General Education Checklist
Human Culture: Aesthetic Analysis

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____

Aesthetic Analysis: The arts and humanities analyze the ways human beings seek to understand themselves. Students explore questions of individuality, community, knowledge, justice, aesthetic, and ethics. The arts and humanities explore the human condition (the perennial problem of human existence). Through these courses, students engage in meaningful reflection and self-expression. They address complex issues, trace cultural traditions, recognize the viewpoints of others, and function effectively in multicultural communities.

Courses that meet the Human Culture Aesthetic Analysis general education requirement must

- be a minimum of 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE APPROVAL CRITERIA	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**COURSE COMPETENCIES** Identify course competencies that align with the learning activities	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
Classification: identify different characteristics of art forms; interpret and explain human events and cultures that place them into a genre or period.			
Context: analyze how culture and diversity can be depicted through different forms of expression (e.g., visual arts, performing arts, etc.)			
Subjective Reflection: apply cultural meanings in articulating personal opinions based on analysis of art forms			

Please respond to the following question:

- How does this course provide opportunities for meaningful reflection and self-reflection?

School Dean: Signature and date_____

POLICIES FOR PROPOSING A NEW, PROGRAM SPECIFIC COLS 1000 COURSE

Course Policies

1. The course must be 3-credit hours.
2. The course will be capped at 20 students. (Exceptions to this rule may be requested in writing to the COLS 1000 Advisory Committee Chair.
3. A grading scale of A / B / C / D / F must be utilized in the course.
4. The course must include a significant paper or project assignment where research is utilized.
5. A course syllabus must be submitted to the COLS 1000 Coordinator for review each term the course is to be taught. If a syllabus is not submitted and/or the syllabus does not show adequate meeting of COLS 1000 course competencies, the course will not be offered the following semester.
6. All COLS 1000 or other designations that meet these competencies by related MCORs are interchangeable and a student will not have to take two different COLS 1000 classes. For example, if they took COLS 1000 or BUSN 1101 (should it have a current MCOR that meets the COLS 1000 competencies), then changed their major to nursing, that course would be sufficient for nursing.

Instructor Policies

1. Has one year experience with LCCC
2. Holds a Master's degree
3. Participates in COLS 1000 training / workshop session at the start of the academic year.
4. Submits a complete course syllabus, with detailed course schedule, by the first day of class that reflects the program specific application.
5. Completes and submits Common Course Assessment data each semester
6. Instructor agrees to annual observation by COLS 1000 Coordinator. (Note: If different instructors teach the same program-specific COLS course in the same academic year, **each instructor will be evaluated** by the COLS 1000 Coordinator.)

Course Numbering

Course numbering will be supplied by the Registrar and Course Coordinator once Academic Standards has approved the course documentation.

Course Competencies

All COLS 1000 Program or section-specific courses must meet all six course competencies:

1. Evaluate how personal values, beliefs, and habits affect college learning and success;
2. Employ teamwork and collaborative skills;
3. Navigate support services vital to college success by creating intentional networks of personal relationships and resources;
4. Exhibit self-management, reading, study, and test-taking skills;
5. Explain the connection between aptitudes, academic plans, career options as related to life goals; and
6. Demonstrate information literacy skills.

APPLICATION SUBMISSION AND APPROVAL PROCESS

Initiator of Proposal

- Complete the **COLS 1000 Course Competency Form** (found later in this document).
- In addition to the Course Competency Form, please also complete a **MCOR** and **Course Syllabus**. The course syllabus must include a course schedule that overviews instructional topics and assessments used to support the COLS 1000 course competencies.
- All three complete documents constitute a complete application packet.
- Completed applications should be forwarded to the School Dean **and** Academic Standards Representative for review.

Academic Dean / Academic Standards School Representative

- The Dean and Academic Standards school representative will meet with the Initiator of the application packet to review.
- Once the application packet has been reviewed and approved, the Dean will enter his or her electronic signature on the Course Approval Signature Form.
- Approved application packets should be electronically forwarded to the COLS 1000 Coordinator for review by the COLS 1000 Advisory Committee.

COLS 1000 Advisory Committee

- The committee will review all applications as the first step in the review process.
- The committee will either (1) return the completed form to the Initiator for revisions or (2) submit the completed application to Academic Standards Committee.

Academic Standards

- Academic Standards will review approved application packets and either (1) approve the course or (2) return the application packet with revision suggestions to the COLS 1000 Coordinator.
- If approved, Academic Standards will provide notification to the originator(s) of the application **and** the COLS 1000 Advisory Committee Chair.
- A copy of approved documentation will be sent to the COLS 1000 Advisory Committee Chair; a copy will also reside with Academic Standards.

COURSE APPROVAL SIGNATURE PAGE

Note: By electronically signing below, you agree that you have thoroughly reviewed the application packet and approve it.

Initiator(s) of Application

Name _____ Date _____

Academic Dean

Name _____ Date _____

COLS 1000 Advisory Committee Chair

Name _____ Date _____

COURSE COMPETNCY FORM
COLS 1000: Introduction to College Success

Course # _____ Course Title_____

Initiator: _____ Date_____

First Year Seminar: Provides the skills and philosophy necessary for success as a student and life-long learner. Students learn academic success skills, explore life and career goals, develop a support system to connect to campus, and prepare for responsible lives in a dynamic and interdependent world.

- be 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE COMPETENCIES Identify course competencies that align with the learning activities	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**ASSESSMENTS** Provide examples of formative and summative assessments that relate to the course competencies	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
evaluate how personal values, beliefs, and habits affect college learning and success			
employ teamwork and collaborative skills			
navigate support services vital to college success by creating intentional networks of personal relationships and resources			

exhibit self-management, reading, study, and test-taking skills			
articulate the connection between aptitudes, academic plans, career options as related to life goals			
demonstrate information literacy skills			

POLICIES FOR PROPOSING A SECTION SPECIFIC COLS 1000 COURSE

** Section specific COLS 1000 courses are courses that fall under the COLS 1000 MCOR but adapt their content to a specific discipline (e.g. Nursing, English, etcetera.).

Course Policies

1. The course must be 3-credit hours.
2. The course will be capped at 20 students. (Exceptions to this rule may be requested in writing to the COLS 1000 Advisory Committee Chair.
3. A grading scale of A / B / C / D / F must be utilized in the course.
4. The course must include a significant paper or project assignment where research is utilized.
5. A course syllabus must be submitted to the COLS 1000 Coordinator for review each term the course is to be taught. If a syllabus is not submitted and/or the syllabus does not show adequate meeting of COLS 1000 course competencies, the course will not be offered the following semester.
6. All COLS 1000 or other designations that meet these competencies by related MCORs are interchangeable and a student will not have to take two different COLS 1000 classes. For example, if they took COLS 1000 or BUSN 1101 (should it have a current MCOR that meets the COLS 1000 competencies), then changed their major to nursing, that course would be sufficient for nursing.

Instructor Policies

1. Has one year experience with LCCC
2. Holds a Master's degree
3. Participates in COLS 1000 training / workshop session at the start of the academic year.
4. Submits a complete course syllabus, with detailed course schedule, by the first day of class that reflects the program specific application.
5. Completes and submits Common Course Assessment data each semester
6. Instructor agrees to annual observation by COLS 1000 Coordinator. (Note: If different instructors teach the same program-specific COLS course in the same academic year, **each instructor will be evaluated** by the COLS 1000 Coordinator.)

Course Numbering

Course numbering will be supplied by the Registrar and Course Coordinator once Academic Standards has approved the course documentation.

Course Competencies

All COLS 1000 Program or section-specific courses must meet all six course competencies:

1. Evaluate how personal values, beliefs, and habits affect college learning and success;
2. Employ teamwork and collaborative skills;
3. Navigate support services vital to college success by creating intentional networks of personal relationships and resources;
4. Exhibit self-management, reading, study, and test-taking skills;
5. Explain the connection between aptitudes, academic plans, career options as related to life goals; and
6. Demonstrate information literacy skills.

APPLICATION SUBMISSION AND APPROVAL PROCESS

Initiator of Proposal

- Complete the **COLS 1000 Course Competency Form** (found later in this document).
- In addition to the Course Competency Form, please also complete a **Course Syllabus**. The course syllabus must include a course schedule that overviews instructional topics and assessments used to support the COLS 1000 course competencies.
- Both documents constitute a complete application packet.
- Completed applications should be forwarded to the School Dean **and** Academic Standards Representative for review.

Academic Dean / Academic Standards School Representative

- The Dean and Academic Standards school representative will meet with the Initiator of the application packet to review.
- Once the application packet has been reviewed and approved, the Dean will enter his or her electronic signature on the Course Approval Signature Form.
- Approved application packets should be electronically forwarded to the COLS 1000 Coordinator for review by the COLS 1000 Advisory Committee.

COLS 1000 Advisory Committee

- The Advisory Committee will review completed applications and either (1) approve them or (2) return them to the initiator(s) for further review and resubmission.
- Initiators will receive notification of their approval status from the COLS 1000 Advisory Committee Chair.

COURSE APPROVAL SIGNATURE PAGE

Note: By electronically signing below, you agree that you have thoroughly reviewed the application packet and approve it.

Initiator(s) of Application

Name _____ Date _____

Academic Dean

Name _____ Date _____

COLS 1000 Advisory Committee Chair

Name _____ Date _____

COURSE COMPETNCY FORM
COLS 1000: Introduction to College Success

Course # _____ Course Title_____

Initiator: _____ Date_____

First Year Seminar: Provides the skills and philosophy necessary for success as a student and life-long learner. Students learn academic success skills, explore life and career goals, develop a support system to connect to campus, and prepare for responsible lives in a dynamic and interdependent world.

- be 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE COMPETENCIES **Identify course competencies that align with the learning activities**	**LEARNING ACTIVITIES** **Provide examples of learning activities that relate to the course competencies**	**ASSESSMENTS** **Provide examples of formative and summative assessments that relate to the course competencies**	**INSTITUTIONAL COMPETENCIES** **Identify which institutional competencies align with the course competencies**
evaluate how personal values, beliefs, and habits affect college learning and success			
employ teamwork and collaborative skills			
navigate support services vital to college success by creating intentional networks of personal relationships and resources			

exhibit self-management, reading, study, and test-taking skills			
articulate the connection between aptitudes, academic plans, career options as related to life goals			
demonstrate information literacy skills			

General Education Checklist
Quantitative Reasoning

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____

Quantitative Reasoning: Quantitative reasoning is the study of mathematical and analytical concepts and operations required for problem solving and decision making in real-world applications.

Courses that meet the Quantitative Reasoning general education requirement must

- be a minimum of 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE APPROVAL CRITERIA	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**COURSE COMPETENCIES** Identify course competencies that align with the learning activities	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
Representation: express mathematical information symbolically, visually, numerically, and/or verbally			
Interpretation: apply mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them			
Application: use appropriate numerical, analytical, graphical, and statistical methods to solve a wide range of problems while recognizing that mathematical and statistical methods have limitations			
Analysis: estimate and check answers to mathematical problems in order to determine validity, identify alternatives, and select optimal results			

School Dean: Signature and Date_____

General Education Checklist
Science, Technology, Engineering, Mathematics (STEM)

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____

Courses that meet the STEM (non-lab) general education requirement must

- be a minimum of 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the course approval criteria for two of the three competencies listed below

COURSE APPROVAL CRITERIA		LEARNING ACTIVITIES Provide examples of learning activities that relate to the course competencies	COURSE COMPETENCIES Identify course competencies that align with the learning activities	INSTITUTIONAL COMPETENCIES Identify which institutional competencies align with the course competencies
Problem Solving	**Task analysis:** identify a problem, set goals toward its solution, and establish a process to solve the problem			
	Application: apply cognitive and appropriate concrete tools to accomplish a task			
	Execution: follow a defined process, redirect their work when necessary, and work systematically toward the goal			
	Reflection: evaluate successes, failures, and implications for future tasks			

Quantitative Reasoning	**Representation:** express mathematical information symbolically, visually, numerically, and/or verbally			
	Application: use appropriate numerical, analytical, graphical, and statistical methods to solve a wide range of problems while recognizing that mathematical and statistical methods have limitations			
	Interpretation: apply mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them			
	Analysis: estimate and check answers to mathematical problems in order to determine validity, identify alternatives, and select optimal results			
Scientific Reasoning	**Observation:** observe and describe a phenomena through practical application and demonstration			
	Hypothesis: hypothesize reasons and identify the variables for the phenomena			
	Experimentation: conduct an experiment to test the hypothesis and control for variables			
	Analysis: analyze results			
	Interpretation: analyze and interpret results for credibility, accuracy and reliability to reject or fail to reject the null hypothesis			

	Reflection: explain the rationale of the scientific method employed, reflect on experiment to determine implications and limitations, and communicate the results through appropriate formats			

Please answer the following questions relevant to your course. If you do not respond to a question, please explain why.

1. Provide an example of how students in this course recognize STEM literacy is important in everyday life.
2. Explain how students provide an example of how modeling is used in STEM disciplines.
3. Explain how students in this course understand why ethical decision-making within STEM is important to society.
4. Explain how students in this course comprehend how critical thinking has value in STEM.

School Dean: Signature and Date_____

General Education Checklist: Written or Verbal Communication

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____ Check One: Written_____ Verbal_____

Communication: Communication focuses on the development and practice of written and verbal communication skills using a variety of methods such as writing, public speaking, and interacting with others by using traditional and digital modes.

Courses that meet the Communication general education requirement must

- be a minimum of 3 credit hours
- meet all of the criteria below and have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment) *Recommendation: Limit course enrollment to no more than 24 students

COURSE APPROVAL CRITERIA	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**COURSE COMPETENCIES** Identify course competencies that align with the learning activities	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
Process: engage in communication as a process by producing multiple or progressive assignments that include the steps of planning, drafting, peer and instructor feedback, reflecting, and revising			
Purpose: maintain intended purpose for specific situation			
Audience: adapt language and style (e.g., creative, technical, scientific, etc.) for intended reader. OR adapt presentation for intended participants (including topic relevance, language choice, and audience engagement techniques).			
Content Development: state main idea supported by evidence.			
Organization: connect ideas in a unified manner using transitions.			
Conventions: employ correct grammar, punctuation, spelling, sentence structure, and syntax. OR **Delivery:** enhance effectiveness of message, both verbally and nonverbally (e.g. eye			

contact, vocal variety, gestures, etc.)			
Format: meet assignment guidelines (e.g., formatting/citation requirements, submission guidelines, etc.)			

Please respond to the following:

- Describe the learning processes employed in this course for each of the planning, drafting, reflecting and revising stages.
- Describe the contexts and modes of communication that are the focus of this course. (For example: written - expository writing; written - rhetorical analysis, public speaking - individual and group presentations, interpersonal conversational skills in Spanish; use of digital technology to present speeches or conduct meetings in a virtual context.)

School Dean: Signature and date _____

Elements of Communication as a Process

Courses that meet the communication general education requirement should focus on learning processes that emphasize planning, drafting, reflecting, and revising to help students develop effective communication strategies and skills. Examples of each learning process include but are not limited to:

Planning:
- ✓ Selecting, narrowing, and focusing topics
- ✓ Generating and organizing ideas
- ✓ Identifying and analyzing audience information needs
- ✓ Comprehending and analyzing information

Drafting:
- ✓ Learning structures of exposition and argument & the use of evidence
- ✓ Organizing and developing paragraphs, papers, and speeches
- ✓ Adapting writing and speaking for intended audiences, contexts and purposes
- ✓ Learning conventions of academic/ discipline specific writing /speaking
- ✓ Mastering elements of grammar, usage, and style
- ✓ Preparing speeches for verbal delivery
- ✓ Employing information literacy skills
- ✓ Citing sources, avoiding plagiarism, and compiling accurate bibliographies

Reflecting:
- ✓ Setting communication goals
- ✓ Analyzing communication performance/behavior
- ✓ Identifying strengths and weaknesses
- ✓ Analyzing feedback received from instructor, peers, and/or self-critique
- ✓ Identifying strategies for continued improvement

Revising:
- ✓ Incorporating feedback
- ✓ Revising and editing essays and speeches -- for content, style, organization, logic spelling, punctuation, & grammar
- ✓ Adapting communication strategies in interactive contexts

General Education Checklist
Human Culture: Cultural Awareness

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____

Social Sciences: In social science courses of study, students examine the ways humans exist within economic, geographical, historical, cultural, legal, political, psychological, or social structures. Courses in these fields of study provide students a basis for thinking analytically about human behavior and the social environment. Such courses also give considerable attention to the development and justification of conclusions and theories within the social disciplines.

Courses that meet the Human Culture: Cultural Awareness general education requirement must

- be a minimum of 3 credit hours
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE APPROVAL CRITERIA	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**COURSE COMPETENCIES** Identify course competencies that align with the learning activities	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
Examination: discuss the role of diversity in human societies.			
Researching: gather information, analyze data, and draw conclusions in selected areas of the social or behavioral sciences.			
Interpretation: explain human events and cultures by comparing different methods and theories			
Analysis: investigate how social systems, institutions, or behaviors change over time and how they shape the lives of individuals and/or collectives. *			

* Examples of institutions may include: social, political, environmental, relational, legal, economic, cultural.

Please respond to the following questions:

- How does this course use cultural awareness to examine contemporary problems?
- How does this course address how basic concepts in a discipline or disciplines evolve?
- How does this course address the discipline or disciplines influence by contemporary society?

School Dean: Signature and date: _____

General Education Checklist
Laboratory Science

Course # _____ Course Title_____ Cr. Hrs. _____

Initiator: _____ Date_____

Science: Natural Science is the systemized body of knowledge pertaining to nature and the physical universe.
Courses that meet the Science general education requirement must

- be a minimum of 3 credit hours
- include a laboratory component
- provide a substantial introduction to the fundamental principles of biological, physical, and/or earth sciences
- have an approved MCOR attached (this must be the updated MCOR form which identifies the common course assessment)
- meet all of the competency criteria below

COURSE APPROVAL CRITERIA	**LEARNING ACTIVITIES** Provide examples of learning activities that relate to the course competencies	**COURSE COMPETENCIES** Identify course competencies that align with the learning activities	**INSTITUTIONAL COMPETENCIES** Identify which institutional competencies align with the course competencies
Lab Work: provide a laboratory experience using the tools and processes of scientific investigation integrated with the lecture			
Observation: students observe and describe a phenomena through practical application and demonstration			
Hypothesis: students hypothesize reasons and identify the variables for the phenomena.			
Experimentation: students conduct an experiment to test the hypothesis and control for variables.			
Analysis: students analyze results.			
Interpretation: students interpret results for credibility, accuracy and reliability to reject or fail to reject the null hypothesis			
Reflection: students explain the rationale of the scientific method employed, reflect on experiment to determine implications and limitations, and communicate the results through appropriate formats.			

See questions on page 2

Please respond to the following questions:

- How does this course use scientific and quantitative logic to examine contemporary problems? How does this course address how basic scientific concepts in a discipline or disciplines evolve?
- How does this course address the discipline or disciplines influence by contemporary society?

School Dean: Signature and date _____