

## GEP Form

### **Course Description:**

[Course catalog length]

### **General Education Program:**

Courses included in the new General Education Program must satisfy the following standards: (I) the Guidelines for General Education, (II) a Distribution Area, and (III) one or more Functional Competencies.

For the approved GEP statements on General Guidelines, Distribution, Functional Competencies, and Writing Intensive Courses, see the Provost's Website, and click on "General Education."

### **I. General Education**

For lower level courses, address the guidelines BRIEFLY; if the course is more specialized or is upper level, you may need to explain more fully.

How/why is this a General Education Course? (See the [Course Review Guidelines](#).)

**A) Does it provide broad introduction to the content or methods of the field?**

**B) Is it available for non-majors and taught in a way accessible to them?**

### **II. Distribution Area**

Courses may carry only one Distribution Area designation, except in the case of Culture courses, where a second (alternative) Distribution Area may be appropriate. (See Public Statement & [Course Review Guidelines](#).)

Select the Distribution Area the course meets *by deleting all which do not apply*:

#### **Primary Distribution Designation (required)**

AH- Arts & Humanities

C- Culture

M- Mathematics

S- Sciences

SS- Social Sciences

#### **Culture and Second Designation (optional)**

Culture & AH- Arts & Humanities

Culture & M- Mathematics

Culture & S- Sciences  
Culture & SS- Social Sciences

BRIEFLY explain how the course addresses the Distribution Area(s) selected. (More complete explanations may be needed when the Distribution Area request differs from the conventions of the field or from standard General Education practice.) SPEAK SPECIFICALLY to the bulleted items (located at [GEP Distribution Area Description](#)) that relate to the designation you have selected.

How does the course meet the Distribution Area(s) selected?

### III. Functional Competencies

All General Education courses must meet at least one of the following functional competencies. Please select each of the functional competencies met by this course *by deleting all which do not apply*. Note that each Functional Competency includes a variety of examples indicating possible ways that a course may address the competencies. If you feel there are additional variations, you may make the case in your statement. (See [Competencies](#) for examples.)

- A) Oral and written communication
- B) Scientific and quantitative reasoning
- C) Critical analysis and reasoning
- D) Technological competency
- E) Information literacy

**Briefly summarize how the course meets each of the functional competencies selected above (indicate by number and letter (e.g. 1c, 2b, 3e, etc.) and provide course specific examples.** (Recommend that you select no more than two competencies on which you want to focus.)

**Briefly summarize the assessment method(s) you will use to measure directly student learning of the functional competencies for your course.** Please note that overall grades on regular class work and exams are not measures that are used to assess student learning. You may also wish to include indirect measures of student learning such as student self-reports about their learning on surveys and questionnaires.

Examples of direct measures:

- Written work, performances, or presentations scored with criteria or a rubric.
- Appropriate questions embedded on class exams, quizzes, or homework.
- Score gains on appropriate pre- and post-tests.
- Portfolios of student work scored with criteria or a rubric.

- Summaries/analyses of electronic discussion threads scored with criteria or a rubric.
- Classroom response system (clicker) questions.
- Scores on standardized exams.

Your assessment plan must identify what you will ask the students to do to demonstrate their growth in the competencies selected, must clearly state how your assessment efforts will be conducted, what measures you will use, and how you will use the information gathered via your assessment efforts.

### **Syllabus**

The new General Education Program takes effect for students entering in the Fall semester, 2007. All syllabi for all courses approved for GEP designation must contain a statement indicating a) the Distribution Requirement and b) the Functional Competency/Competencies met by the course.

***Please attach a current syllabus. The syllabus should include, at a minimum, general learning goals with an assessment plan, main topics to be covered, a time line, and a list of possible texts.***