



## **PROCESS FOR INCLUDING NEW NON-MTA COURSES FOR APPLIED GENERAL EDUCATION**

### **Introduction:**

This document addresses the process for adding new non-Michigan Transfer Agreement (non-MTA) courses to LCC's **General Education – Applied Degrees**.

Such courses should be appropriate choices for applied and technical degrees, but they might not have high transferability as general education choices at four-year institutions. Examples include career-focused courses such as Introduction to the Deaf Community, Electrical Mathematics, Business Mathematics, Metallurgy & Heat Treatment, Diversity in the Workplace, Introduction to Criminal Justice, etc.

Any General Education course must apply to one or more of LCC's four [Essential Learning Outcomes \(ELOs\)](#) derived from the American Association of Colleges & Universities (AAC&U):

### **Knowledge of Human Cultures and the Physical World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring.

### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges.

### **Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems.

If a course transfers directly as a general education course (not just major-specific credit) or as general credit designated for Gen Ed to at least 4 of our Top 8 Public Partners (CMU, EMU, FSU, GVSU, MSU, UM-Ann Arbor, UM-Flint, WMU), then it should be proposed for MTA instead.

*MTA courses by definition already are applicable to both Applied and Transfer degrees, so approved [MTA courses](#) do not need to be proposed for General Education – Applied Degrees.*

## Guidelines for Courses for General Education – Applied Degrees

In order for a course to be approved for a category of **General Education – Applied Degrees**, the following guidelines must be met:

1. The course must be a minimum of three (3) semester credit hours.
2. The course must be college level. The following categories require certain minimum placement scores:
  - **All General Education** courses – Reading Level 5 (including, if appropriate, corequisite remediation)
  - **General Education English writing/composition** courses – Writing Level 6 (including, if appropriate, corequisite remediation)
  - **General Education Mathematics** courses – Math Level 5 **or** 2.0+ in MATH 105 or 106 (including, if appropriate, corequisite remediation)
3. The course must be aligned with one or more of the ELOs above, incorporating student learning outcomes for the applicable ELO(s). These student learning outcomes should be evident on the official course syllabus for the course or courses.
4. Assessment methods that measure achievement of the ELO-aligned student learning outcomes are required **and must be consistent across all sections of a multi-section course**. Appropriate assessments include such methods as exams, projects, portfolios, and demonstrations, as well as other direct measures of learning-
5. The course should adhere to the General Education guidelines of the Higher Learning Commission (see [HLC criteria under 3B: Criteria and Components](#)).
6. Other considerations to keep in mind are that
  - a course submitted may or may not have additional college-level course prerequisites;
  - General Education courses may be prerequisites for other General Education courses; e.g., a course in the Applied Mathematics area may be a prerequisite for a course in the Applied Science and Technology Lab area, etc.

## **The Application**

### **Preliminary Considerations**

The application consists of written documentation and example course materials demonstrating how the proposed course incorporates the ELO-aligned student learning outcomes. The judgment regarding the alignment between the student learning outcomes and LCC's ELOs is determined by a team of faculty who are content experts and/or who have experience in the subject area. Before submitting a proposal, programs/departments should make certain that

1. The course(s) in question meets the guidelines for the General Education – Applied Degrees courses presented in the preceding section
2. Academic teams, as well as department chairs, deans, and instructional leaders, have been involved in the decision to submit a course for inclusion in General Education – Applied Degrees
3. There is a clear and consistent method of assessing the alignment between the student learning outcomes and LCC's ELOs.

### **Application Contents**

An application submitted for General Education – Applied Degrees review should consist of the following:

- An LCC Official Course Syllabus with appropriate reading, writing, and/or math placement scores levels listed in the "Requisite" area.
- Narrative descriptions and specific examples to clearly demonstrate how the course's student learning outcomes are aligned with one or more of LCC's ELOs. The specific examples may include citing particular portions of the Official Course Syllabus, explaining course assignments, describing assessment tools, etc.
- Narrative descriptions and specific examples illustrating the various instructional methods for EACH student learning outcome aligned to one or more of LCC's ELOs. (It is understood that instructional methodologies will vary across sections and instructors.)
- Narrative descriptions and specific examples of the assessment tools/methodologies to be used to measure attainment of the student learning outcomes aligned to one or more of LCC's ELOs. Multi-section courses are expected to show assessment consistency across all sections.
- Clearly defined assessment methods that demonstrate how the student learning outcomes align to one or more of LCC's ELOs.

## Meeting the Scoring Rubric Criteria

The Curriculum Committee will review applications for courses proposed for General Education – Applied Degrees. The Curriculum Committee is comprised of faculty and non-faculty from a variety of departments and divisions across the campus, who have experience reviewing curricula on a variety of topics. Reviewers will use a scoring guide/rubric (reviewed and approved by the Committee for Assessing Student Learning, or CASL) in their review of applications. They will use a 3-point scale:

- 1 = acceptable (all criteria are met)
- 2 = subject to improvement (additional clarification, materials or relatively minor changes needed)
- 3 = unacceptable (extensive rework needed to be acceptable).

To move forward, an application MUST have an overall rating of “1” from every reviewer.

- When applications are being reviewed and there are ratings of “2,” the Curriculum Committee Chair or designee will contact the author and explain the clarification, materials and/or minor changes that are needed.
- When there is a rating of “3” for the application, the course is not recommended for General Education – Applied Degrees. In these cases, the authors (and programs) are given written feedback explaining the decision. Authors and programs may choose to act on the feedback and resubmit at the next opportunity.

## Process Instructions for Authors and Reviewers

### Authors of Applications

- REMINDER: Any intention to submit a course for review should FIRST be discussed with the Associate Dean to determine the alignment between student learning outcomes and one or more of LCC’s ELOs.
- The "application-preparing" faculty members should carefully review the scoring guide/rubric and application preparation guidelines and requirements
- If the application-preparing authors has questions, they should contact the Curriculum Committee chair.
- The application-preparing author will submit the completed document(s) through the [5-star ticket](#) for review with the Curriculum Committee.

## **Reviewers of Applications (the Curriculum Committee)**

- The Curriculum Committee members will receive an electronic (pdf is desired) copy of the application.
- The Curriculum Committee will mobilize members ASAP after the application due date. If additional materials, clarifications, etc., are needed from the application author(s), this allows time to request the additional information and then to review it.
- Upon reviewing each application, the Curriculum Committee will vote on whether to recommend the application.
- Applications recommended by the Curriculum Committee will go to the Academic Senate for its recommendation.
- Applications recommended by the Academic Senate will go to the Provost for final decision.

LCC provides equal opportunity for all persons and prohibits discriminatory practices based on race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, pregnancy, pregnancy-related conditions, military status, veteran's status, or other status as protected by law, or genetic information that is unrelated to the person's ability to perform the duties of a particular job or position or participate in educational programs, courses, services or activities offered by the College.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Equal Opportunity Officer, Employee Title IX Coordinator, Washington Court Place, 309 N. Washington Square Lansing, MI 48933, 517-483-1730; HR Director of Total Compensation & Employment, 504/ADA, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1875; Associate Dean, Center for Student Support, 504/ADA, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1885; Director of Student Compliance, Student Title IX Coordinator, Gannon Building, 411 N. Grand Ave., Lansing, MI 48933, 517-483-9632, Director of Athletics, Deputy Title IX Coordinator, Gannon Building, 411 N. Grand Ave., Lansing, MI 48933, 517-483-1622, U.S. Department of Education's Office of Civil Rights, Michigan Department of Civil Rights.