

TEN GOALS for GE STUDENT LEARNING OUTCOMES

	MINIMUM GEPs REQUIRED
1. <u>Communication</u> : Communicate effectively in writing, oral presentation, or visual argument.	7 GEPs from at least 3 disciplines
2. <u>Information Literacy</u> : Find, evaluate, and ethically use information utilizing appropriate technology.	2 GEPs from 1 or more disciplines
3. <u>Analytical & Quantitative Skills</u> : Apply critical analysis, quantitative reasoning, or problem solving skills.	5 GEPs from at least 2 disciplines
4. <u>Cultures & Diversity</u> : Apply knowledge from the humanities or other disciplines to analyze the implications of diversity among human groups, their histories, cultures, or the plurality of human experiences.	5 GEPs from at least 2 disciplines
5. <u>Natural Sciences</u> : Demonstrate knowledge of natural sciences principles, concepts, and methods.	5 GEPs from at least 2 disciplines
6. <u>Social Sciences</u> : Demonstrate knowledge of social sciences principles, concepts, and methods.	5 GEPs from at least 2 disciplines
7. <u>Arts & Humanities</u> : Apply knowledge from the arts or humanities to analyze, evaluate, or participate in the artistic and literary traditions of our diverse world.	5 GEPs from at least 2 disciplines
8. <u>Second Language</u> : Demonstrate basic communication skills in a second language.	2 GEPs from 1 or more disciplines
9. <u>Healthy Living</u> : Evaluate the consequences of health decisions and physical activity.	2 GEPs from 1 or more disciplines
10. <u>Citizenship</u> : Exhibit responsible citizenship.	2 GEPs from 1 or more disciplines

Foundational Courses

All students are expected to complete foundational courses in writing and mathematics in their first year of enrollment. Students schedule into appropriate courses within their first year of study unless they have met requirements from earned credit by examination or transfer of the foundational courses. Students who need to complete developmental prerequisites will schedule into an appropriate foundational course in the semester following their completion of the developmental prerequisites. Students who receive a failing grade in a foundational course shall schedule a makeup within one year following the failed attempt.

For writing, the foundational course is **ENGLISH 101** Foundations of College Writing.

For mathematics, the appropriate foundational course will be determined by the student's major with approval through the curriculum process. To receive approval as a foundational mathematics course, the course need not reside in a specific department. Students who are undeclared or whose programs of study do not specify a foundational mathematics course will be scheduled into **MATH 101** Math Thinking.

General Education Points in Courses

- Courses are approved as described in PRP 3230 Course and Program Development with review by the General Education Council and BUCC. To receive GEPs toward a general education goal, the course need not reside in a specific department. A single course does not need to address every aspect of a goal but rather to demonstrate the alignment of the course SLOs with the purpose and goals of general education.
- For credit-bearing courses, the maximum number of GEPs is equal to the number of credits for that course. There are no fractional GEPs. The total number of GEPs that a course provides will be distributed appropriately over one or more goals for general education outcomes.
- The number of points assigned to a goal should reflect the extent to which the course addresses that goal. Evidence of addressing a goal may include the amount of class time spent on the goal (see PRP 3603), the portion of student assignments involving the goal, or the weighting of the goal within evaluations of student work. Assignment and distribution of GEPs must be appropriately supported in the course proposal.
- All approved GE courses must have student learning objectives that align with one of the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric elements. Departments and divisions have the flexibility to select elements from the different VALUE rubrics or to modify rubrics and elements that reflect unique student learning objectives.
- Departments proposing to add GEPs to existing approved courses in which substantial revisions have been made to the content and student learning objectives should consider submitting the course under a new course number.
- A department or division may determine over time that an approved GE course better aligns with a different VALUE rubric or element for assessment. A GEC abbreviated review occurs when minor revisions of a GE course are proposed.
- Departments may request changes to GEPs assigned to a course or CLE through the curriculum process. Changes in GEPs take effect in the semester stated on the approved Omnibus. Students do not receive adjustments to GEPs or goals for a previously completed GE course.
- Data for GE courses must be submitted to the Office of Planning and Assessment (OPA) as requested by the General Education Council. All assessment data and student artifacts (representative samples of student work) must be collected and reviewed by the appropriate department or division according to the GE Assessment Plan.
- Family Educational Rights and Privacy Act (FERPA) and confidentiality standards must be followed when submitting student artifacts to OPA.

Co-curricular Learning Experiences

Co-curricular Learning Experiences are approved activities/experiences that can generate GEPs for a student, but CLEs do not provide credit hours toward graduation. Campus organizations can propose recurring activities that go through the approval and assessment

processes for GEPs Co-curricular Learning Experiences are approved as described in PRP 3230 Course and Program Development.

GEPs will be assigned on the basis of a defined and sufficient scope of student learning outcomes, as well as an hourly expectation, “equal to or greater than the time spent for a course bearing the same number of credit hours” (General Education Co-curricular Learning Experience Guidelines, 2015). The number of hours required for successful completion of the CLE will be established in the approved course syllabus (see PRP 3603 Credit Hour Definition).

Articulation of resources needed should conform to PRP 3230 Course and Academic Program Development Policy and Proposal Requirements.

The CLEs, for the purpose of counting GEPS, are considered one discipline.

Data for CLEs must be submitted to the Office of Planning and Assessment (OPA) as requested by the General Education Council. All assessment data and student artifacts (representative samples of student work) must be collected and reviewed by the appropriate department or division according to the GE Assessment Plan. Family Educational Rights and Privacy Act (FERPA) and confidentiality standards must be followed when submitting student artifacts to OPA.

Equivalent GEP Credit

- Credits transferred as a BU course equivalent receive the same GEP distribution as the BU course.
- Credits earned by exam receive the same GEPs as the equivalent general education course.
- Goal 8 may be satisfied by taking an approved language or language-related course, or by achieving a language placement test score indicating proficiency above the 102 level.
- Students who transfer language courses above the 102 level will receive GEPs for Goal 8 in the same manner as students who achieve a language placement test score above the 102 level.
- Non-native English speaking students may receive 2 GEPs for Goal 8 Second Language after passing ENGLISH 101 and scoring at the intermediate level on an approved English-language Assessment Exam.

MyCore Requirements for Transfer Students

All students transferring from other institutions to Bloomsburg University will have the opportunity to participate in general education experiences that acknowledge their prior learning and establish a path toward addressing the goals of MyCore. Transfer policies and procedures will maximize the transfer of college-level credits within the framework of MyCore and the State System (PASSHE) Student Transfer Policy (1999-01-A). Guidelines for course credit transfer and transfer completion of MyCore requirements are detailed in Bloomsburg University PRP 3343 (Evaluation of Undergraduate Transfer Credits – under

revision spring 2017).

Military Students

Students who have completed basic training in the Armed Forces of the United States and have a DD-214, NGB-22, or similar discharge documents will receive two transfer credits for Exercise Science (EXERSCI) 100 - Military Basic Training and two GEPs for Goal #9 Healthy Living.

Two GEPs for Goal #10 Citizenship are transferred for Military Service (MILSERV) 099 – Honorable Military Service for service in the Armed Forces of the United States based on DD- 214, NGB-22, or other similar discharge documents indicating “General” or “Honorable” separation conditions. The verification of credits and/or points under the MILSERV designation resides with the Dean of the College of Liberal Arts

General Education Goals for Student Learning Outcomes with sample AAC&U VALUE Rubrics

Goals for General Education	Sample Rubrics Showing Potential Alignment
1. Communication	<ul style="list-style-type: none"> • Written Communication • Oral Communication • Reading • Information Literacy
2. Information Literacy	<ul style="list-style-type: none"> • Written Communication • Reading • Information Literacy • Ethical Reasoning
3. Analytical & Quantitative Skills	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking • Reading • Quantitative Literacy • Problem Solving
4. Cultures & Diversity	<ul style="list-style-type: none"> • Inquiry and Analysis • Critical Thinking • Intercultural Knowledge and Competence • Ethical Reasoning • Integrative Learning • Global Learning
5. Natural Sciences	<ul style="list-style-type: none"> • Inquiry and Analysis • Critical Thinking • Quantitative Literacy • Problem Solving • Ethical Reasoning • Integrative Learning • Global Learning
6. Social Sciences	<ul style="list-style-type: none"> • Inquiry and Analysis • Critical Thinking • Quantitative Literacy • Problem Solving • Ethical Reasoning • Integrative Learning
7. Arts & Humanities	<ul style="list-style-type: none"> • Inquiry and Analysis • Critical Thinking • Creative Thinking • Reading • Problem Solving • Integrative Learning
8. Second Language	<ul style="list-style-type: none"> • Written Communication • Oral Communication

9. Healthy Living	<ul style="list-style-type: none">• Critical Thinking• Teamwork• Problem Solving• Ethical Reasoning• Foundations, Skills for Lifelong Learning
10. Citizenship	<ul style="list-style-type: none">• Teamwork• Civic Engagement• Intercultural Knowledge and Competence• Ethical Reasoning• Foundations, Skills for Lifelong Learning• Integrative Learning• Global Learning
Note: Additional approved rubrics developed by Bloomsburg University faculty are also available.	