

Proposal for the Periodic Review of General Education Courses

The Committee on General Education and Intercollegiate Programs (CGEIP) applauds the efforts of the campus community in the success of our new general education program. From 2013-2014, CGEIP reviewed and discussed the periodic review process. The committee kept the following principles in mind:

1. General education assessment should be meaningful and useful to those teaching the course.
2. General education assessment should be ongoing and cyclical.
3. General education assessment is collaborative and should not fall on the shoulders of one faculty member or department head but should promote conversations about student learning.
4. General education courses submitted an assessment plan with the course proposal. The committee understands that assessment plans may need to be modified and streamlined to promote the use and efficacy of the process.
5. Assessment of student learning is broadly defined to include both qualitative and quantitative, and both direct and indirect measures of student learning.

The following describes the proposed periodic review process and includes a tentative timeline and answers to anticipated frequently asked questions. The committee welcomes feedback.

Purpose of the Review of a General Education Course

The purpose of the review of a general education course is to

- assess the course on the basis of student learning outcomes. Are students providing evidence that they have met our approved student learning outcomes.
- provide useful and meaningful information for the instructors of a general education course.
- provide evidence that student learning has been looked at in a thoughtful way
- share successes of student learning, areas for improvement, and document the process of assessment changes.

Non-Purpose of the General Education Review

The purpose of the Review of a General Education Course is NOT to

- add additional work to a course coordinator's or department's schedule.
- evaluate faculty.

Tentative Timeline for Review

Course coordinators accumulate and review student learning per the course proposal (most departments proposed reporting annually).

FALL 2014	<p>CGEIP will contact each department head to update the course coordinator.</p> <p>CGEIP will contact all course coordinators to remind them of the need to follow their approved assessment of the SLOs and GenEd Goals and to determine whether changes need to occur to the assessment plan or course.</p> <p>CGEIP will seek courses that wish to participate in a pilot review process</p>
Spring 2015	<p>CGEIP will work with the courses that have volunteered to pilot</p> <p>CGEIP will review the documents.</p> <p>CGEIP will contact each department head to update the course coordinator.</p> <p>CGEIP will contact all course coordinators to review their approved assessment plan of the SLOs and GenEd Goals and to determine whether changes need to occur to the assessment plan or course.</p>
Fall 2015/Spring 2016	<p>Pilot courses will submit their reports for review</p> <p>CGEIP will work with courses scheduled for periodic review in the following academic year</p>
Fall 2016	<p>First courses will participate in Periodic Review (The sequence in which courses will be reviewed will be determined in Spring 2015)</p>

Frequently Asked Questions (FAQs)

1. What do I need to do prior to my periodic review date?

Course coordinators should carry on the assessment plan as it was proposed. This includes the assessment/course review meeting as defined in the course proposal. This may include modifications of the original course assessment plan.

2. What is the role of the general education assessment or course coordinator?

The role of the coordinator is to collect and disseminate information related to the course assessment plan.

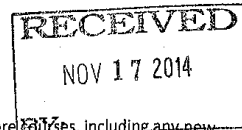
3. When should I begin the assessment process?

Assessment is an ongoing process. The assessment plan submitted with the proposal specified when and how information relative to the assessment plan will be shared. That plan should be followed as soon as the course is being offered.

Proposal for Periodic Review of General Education Courses

1. A general education course will document and assess student learning based on the proposed general education plan. Documentation of an assessment/course review meeting need not be longer than three pages, but should include:
 - a. Time, date, and those who attended the meeting.
 - b. Data discussed; conclusions reached
 - c. Items chosen for action
 - d. Follow-up plans and action
 - e. Recommendation for items that need action at higher levels than the department.
2. Documentation will be uploaded into the online system. The documentation will be helpful to review over the course review cycle and will be uploaded on a yearly basis.
3. Reflection on each of the specific learning outcomes (SLOs) the course covers (250 words). The reflection should include the following information:
 - a. Level of success meeting Specific Learning Outcome
 - b. Evidence used to assess
 - c. How was the original proposal modified or refined?
 - d. What items were chosen for action based on assessment? What actions did you take?
 - e. Optional: Upload an assessment tool, assignment or other material that was used to assess student learning of general goal and specific learning outcome.
4. Summary on how General Goals are met based on the reflection of the SLOs (150 words)
5. Syllabi for each instructor for the previous academic year (submitted online)
6. Enrollment data (automatically populated through the Banner System)

Missouri State University
Curricular Proposal - New Program
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)



This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more ~~courses~~ including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department Reading, Foundations, and Technology Date June 17, 2014

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Graduate Certificate in Literacy

Major Comprehensive Major Option Minor Certificate Certification Academic Rules Other

Degree Applicability Graduate Certificate

General Education Courses Required _____ Total Hours 0

General Education Courses Recommended _____ Total Hours 0

Requirements (including Admission) and Limitations for Specific Degree _____

Courses Required in Department 12 hours of literacy courses in consultation w/ advisors
 Total Hours 12

Courses Required in Other Departments _____
 Total Hours 0

Prerequisites for Required Courses _____

Recommended Electives in Department _____
 Total Hours 0

Recommended Electives in Other Departments _____
 Total Hours 0

Limitations on Electives _____

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)

Graduate Council (All graduate programs)

Signature *Cathy J. [Signature]*
 Department Head (Routing on Reverse Side)

Date 9-10-14

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)

APPROVED

After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____

Chairperson

Date _____

2. DEAN OF THE COLLEGE (ART VI, SEC 5)

REVIEWED

Return to College Council Chair within ten days of receipt for disposition.

Comment(s) _____

Signature _____

Dean of the College

Date 9/10/14

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____

Chairperson

Date 10/8/14

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____

Chairperson

Date _____

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)

APPROVED

Forward two signed copies of final action to the Secretary of the Faculty for disposition.

DISAPPROVED

Return one signed copy of final action to the appropriate Department Head.

Comment(s) _____

Signature _____

Chairperson

Date 11/12/14

6. FACULTY SENATE (ART VI, SEC 9)

APPROVED

DISAPPROVED

Comment(s) _____

Signature _____

Chairperson

Date _____

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)

RECOMMENDED TO PRESIDENT

NOT RECOMMENDED TO PRESIDENT

Comment(s) _____

Signature _____

Provost

Date _____

8. PRESIDENT

APPROVED

DISAPPROVED

Comment(s) _____

Signature _____

President

Date _____

FS-2006

NEW PROGRAM RESOURCE INFORMATIONProgram Title and Degree: Graduate Certificate in LiteracyDepartment: Reading, Foundations, and Technology

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval).
 [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? Yes No
2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? N/A Yes No
3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)
Many certified teachers with master's degrees (other than the MSED-Literacy, which results in DESE certification) want to be DESE certified as a Special Reading Teacher, K-12. Most need about 12 hrs of coursework to meet the DESE requirements. Creating this graduate certificate would allow students to receive financial aid while completing the needed requirements.
4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.
Each semester, we receive approximately 7-10 inquires about certification-only courses to meet DESE Special Reading Teacher, K-12, requirements. This certificate would allow students to meet the requirements within a recognized certificate program.
5. What are the present/future projected enrollments for this program?
 1st year 3-5 3rd year 6-12
 In five years, how many students must be:
 a) declared minors to justify this new minors continuation
 b) declared majors to justify this new majors continuation 10
6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> No
Additional technology or other supplies?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> No
Additional or remodeled facilities?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> No
Additional travel funds?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> No

Additional faculty?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Additional support staff?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other additional expenses?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?

Yes No Yes, but cannot ensure availability
N/A

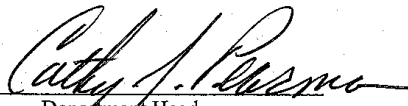
8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

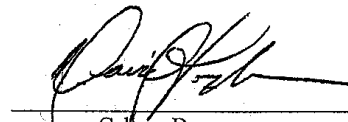
Existing faculty will teach students. Courses required for this certificate are regularly required and offered for the MSED-Literacy degree. Those students would simply add enrollments to existing courses.

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

Existing faculty will teach students. Courses required for this certificate are regularly required and offered for the MSED-Literacy degree. Those students would simply add enrollments to existing courses.

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.


Department Head


College Dean

1. Statement of rationale and objectives: **Graduate Certificate in Literacy**

Rationale:

In recent years, the Graduate Literacy Program Coordinator has recognized a need for a graduate certificate because many students want to be certified as a DESE Special Reading Teacher, K-12. The MSED-Literacy Program provides the coursework for this DESE certification. The certificate program is aimed at those students who did not go through the MSED-Literacy program, but now see a need to be certified in literacy.

Objectives:

- Provide for the acquisition of knowledge and skills necessary for supporting teachers in classrooms where there are students struggling in reading and writing as well as students whose first language is not English
- Provide coursework for those working on DESE Special Reading Teacher, K-12, certification-only requirements
- Provide coursework for those in other graduate programs who want to add additional literacy (RDG) coursework as an emphasis area
- Provide coursework for those who already have a master's degree but want to add the DESE Special Reading Teacher, K-12, certification
- Provide coursework for those in other situations where additional literacy coursework would allow them to qualify for a new position in the field of education.

2. Estimated costs for first five years: **Graduate Certificate in Literacy**

Information about costs for the certificate:

- a. Additional students will be in the existing courses
- b. The Graduate Literacy Program Coordinator already advises the potential students. This is part of the coordinator requirements – no additional cost
- c. For those students in other programs, that program coordinator already advises potential students. This is part of the coordinator requirements – no additional cost
- d. Having a MSU-recognized certificate program added to transcripts would allow students to receive financial aid. Thus an increase in numbers should be recognized.

3. Complete catalog description – **Graduate Certificate in Literacy**

Graduate Certificate in Literacy

Dr. Deanne Camp, Program Coordinator
Hill Hall, Room 102; Phone (417) 836-6983
deannecamp@missouristate.edu

Program description

The Graduate Certificate in Literacy Program provides a 12-hour graduate-level experience for several groups of students: those working on DESE Special Reading Teacher, K-12, certification-only coursework; those in other graduate programs who want to add additional literacy (RDG) coursework as an emphasis area; those who already have a master's degree but want to add the DESE Special Reading Teacher, K-12, certification; or those in other situations where additional literacy coursework would allow them to qualify for a new position in the field of education. The certificate program provides for the acquisition of knowledge and skills necessary for supporting teachers and students. **This certificate is a Missouri State University Certificate and does not meet Missouri State's DESE Certification requirements for teaching.**

Entrance criteria

To be considered for the program, a student must apply and be admitted to the Graduate College.

Course offerings

There are no required courses for the certificate because students are at all levels of need. Students may choose from the list of RDG courses below (in consultation with an advisor):

Courses listed below meet DESE Special Reading Teacher, K-12, certification requirements:

RDG 640, RDG 673, RDG 680, RDG 685, RDG 700, RDG 710, RDG 780, RDG 781 & RDG 782 (these 2 must be taken concurrently)

The additional RDG courses below may, also, be used to complete the 12 hour requirement (as needed):

RDG 660, RDG 665, RDG 740, RDG 770

Total hours required for certificate: 12

GPA Requirements

Students must maintain a grade point average of at least 3.00 on all graduate course work at Missouri State University.