

Preparing a Course Proposal for Approval as a General Education (GE) Course

1 Archive - OR - History 2

Quick Searches... ▾

Course Code	Title	Workflow	Status
SOCS 1010	General Sociology		edited

Changes saved but not submitted 3

1. Use the search bar to enter the Course Code or Title for an existing course (e.g., SOCS 1010) and click the green Search button OR
2. Click on the green Propose New Course button.
 - a. If you are proposing a new course that will also be a GE course, please refer to the Completing a New Course Proposal Instructions.
3. If you are seeking GE approval for an existing course, click on the green Edit Course button.

4

Revision Type

- ✓ Select...
- Course Change
- Change to Requisites Only
- Change to Gen Ed Only
- Make Permanant

Developed by

4. When the pop-up window appears to edit the course, select “Course Change” from the dropdown menu if you are revising more than just the GE section; select “Change to GenEd only” if you are only revising the GE section of the proposal.

Instruction #3 and a “Change to GenEd only” will be used for purposes of these instructions.

5 Rationale

5. **Rationale** – type the rationale for approval as a general education course in the textbox.

After completing the rationale, scroll down to begin the GE information.

1 Is this course currently approved as a General Education course or would you like this course evaluated for General Education approval?
 Yes No

2 Intended Transferability: transfer to following Institutions
 RIC URI Other

3 Transferability documentation
 Uploaded Files:

 Files To Be Uploaded:

4 Transferability Rationale

5 RIC/URI/Other Course Title and Number

	RIC Course	URI Course	Other Course
1	<input type="text" value="SOC 200"/>	<input type="text" value="SOC 100"/>	<input type="text"/> <input type="button" value="X"/>

6 Transfer as GenEd
 URI General Education Transfer
 RIC General Education Transfer
 URI/RIC Gen.Ed.Transfer

7 Which URI General Education Outcome requirement(s) does it align with?

8 Which RIC General Education Outcome requirement(s) does it align with?

9 General Education Domain

10 Other Attributes
 FINE - Fine Arts
 LABS - Lab Science Requirement
 LANG - Foreign Language Requirement
 LITR - Literature Requirement
 PROG - Computer Programming Rqmt

1. **Is this course currently approved as a General Education course or would you like this course evaluated for General Education approval?** – “yes” will be selected if this courses is currently approved as a GE course; otherwise, select yes to indicate you would like it to be evaluated for GE approval.
2. **Intended Transferability: transfer to following institutions** – select which institution the course will transfer to as a GE course. This transferability should be confirmed prior to submitting the proposal.
3. **Transferability documentation** – click the green Attach File button to attach documentation confirming the transferability to RIC, URI, and/or another institution.
4. **Transferability Rationale** – type here a summary of the transferability documentation you have attached, along with how the course transfers to each institution.
5. **RIC/URI/Other Course Title and Number** – type the RIC, URI, and/or Other equivalent course in the table. Click the round green plus button to the right of this field to add more lines, as needed.
6. **Transfer as GenEd** – select how the course transfers as a GE course to URI, RIC, or both.
7. **Which URI General Education Outcome requirement(s) does it align with?** – type the URI GE outcome requirement(s) in the textbox (e.g., A1, B2, etc.)

8. **Which RIC General Education Outcome requirement(s) does it align with?** – type the RIC GE outcome requirement(s) in the textbox (e.g., SBS, LIT, etc.)
9. **General Education Domain** – select from the dropdown the domain in which the course lives (e.g., Humanities, Math/Science, Social Sciences).
10. **Other Attributes** – select whether the course is considered a Fine Arts, Lab Science, Foreign Language, Literature, or Programming Requirement, if applicable. If you are unsure, please contact the Records Office.

Follow these steps for Student Learning Outcomes that **are not prepopulated**:

Student Learning Outcomes

As a result of this course, a student will be able to:	Level of mastery

Student Learning Outcomes

- 2 As a result of this course, a student will be able to:
- 3 Techniques/Methods used to achieve outcome
- 4 Type(s) of Assessment used to determine degree to which outcome is achieved
- 5 Level of mastery
- 6 Save Cancel

1. **Student Learning Outcomes** – click the green plus button to add a student learning outcome (SLO) if none are populated already. This will prompt the second screenshot to appear on your screen.
2. **As a result of this course, a student will be able to** – type the SLO in this textbox, beginning with the number of the SLO. This should complete the sentence “as a result of this course, a student will be able to...”
3. **Techniques/Methods used to achieve outcome** – type the technique(s) and method(s) that will be used to support student learning (e.g., readings, lecture, discussion, small group work, etc.) in this textbox.
4. **Type(s) of Assessment used to determine degree to which outcome is achieved** – type the range of assessment(s) (e.g., objective, subjective) that will be used to evaluate student success (e.g., quizzes, tests, homework, etc.). Be as specific as possible.
5. **Level of mastery** – select the degree to which the course supports mastery of the SLO from the dropdown (e.g., introduces the concept, reinforces the concept, or emphasizes the concept).
6. **Save/Cancel** – click the green save button to save the SLO and close out of this screen or click the red cancel button to close out of this screen without saving.
 - a. Note: if you are not finished but are somewhat complete, you may save your progress and go back to edit the SLO later.

Follow these steps for Student Learning Outcomes that **are prepopulated**:

Student Learning Outcomes

As a result of this course, a student will be able to:	Level of mastery	
1. Develop and use a sociological imagination as a perspective based in sys...	Introduces the Concept	
2. Identify core sociological theories, such as structural functionalism, conflic...	Introduces the Concept	
3. Gain familiarity with sociological research methods, such as surveys, exp...	Introduces the Concept	

Student Learning Outcomes

2 As a result of this course, a student will be able to:

3 Techniques/Methods used to achieve outcome

4 Type(s) of Assessment used to determine degree to which outcome is achieved

5 Level of mastery

6 Save Cancel

6. **Student Learning Outcomes** – click the pencil icon next to the student learning outcome (SLO) you wish to revise. This will prompt the second screenshot to appear on your screen.
7. **As a result of this course, a student will be able to** – edit the SLO in this textbox, beginning with the number of the SLO. This should complete the sentence “as a result of this course, a student will be able to...”
8. **Techniques/Methods used to achieve outcome** – edit the technique(s) and method(s) that will be used to support student learning (e.g., readings, lecture, discussion, small group work, etc.) in this textbox.
9. **Type(s) of Assessment used to determine degree to which outcome is achieved** – edit the range of assessment(s) (e.g., objective, subjective) that will be used to evaluate student success (e.g., quizzes, tests, homework, etc.). Be as specific as possible.
10. **Level of mastery** – select the degree to which the course supports mastery of the SLO from the dropdown (e.g., introduces the concept, reinforces the concept, or emphasizes the concept).
11. **Save/Cancel** – click the green save button to save the SLO and close out of this screen or click the red cancel button to close out of this screen without saving.
 - a) Note: if you are not finished but are somewhat complete, you may save your progress and go back to edit the SLO later.

Follow these steps if the CCRI Definition of an Educated Person: Four Abilities is **not** prepopulated. Note: all GE courses must align with two of the eight subcategories.

I CCRI Definition of an Educated Person: Four Abilities

The faculty and staff of the Community College of Rhode Island have established four critical abilities that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI, but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences. Effective fall 2018.

- Effective Communication
 - GE1A - Create written work that develops and expresses ideas and that addresses a given context and target audience.
 - GE1B - Communicate effectively via oral presentations, performances, participation in group work, and visual presentations.
- Critical Thinking
 - GE2A - Identify, analyze, and apply evidence and ideas, question assumptions, and draw logical conclusions.
 - GE2B - Develop information literacy by locating, evaluating, synthesizing, and using information to accomplish a specific purpose.
- Quantitative, Mathematical and Scientific Reasoning
 - GE3A - Demonstrate an understanding of and apply scientific principles, theories, and methods.
 - GE3B - Apply quantitative principles to solve problems and support arguments with quantitative evidence in a variety of formats (e.g. words, tables, graphs, equations, etc.)
- Awareness of Oneself and the World
 - GE4A - Demonstrate an understanding of global, cultural and historical perspectives.
 - GE4B - Function effectively in social and professional environments and make reasoned decisions based

I. Select the first GE subcategory in the list (e.g., GE1A) and the additional fields in the screenshot below will become available following the chosen subcategory.

- Effective Communication
 - GE1A - Create written work that develops and expresses ideas and that addresses a given context and target audience.
 - GE1B - Communicate effectively via oral presentations, performances, participation in group work, and visual presentations.

Select at least two of the key indicators that align with GE1A

2	Key Indicators	3	Single aligned course SLO	4	Explain how course materials or activities are linked to this ability of the Educated Person	5
	Select... ▼					✖ 📄 ⬇

12. **Key indicators** – select the first key indicator for your chosen subcategory from the dropdown menu.
13. **Single aligned course SLO** – type ALL the SLO(s) for the course, with numbers, that align with the key indicator in the textbox.
 - a. Note: the more you think this through in advance, the easier it will be for faculty during the course assessment phase.
14. **Explain how course materials or activities are linked to the ability of the Educated Person** – type the assessment(s) that will allow faculty to evaluate student mastery of the key indicator in the textbox.
 - a. Note: the more you think this through in advance, the easier it will be for faculty during the course assessment phase.
15. Click the green plus button to add another key indicator and repeat steps 2 through 4 for at least FOUR of the key indicators for the subcategory.
16. Go back to step 1 and select the second GE subcategory and repeat steps 2 through 4.

Follow these steps if the CCRI Definition of an Educated Person: Four Abilities is **prepopulated**. Note: all GE courses must align with two of the eight subcategories.

- Critical Thinking GE2A - Identify, analyze, and apply evidence and ideas, question assumptions, and draw logical conclusions.
 GE2B - Develop information literacy by locating, evaluating, synthesizing, and using information to accomplish a specific purpose.

Select at least two of the key indicators that align with GE2A

1	Key Indicators	2	Single aligned course SLO	3	Explain how course materials or activities are linked to this ability of the Educated Person	4	5
	Student devel ▼		1. Develop and use a socik		Facilitated through class discussion, activities, written and/or oral assessment, and/or testing		
	Student selec ▼		4. Elaborate on the core cc		Facilitated through class discussion, activities, written and/or oral assessment, and/or testing		
	Student comp ▼		4. Elaborate on the core cc		Facilitated through class discussion, activities, written and/or oral assessment, and/or testing		
	Student asser ▼		1. Develop and use a socik		Facilitated through class discussion, activities, written and/or oral assessment, and/or testing		

- Key indicators** – edit the key indicators for your chosen subcategory, if applicable, by selecting new key indicators from the dropdown menu.
- Single aligned course SLO** – edit the SLO(s) for the course, with numbers, that align with the key indicators in the textbox.
 - Note: the more you think this through in advance, the easier it will be for faculty during the course assessment phase.
- Explain how course materials or activities are linked to the ability of the Educated Person** – edit the assessment(s) that will allow faculty to evaluate student mastery of the key indicators in the textbox.
 - Note: the more you think this through in advance, the easier it will be for faculty during the course assessment phase.
- Click the green plus button to add another key indicator and repeat steps 1 through 3.
- Click the red X button to delete the key indicator row or click the up or down arrows to move the key indicator row up or down in the list.

1	2	3
Cancel	Save Changes	Start Workflow

- Cancel** – click the red Cancel button to exit the screen without saving your work.
- Save Changes** – click the Save Changes button to save the information you have entered, without submitting the proposal. You can do this as often as you like.
- Start Workflow** – click the green Start Workflow button to enter it into workflow once your proposal is complete, which starts the review process.