2, 8:30-10 -   Student Union 2591
Tuesday, September 6, 3:30-5 -   Student Union 2582

Core Competency Workshop 4: Core course proposal workshop
Friday, September 16, 8:30-10 -   TBA
Tuesday, September 20, 3:30-5 -   Student Union 2582

Course Proposal Form for
the Inclusion of a General Education Course in the Core Curriculum

Please provide the following information no later than October 15, 2011 to the Faculty Senate Committee, c/o amy.allen@utoledo.edu for inclusion in the fall 2012 Core offerings. Please note that this course MUST be approved by your department and college before it may be submitted.

A. General Course Information

Course Number					
Course Name					
Number of sections expected to be offered	Fall:		Spring:		Summer:
Expected enrollment Cap	Fall:		Spring:		Summer:
Mode of delivery (DL, F2F, or blended)					
Is this a TAG course?					
Which of the following competencies will this course assess?	Communication	Scientific & Quantitative Reasoning and Literacy	Personal and Social Responsibility	Information Literacy	Critical & Integrative Thinking
Primary competency (Check box)					
Secondary Competency					
Catalog Description					
This description is of: An existing course ☐ A revised course ☐ A new course ☐ If revised or new, has it been submitted to the curriculum review process? ☐					
Course Student Learning Objectives (Attached)					

Below, please provide information about how you plan to assess the student learning objective(s) and the competencies listed above. Keep in mind that the learning objectives associated with the competency listed must be measurable. An example is provided.

B. Student Assessment Information

Primary Competency Elaborations *Selected from Elaborations on the Rubric: a maximum of 3*	Student Learning Objective	Assessment Strategy *Please attach examples of assignments that advance this strategy*
Communication: *B: Content*	*The student will be able to share important information about public policies with families.*	*Public Policy Analysis *Power Point presentation for families
Secondary Competency Elaborations	**Student Learning Objective**	**Assessment Strategy**

By signing this document, the signatories commit to developing and approving an appropriate syllabus as described in the introduction.

Approved by:
    Department Chair

Approved by:
    College Curriculum as determined by College

Attachments:

Course Narrative (See Introduction).

Anticipated Student Learning Objectives.

Anticipated assessment tools for measuring the objectives and competencies selected.