

General Education Course Approval Process

1. Prepare the Common Course Outline (CCO) as described in the General Education Course Proposal Form:
 - a. In narrative form, explain how the course contributes to the common body of knowledge and skills that support the CCBC definition of General Education. Limit the narrative to one page, double-spaced.
 - b. On the Common Course Outline, after each Overall Course Objective, in parentheses, identify in Roman numerals which General Criteria is/are addressed, and in Arabic numerals, which Category Criteria is/are addressed. If this course is being submitted as a Diversity course, include a second set of parentheses in bold and identify which Diversity Category Criteria (Arabic 1-4) is/are addressed. Example: Analyze the ways in which issues of race, gender, and class shape works of literature (III, IV, V, VI, 3, 4, 5, 6) **(4)**.
2. Get the signature of the dean who oversees the MHEC category where the course will be offered, on the General Education Course Proposal Form. For example, if the course will be offered as a Social and Behavioral Science course, the dean of Social and Behavioral Sciences must sign the General Education Course Proposal Form. If the course proposer reports to a different dean, it would also be helpful to get the signature of that dean.
3. Get the signature of the department chair(s) who oversee(s) the MHEC category where the course will be offered, on the General Education Course Proposal Form.
4. Send an electronic copy of the narrative and Common Course Outline, and the signed General Education Course Proposal Form, to Rose Mince. Whenever possible, submit all materials two weeks prior to the due date.
5. Prior to meeting with the General Education Review Board, collect the following information:
 - a. Background information regarding when and why the course was developed
 - b. If/when the course was approved by the Curriculum and Instruction Committee
 - c. If/how often the course has been offered and related enrollment information
 - d. If/how the course transfers to other two and four-year institutions
 - e. If/how the course is offered at other two and four-year institutions
 - f. The targeted audience for this course
 - g. The relationship of this course to other CCBC General Education courses
6. When meeting with the General Education Review Board, be prepared to answer the following questions:
 - a. How does the course meet all of the General Education Program Goals (Roman I-VI)?
 - b. How does the course meet all of the Category Criteria (Arabic 1-?)?
 - c. If applicable, how does the course meet all of the Diversity Category criteria?

- d. Are all of the Overall Course Objectives (12-15 objectives for a three-credit course) measurable?
- e. Do the Overall Course Objectives reflect a variety of levels of learning (verbs) (knowledge, comprehension, application, analysis, synthesis, and evaluation)?
- f. Do the Overall Course Objectives encourage students to master learning at higher levels of a learning taxonomy (synthesis and evaluation)?
- g. In the Major Topics section of the CCO, is every topic that is listed important for every instructor to include?
- h. Are there any topics that should be optional?
- i. Are there any topics that should be added to ensure that the course is an introduction to the MHEC category/discipline?
- j. Is there a clear and direct relationship between the Overall Course Objectives and the Course Requirements?
- k. Are there multiple methods of assessing student learning?
- l. Will students receive frequent (ongoing) feedback about their progress toward achieving the Overall Course Objectives?
- m. Are the course requirements specific—do they identify the minimum number and type(s) of tests, assignments, and projects?