

UAR NUMBER: XXX.01

TITLE: General Education Program

ORIGINATOR: Associate Provost for Undergraduate Education & Student Success

INITIAL ADOPTION: XX/XX/XX

REVISION DATES:

AUDIENCE: Faculty

PURPOSE: To establish curricular standards and approval processes for the general education program.

SCOPE: The general education program in undergraduate education

DESCRIPTION:

In the spirit of the American Association of Colleges & Universities plan for *Liberal Education and America's Promise* (LEAP), Morehead State University's program of general education promotes the development of essential skills and habits of mind necessary for the success of all undergraduate students as well-educated citizens. The program is administered by the Office of Undergraduate Education & Student Success in conjunction with the General Education Council (GEC). Through these bodies, Morehead State University ensures that the general education program adheres to policy statements of the Kentucky Council on Postsecondary Education and academic regulations of the Commonwealth of Kentucky, including the state transfer policy, and the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Length and Structure of the General Education Program

The general education program requires students to complete a minimum of 33 credit hours in general courses which promote specific essential skills or habits of mind (i.e., student learning outcomes) necessary to become a well-educated and successful citizen. The program shall include:

- a minimum of 15 core credit hours (i.e., five Level 1 courses) that promote the development of essential skills for success, including oral and written communication, quantitative reasoning, literacy, research skills, critical thinking, and holistic student success.
- an additional 18 credit hours (i.e., Level 2 and Level 3 courses in the natural sciences, social and behavioral sciences, and arts and humanities areas) which reinforce the core skills and promote an understanding of human culture, the scientific principles at work in the natural world, the ethics and responsibilities of American citizenship, and nature of creative expression.

Placement in General Education Course

The placement of students into general education courses is guided by their academic program of study. General education courses may be used to fulfill requirements in an academic program (i.e., "double dipping" is allowable). Further, general education course placement is determined by Morehead State University's college readiness standards (see UAR 128.06), and student placement in a quantitative

reasoning course should be guided by the mathematics pathway associated with the student's major academic program (i.e., the particular mathematics course which aligns with the academic program).

In rare exceptions, on a case-by-case basis, students may request a course substitution for a general education requirement. To request a general education course substitution, the student must demonstrate that the course they took fosters the same student learning outcomes as the general education course for which the substitution is requested. General education substitutions require the approval of the student's advisor or Department Chair, as well as a Chair of the General Education Council or their designate on behalf of the GEC.

Assessment

Each course in general education is designed to foster particular student learning outcomes. Common rubrics for each student learning outcome will be used by faculty teaching a general education course to assess student attainment each time the course is taught. Departments/schools associated with the general education courses will submit a plan to the GEC for how the rubrics will be applied to course activities (e.g., assignments, etc.) to determine attainment, such that all sections of a general education course utilize a common assignment and approach. Once a course's assessment plan is verified by GEC, course-level attainment data is gathered and considered by the course's home department/school for continuous improvement planning each year. The GEC will establish targets for attainment that guide such continuous improvement efforts. Any changes to a course's assessment plan must be submitted to GEC for verification.

At the program level, course attainment data will be reported to the GEC on a 4-year cycle using a sampling approach. In the first year of the cycle, faculty (grouped by the student learning outcomes their courses foster) will meet with the Director of University Assessment to prepare for official assessment reporting, and they will conduct official assessment reporting in the second year, engage in program-level continuous improvement planning in the third year, and implement any program-level changes arising from their improvement planning in the fourth year. Targets established by GEC also will be used to guide program-level continuous improvement efforts throughout the cycle.

General Education Curriculum Development and Approval Process

The curriculum of the general education program is designed by faculty and approved through a multi-layer faculty governance process to ensure that it meets the institution's high standards for quality. Administrative oversight for the curriculum review and approval process is provided by the Associate Provost for Undergraduate Education & Student Success.

General education courses, or changes thereto (including adding a course to the general education program, changing the nature of an existing general education course, or deleting a course from general education or from the university's curriculum), are initiated by faculty. The faculty submits a general education course proposal to be reviewed/approved in the following order:

- 1) Department or School curriculum committee;
- 2) Chair/Associate Dean of the Department or School in which the course resides;
- 3) General Education Council;
- 4) The Provost.

Program-level changes to the general education program may be initiated by members of the GEC, administrators in Academic Affairs or the Office of University Assessment, or by faculty via petition to the GEC. In cases of faculty petition, a proposal with a minimum of five signatures from full-time faculty may be submitted detailing the nature, rationale, potential impact, alignment with SACSCOC and state policies, and likely benefits of the proposed changes. If identified by the GEC as a proposal warranting further consideration, campus hearings will be scheduled to gather feedback from the campus community, particularly regarding the proposal's impact. The GEC then will consider the proposal and campus feedback for approval. If approved by GEC, the proposal is sent to the Provost for consideration. Proposal that change the structure of general education, or its student learning outcomes, also must be approved by the Board of Regents.

The curriculum cycle runs January to December each year. Approved general education changes will appear in the next academic catalog published after the end of the curriculum cycle (i.e., in the next academic year).