

FGEC review criteria for proposed GE courses

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This document provides guidelines for FGEC members as they review proposals for new GE courses. FGEC members will refer to the GE Learning Outcomes and the Foundation Document pertaining to the particular course being reviewed.

The course should provide a core *general* education and meet the objectives of its GE requirement Foundation Document.

- How does the course satisfy the objectives of the Foundation Document for its GE requirement?
- How does the course teach the underlying principles, basic methodology and fundamental concepts of the discipline, which lay the foundation for life-long learning? Is the focus clearly on developing understanding which endures, rather than memorizing details which will quickly be forgotten? What evidence shows this?
- Is the course inviting and interesting to all students, rather than an overview directed to potential majors in the discipline? What evidence shows this?
- How do students learn to generalize and apply the principles of this discipline to other fields of study and to situations they may encounter later in life?

GE Learning Outcomes (one or more) should be evident in clearly defined learning outcomes for the course, and the course should be taught using sound pedagogical principles.

- Are the course-expected student learning outcomes published in the course syllabus? What evidence, both direct and indirect, is there that suggests that students are achieving the published learning outcomes?
- Is the course effectively organized and implemented to maximize learning? How is this evident?
- What evidence is there that student work receives appropriate evaluation with constructive feedback to promote learning?

The course should promote high academic standards and intellectual integrity

- How is the intellectual rigor of the course delineated?
- Is the level of competence required and the amount of work consistent across all sections of the course? Is student work evaluated with appropriate consistency across all sections? How does this occur and how will it be sustained?

Is the level of academic rigor appropriate for the course level and placement?

- The course should stimulate clear thinking
- How does the course foster critical thinking and the ability to intelligently question assumptions and evaluate competing claims?
- How does the course encourage students toward independent exploration and discussions among themselves?
- How do students discover relationships between this discipline and their major, religion, and other general education courses?

The course should foster appropriate communication skills

- How does the course increase student skills in *reading* texts (written, numerical, aural, visual, tactile, kinetic, etc.) with discernment?
- Where possible, how do significant *writing* experiences improve student ability to express ideas reached through analysis and synthesis of the course material?
- How does the course help students increase *oral* communication skills and incorporate the vocabulary particular to the subject?
- What other forms of communication are fostered where appropriate?

The course should build character and foster moral integrity and gospel insight

- How does the course integrate disciplinary content with appropriate gospel insights? How does the course persuade students to consider the discipline in light of their most fundamental beliefs?
- How are students encouraged to take responsibility for their own learning? How does the course promote the development of maturity and professionalism?
- How are students encouraged to reflect on their moral responsibility concerning issues related to the discipline?
- How are students prepared to discuss the issues and insights found in the course with others they encounter in and out of the LDS faith?

The course should reflect the department's commitment to general education

- What does the department do to show that this course will have adequate support and coordination (i.e. who teaches it, what oversight and professional development are available, etc.)?