**General Education FAQs (05/02/18)**

**1) My GE course is coming up for rolling review. Do my answers have to reflect the course as I’m currently teaching it, or can I adjust my answers and assessment materials to better address the current learning outcomes?**

You can and should tailor your answers and assessment materials to the current general education learning outcomes. Because our goal for rolling review is to help instructors meet the currently approved learning outcomes, we fully expect instructors to make modifications to their courses to ensure that they meet the current criteria.

**2) Why aren’t students’ passing grades on exams and quizzes sufficient evidence for assessment?**

While individual student grades on exams and quizzes may be helpful assessments for you as an instructor, the general education committee is specifically interested in how the learning outcomes for our general education groups are being met. To gather that data, we need evidence drawn from specific assignment or essay prompts, exam questions, and similar materials that are directly tied to the learning outcomes. These materials need not be extensive, but they will assure the committee that we are holding students accountable for course outcomes. Collecting data for assessment is also important for university accreditation.

**3) I haven’t yet taught the course I’m proposing, so how do I provide assessment data?**

Only the first portion of the assessment section is due with a new course proposal. For that section, you might create a prompt for a homework assignment, essay, or provide specific exam questions that test the specific learning outcomes for your general education group. You’ll provide information for the remaining portions of the assessment section within a year of having completed the first offering of the class.

**4) Can I have my own Learning Outcomes in addition to the Learning Outcomes for the GE designation?**

Yes, in fact, most courses do.

**5) My course was approved for GenEd designation during the last rolling review and little has changed in the requirements. Do I need to completely rewrite my proposal? Can I resubmit content from last time with a few updates?**

It’s likely that much of your content will remain the same. However, because assessment is now a part of rolling review, you’ll want to allot sufficient time to give those new portions careful consideration.

**6) How do I submit an accurately representative proposal for a course taught by multiple instructors who use slightly different syllabi and assessment techniques?**

In the case of coordinated courses with multiple sections and instructors, we normally encourage the department chair or lead instructor to submit a single form for review.  If GE assessment strategies vary by section, the submission should enumerate these variations and provide assessment samples for each distinct approach.

**7)** **The GE form suggests that GE courses are “normally” offered with few prerequisites, for three credits, and below the 400-level. Is my proposal more likely to be rejected if it does not abide by these guidelines? What are acceptable justifications for exceptions to these normal GE designations?**

Your proposal will be subjected to greater scrutiny if it does not meet those guidelines. Justifications for exceptions are considered on a case-by-case basis and should explain (a) why the course does not fit the normal guidelines, and (b) how it qualifies as “introductory and foundational within the offering department or within the General Education Group.”

**8) How do I know who must submit a proposal? Should it always be the professor? Department chair?**

An instructor or department chair may submit a proposal; however, if a department chair submits, they should closely collaborate with the instructor to ensure the course is delivered as proposed and that sample syllabi and assessment materials accurately reflect the content of the course.

**9) My course has been a standard, commonly used GE course at UM for decades. Why do I need to submit paperwork for its renewal?**

The criteria for nearly all of our GE categories have changed over time, some to a greater degree than others. Rolling review of all courses ensures that we are meeting the current Learning Outcomes determined by faculty governance. Also, because we’ve now added assessment to the rolling review process, we need new data from your courses.

**10) How lengthy and detailed should my responses be? Does review respond positively to concise, bullet-points or extensive prose?**

Responses should be sufficient in length and detail to address each question. The committee does not have a preference for a specific format.

**11) What happens if my proposal is rejected?**

You will receive timely feedback if the review subcommittee determines that your course proposal fails to meet the GE learning outcomes. You’ll then have the opportunity to revise your course based on that feedback. If the revised version of your course is rejected, you have the right to appeal this decision to ASCRC.

**12) What are the most common reasons that a GE designation is denied?**

In recent years, the most common reason for denial is a lack of evidence showing that the course is focused on the learning outcomes for the GE perspective. In many cases, the simple remedy is make sure that your justifications for meeting the learning outcomes on the form are directly tied to evidence on your sample syllabus (readings, lecture topics, etc.) and evidence in your assessment materials: essay and homework prompts; exam questions; etc.

**13) Where can I see an example of a successful, approved GE proposal in my group?**

Sample forms from approved courses are posted on the Faculty Senate website.  We do not yet have assessment samples in place for every GE group, but encourage you to review several samples to see a range of acceptable options.

**14) How can I get help with my GE proposal if I still have questions? Is there someone to whom I can send a draft proposal for feedback before the deadline?**

You may contact the chair of the GE committee for assistance. The chair may offer feedback, or direct your inquiry to a person on the committee with expertise in the GE perspective you are seeking. In advance of rolling review and new course proposal deadlines, the GE Committee also opens up a meeting time so that you can ask questions and get feedback on your proposal. These times will be announced via campus email.

**15) If the same class is offered through more than one campus or department, do they all need to submit a proposal for review?**

If a similarly-numbered course is offered independently by multiple departments or colleges, each unit should submit its version of the course for independent review.  However, if a course is offered by the same department or instructor on multiple campuses, one form is sufficient.