

PROCESS FOR APPROVING NON-IAI-GENERAL EDUCATION CORE CURRICULUM (GECC) COURSES FOR GENERAL EDUCATION CREDIT

Step 1: Program/course owner reviews non-IAI-GECC course currently accepted for General Education credit to determine whether it meets the criteria outlined in the General Education checklists/definitions

- If the course meets the criteria, then proceed to Step 4
- If the course does not meet the criteria, then proceed to Step 2

c Step 2: Program/course owner consults with faculty and other stakeholders about the feasibility of revising the course's curriculum so that it meets the criteria established in the General Education checklists/definitions.

Step 3: Program/course owner forms program-level subcommittees to revise affected syllabus so that it meets the criteria established in the General Education checklists/definitions.

Step 4: Program/course owner submits proposed course, teaching syllabus (if available), and other supporting documentation via email to either GEC co-chair (Jdecker@icc.edu or Psibrel@icc.edu).

Supporting documentation: examples of assignments/labs that demonstrate skills or information taught as related to the distribution requirement criteria, rationale and explanation of how the course meets the requirement criteria, etc.

Step 5: GEC co-chairs distribute materials to the appropriate subcommittee for review. The subcommittee may seek input from discipline-specific faculty to assess course proposals, and it may also contact the course owner for more information.

Step 6: Subcommittee recommends course to full General Education Committee for approval.

Step 7: Program/course owner submits course approved by GEC to the Curriculum Committee for final approval if necessary.

Step 8: Program/course owner inform stakeholders, including accrediting bodies, of any curricular changes

CRITERIA FOR APPROVING NON-IAI-GENERAL EDUCATION CORE CURRICULUM (GECC) COURSES FOR GENERAL EDUCATION CREDIT

As of the 2016-2017 catalog, non-IAI-GECC courses will no longer qualify for General Education credit unless approved by the General Education and Curriculum Committees.

Some courses that are not IAI approved (transfer credit level approved) may still meet the ICC criteria for general education credit. In order to allow those courses to count towards completion of a non-transfer degree, the course must be formally submitted to the General Education Committee for review. The committee will review the course based on the distribution list requirements below.

English

The General Education Subcommittee recommends that English courses at ICC substantively meet the following criteria:

1. Develop awareness of the writing process
2. Help students develop strategies for invention, organization, and editing
3. Stress writing for a variety of purposes
4. Emphasize critical reading and thinking

Further, tasks required of students enrolled in English courses must include:

1. Documented, multi-source writing
2. No fewer than "2500 words in final version"

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, and grading of the elements listed. The criteria should be evident in the Course Description, Course-Level Goals, and Course Content listed on the syllabus.

Oral Communication

The General Education Subcommittee recommends that Oral Communication courses at ICC substantively meet the following criteria:

1. Include a minimum of three (3) extemporaneous speeches of a minimum of five minutes (one must be informative, one must be [persuasive, one must include sources) that account for at least 50% of the course grade.
2. Must cover the communication process (audience analysis, communication model listening, ethics, etc.).
3. Should address strategies for appropriate speech construction (signposting, outlining, thesis/goals statements, supporting and source materials, etc.).
4. Should address strategies for appropriate delivery technique (fluency, vocal variety, managing anxiety, visual aids, credibility, etc.).

Oral communication courses combine communication theory with the practice of oral communication skills. The course develops awareness of the communication process; provides inventional, organizational and expressive strategies; promotes understanding of and adaptation to a variety of

communication contexts; and emphasizes critical skills in listening, reading, thinking and extemporaneous (prepared and sought-out but fluent enough to respond to audience) speaking.

Social and Behavioral Sciences

The General Education Subcommittee recommends that Social and Behavioral Science courses at ICC substantively meet the following criteria:

1. Students gain insight into human individual or social behavior.
2. Students comprehend methods of inquiry employed in social or behavioral sciences. Inquiry method may include, but are not limited to: Observation, Surveys, Primary Research, Qualitative Designs, Quantitative Techniques, Sampling.
3. Students develop intellectual abilities and communication skills necessary to understand and influence the world in which we live, such as critical thinking and writing.
4. Students recognize the significance of physical environments or social, political, economic, or cultural traditions or institutions that define, connect, or differentiate communities in local, national, or global contexts.
5. Students comprehend the significance of both continuity and change in human experience over time and recognize how the past has shaped contemporary society.
6. Students understand the impact of individual and collective actions on the future and develop a sense of global responsibility toward humanity and the environment.

Substantive focus on these criteria is signified by course design that includes teaching methods, course activities, assignments, writing, and grading of the elements listed. The criteria should be evident in the course description, course-level goals, and course content listed on the syllabus.

For purposes of general education, Social and Behavioral Science courses should involve a combination of theory and practice and should not focus primarily on development or application of a particular skill.

Science

The General Education Subcommittee recommends that Science courses at ICC substantively meet the following criteria:

The course seeks to develop students' understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses; and to familiarize students with selected scientific principles in the physical and life sciences; and enables students to make informed decisions about personal and societal issues.

In order for students to understand the methods of scientific inquiry, including the development of the skills and disposition necessary to become independent inquirers about the natural world, a general education science course typically includes a laboratory component that meets a minimum of two hours per week. Students in science-related courses will be expected to:

1. Formulate or evaluate questions (hypotheses),
2. Plan and conduct experiments (test hypotheses),
3. Make systematic observations and measurements,
4. Interpret and analyze data,

5. Draw conclusions,
6. Communicate the results (orally and/or in writing).

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, assessing and grading of the elements listed. The criteria should be evident in the Course Description, Course-Level Goals, and Course Content listed on the syllabus.

Math

The General Education Subcommittee recommends that Mathematics courses at ICC substantively meet the following criteria:

1. Goal: The submitted course develops math reasoning and skills at the college level. Topics may be contextualized but the course will require mastery of key mathematical elements.
2. Prerequisite: The level of math readiness should be equal to MAT 098 and MAT 095 with a grade of C or better or Compass Algebra score of 66 or above AND Geometry score of 46 or above.
3. Students interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from the.
4. Students represent mathematical information symbolically, visually, numerically and verbally.
5. Students use arithmetic, algebraic, geometric and statistical methods to solve problems.
6. Students estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives and select optimal results.
7. Students recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future.

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, assessing and grading of the elements listed. The criteria should be evident in the Course Description, Course-Level Goals, and Course Content listed on the syllabus.

Humanities

The General Education Subcommittee recommends that Humanities courses at ICC substantively meet the following criteria:

1. Focus on intellectual and cultural human expression.
2. Class content should investigate original works of humanistic expression through historical, cultural, and aesthetic lenses.
3. Reflect on ideas and confront presuppositions of different cultures
4. Incorporate perspectives from multiple disciplines
5. Reflect critically on traditions that have shaped values, beliefs, and aesthetic preferences

6. NOT skill development (such as performance or production courses in arts, techniques or professional courses in communication or foreign language focused on learning to speak and write).