

<b>General Education Procedure</b>	Procedure Number	2.2P
	Effective Date	May 2, 2014

## 1.0 PURPOSE

In accordance with Board of Trustees Policy 2.2., General Education, the purpose of this procedure is to outline the parameters in which the President ensures expectations are clearly articulated for the General Education Program provided within the degree and certificate programs offered by LCCC.

## 2.0 REVISION HISTORY

Adopted on: 5/2/14

Revised on: 4/27/17, 4/26/19

## 3.0 PERSONS AFFECTED

Persons affected by this procedure are the Laramie County Community College Board of Trustees, Laramie County Community College President, and the Laramie County Community College Faculty, Staff and Students.

## 4.0 DEFINITIONS

- A. *Competency* – The mechanism by which student learning is assessed. A competency is a specific, measurable statement of what a student knows or is able to do upon completion of a course or program of study.
- B. *Course Management System* – Institutional software that facilitates the management of curriculum.
- C. *General Education Guide* – The General Education Guide is a document curated by the General Education Subcommittee of the Academic Standards Committee. It contains the specific details of many items outlined in this procedure.
- D. *General Education Program* – A purposeful program of courses that permit students to build a mature understanding and appreciation of diverse cultures and the human condition, master multiple modes of inquiry, analyze and communicate information, and recognize the importance of creativity fundamental to lifelong intellectual growth.
- E. *Interstate Passport* – A national network of two-year and four-year non-profit colleges and universities dedicated to the block transfer of lower-division general education attainment based on a multi-state, faculty-developed learning competencies and proficiency criteria.
- F. *Practice* – A broadly identified longitudinal skill that engages students through the process of learning. (NB: Students are not directly assessed on their attainment in proficiency of the practice. However, LCCC's General Education Program courses will provide students with experiences in all four of the practice areas.)
- G. *Trait* – A characteristic or element of performance that helps to define and measure a program-level or course-level competencies; one of the elements being measured during rubric use for assessment
- H. *Transfer Level Proficiency* – Completion of a course is defined as receiving a final grade of a C or higher.

## 5.0 PHILOSOPHY OF GENERAL EDUCATION AT LCCC

[The LCCC General Education Philosophy Statement](#) articulates the broad aims of the LCCC General Education Program. All courses and operations in the General Education Program should adhere to the vision articulated in the Philosophy Statement.

## 6.0 LCCC GENERAL EDUCATION COMPONENTS

All graduates of LCCC must have proficiencies in designated general areas. These areas are identified by the General Education Competencies and by the General Education Practices, both of which are described below.

All graduates of LCCC's certificate and associate degree programs will have completed a robust curriculum that aligns with the General Education Philosophy Statement.

### A. General Education Competencies

The LCCC General Education Program leverages nationally recognized and readily transferable, competencies-based learning through the Interstate Passport program. At LCCC, the mechanism by which student learning is assessed is the trait. Courses approved for the General Education Program must assess student learning of Interstate Passport stated competencies.

#### 1) Oral Communication

Oral communication entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. Proficiency in oral communication also requires development of the ability to actively listen, accurately summarize, and evaluate oral presentations by others.

#### 2) Written Communication

Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course.

#### 3) Quantitative Literacy

Quantitative literacy requires comfort and capability with fundamental quantitative methods, and incorporation of quantitative concepts into the student's worldview, so the student does not hesitate to apply quantitative skills in any appropriate context.

#### 4) Natural Sciences

Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, an appreciation of the inherent beauty and wonder that one can find in science and its possibilities, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve. Proficiency of Natural Sciences includes both physical and life sciences, describing the scope of scientific study using core theories, practices and discipline-related terminology in both fields.

#### 5) Human Cultures

Proficiency in evolving human cultures, increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time.

6) Human Society and the Individual

Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments.

7) Creative Expression

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims.

B. General Education Practices

Practice-based learning encourages an active and participatory approach to learning. The general education competencies are complemented by the practices found in the General Education Philosophy Statement. The General Education Practices are as follows:

1) Exploration, Research, and Problem Solving

Students leverage their own curiosity and passion to solve complex problems using data and evidence to form arguments and reach conclusions. All students in all disciplines can leverage this discovery approach to learning and transfer these skills to produce results in/out of the classroom.

2) Creativity and Innovation

Creative practices leverage the ability to invent, imagine, suppose, predict, and deconstruct. Creativity and innovation practices can be disruptive and unconventional. Creative scholarship encompasses deeply engaging experiences that focus attention and motivate action.

3) Empathy and Integrity

Classroom practices in empathy require students to engage in activities and reflection that involve taking the perspectives of others. In addition, empathy toward others is strongly associated with ethics. All disciplines employ a set of ethics, and fundamental development of 'work ethic' is influenced by individual's ability to understand the perspectives of those in the workplace.

4) Communication and Collaboration

Collaborative learning leverages effective interpersonal communication when groups of students work together to search for understanding, meaning, or solutions or to create an interdependent product of their learning. Communication and collaboration capitalize on one another's resources and skills through a process that is person interdependent based on the belief that the world's most complex problems must be solved together.

## 7.0 WYOMING STATUTORY REQUIREMENTS

Wyoming state law (W.S. 21-9-102) requires students in associate degree programs to successfully complete coursework in the United States and/or Wyoming Constitutions prior to graduating. Coursework to fulfill this requirement is integrated into the general education of LCCC Associate of Arts, Associate of Science, Associate Degree in Nursing and Associate of Applied Science. It is not required in Certificate of Completion programs. **Students must complete at least one course from either the Human Culture (HC) or Human Society and the Individual (HSI) areas that satisfies the Wyoming Statutory requirement.**

## 8.0 CERTIFICATE OF COMPLETION PROGRAMS

In accordance with Board of Trustees Policy 2.1 Degrees and Certificates, LCCC offers Certificate of Completion programs designed for occupational entry/advancement. These programs include a basic general education core aligned with the General Education Program expected of all LCCC graduates. More specifically, the Certificate of Completion program coursework requires credit completion in the following areas. Course selections are determined by a Pathway and a program.

Certificate of Completion General Education Requirements	
Credits	Course(s)
<b>Student Success</b>	
3	At least three credits of coursework in which students meet the Student Success competencies.
<b>Foundational Skills</b>	
3	At least three credits of coursework in which students meet the <u>written communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>oral communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>quantitative literacy</u> competencies.
<b>Minimum 12 Credits</b>	

## 9.0 GENERAL EDUCATION IN ASSOCIATE OF APPLIED SCIENCE AND ASSOCIATE DEGREE IN NURSING

In accordance with Board of Trustees Policy 2.1 Degrees and Certificates, LCCC offers Associate of Applied Science (AAS), Associate Degree in Nursing (ADN), and Certificate of Completion programs designed for occupational entry/advancement. These programs include a basic general education core aligned with the General Education Program expected of all LCCC graduates. More specifically, the AAS/ADN general education coursework requires credit completion in the following areas. Course selections are determined by a pathway or a program.

AAS/ADN General Education Requirements	
Credits	Course(s)
<b>Student Success</b>	
3	At least three credits of coursework in which students meet the <u>student success</u> competencies.
<b>Foundational Skills</b>	
3	At least three credits of coursework in which students meet the <u>written communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>oral communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>quantitative literacy</u> competencies.
<b>Knowledge Areas</b>	
3	At least three credits of coursework from the <u>human society and the individual</u> OR <u>Human Culture</u> competencies that satisfies the Wyoming Statutory requirement.
<b>Minimum 15 Credits</b>	

## 10.0 GENERAL EDUCATION IN ASSOCIATE OF SCIENCE AND ASSOCIATE OF ARTS PROGRAMS

These programs are built on a foundation of general education designed to develop the General Education competencies expected of all LCCC graduates. Its coursework requires credit completion in the following areas. Course selections are determined by a Pathway and a program.

AA & AS General Education Requirements	
Credits	Course(s)
<b>Student Success</b>	
3	At least three credits of coursework in which students meet the <u>student success</u> competencies.
<b>Foundational Skills</b>	
3	At least three credits of coursework in which students meet the <u>written communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>oral communication</u> competencies.
3	At least three credits of coursework in which students meet the <u>quantitative literacy</u> competencies.
<b>Knowledge Areas</b>	
3	At least three credits from coursework that satisfies the <u>human society and the individual</u> * competencies.
4	At least four credits of coursework in which students meet the <u>natural sciences</u> competencies. Coursework must have equitable representation of both physical and life sciences.
3	At least three credits from a course that satisfies the <u>human cultures</u> * competencies.
3	At least three credits from a course that satisfies the <u>creative expression</u> competencies.
<b>Program-Specified Course</b>	
3	At least three credits from an approved General Education course within any of the areas of oral communication, written communication, quantitative literacy, natural sciences, human cultures, human society and the individual, or creative expression.
<b>Minimum 28 Credits</b>	

\* Students must complete at least one course from either the Human Culture (HC) or Human Society and the Individual (HSI) areas that satisfies the Wyoming Statutory requirement.

## 11.0 GENERAL EDUCATION OVERSIGHT

The General Education subcommittee of Academic Standards Committee will oversee approval of courses and assessment of the General Education Program. This includes curation of the General Education Guide and approval forms. The Office of Institutional Effectiveness will provide operational support.

### A. General Education Assessment Process

Assessment of the General Education Program must be process-oriented and sustainable. Assessment will be overseen by the Chair of the General Education Subcommittee with operational support from the Office of Institutional Effectiveness. It will adhere to the principles of continuous quality improvement by way of an evidence-based, cyclical process which will, in total, assess all competencies and practices. Forms, specific timelines, and assessment team details will be found in the General Education Guide.

Each cycle will be overseen by faculty and supported by the General Education subcommittee to facilitate completion of the assessment process. Each year of the 3-year cycles will focus on a different function of a continuous quality improvement assessment process. The first year will involve a review of the area specified and planning an intervention. The second year will be an implementation of that

intervention. The final year will be gathering evidence. Once the evidence has been gathered, the cycle will repeat. As detailed in the table below, the four cycles will be on a staggered schedule.

Year	Cycle 1	Cycle 2	Cycle 3	Cycle 4
1	Review and Planning			
2	Implementation	Review and Planning		
3	Evidence Gathering	Implementation	Review and Planning	
4	Restart Cycle	Evidence Gathering	Implementation	Review and Planning
5		Restart Cycle	Evidence Gathering	Implementation
6			Restart Cycle	Evidence Gathering
				Restart Cycle

**B. Faculty Ownership and Accountability of General Education Assessment**

Faculty members are the key to the successful implementation and execution to a meaningful and relevant assessment and improvement process. Once a course is approved for General Education consideration, individual faculty member(s) are identified to participate later in the development of appropriate assessment tools and methodologies for both General Education Competencies areas and General Education Practices. They will participate in completion of the review and planning, implementation, and evidence gathering in their courses in collaboration with their colleagues, and share their findings with the broader campus community.

**12.0 DESIGNATING COURSES SATISFYING GENERAL EDUCATION COMPETENCIES**

**A. Characteristics of General Education Courses**

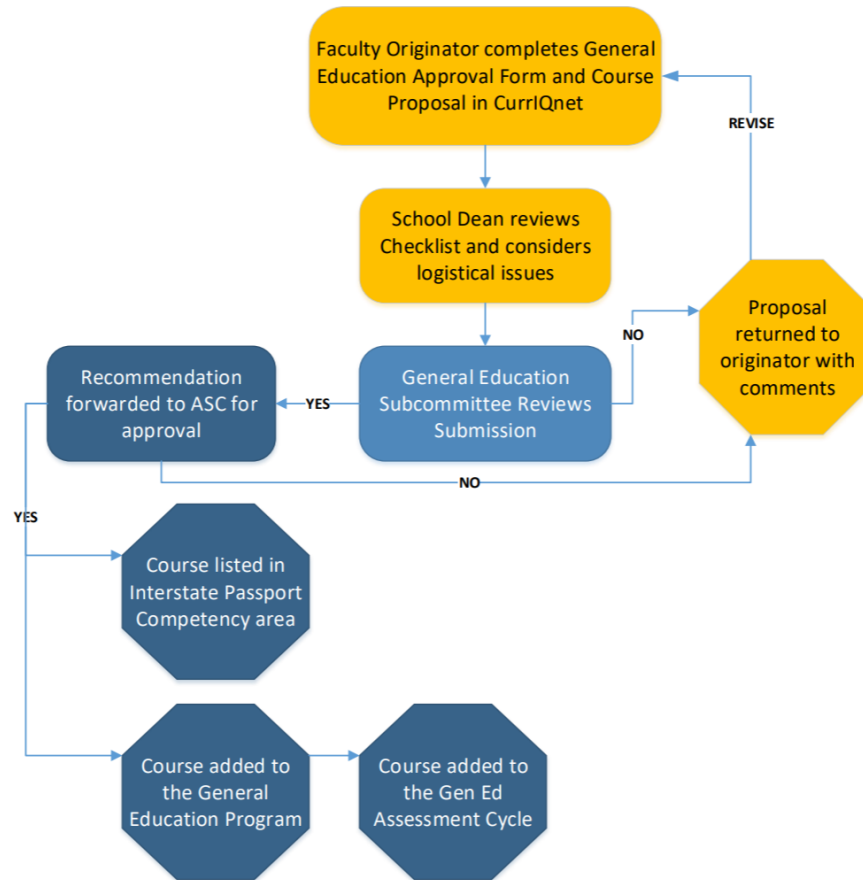
All courses that are part of the LCCC General Education Program must have certain characteristics. These characteristics will ensure that the courses align with vision articulated in the LCCC General Education Philosophy Statement.

- 1) A course in the General Education Program is introductory and broad. It focuses on non-specialized education and prepares students for general application of the concepts in professional settings; it does not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession.

- 2) A course in the General Education Program incorporates the General Education Practices in teaching and learning.

**B. Approval Process for Courses Satisfying General Education Requirements**


The approval process for a course to become part of LCCC General Education will be overseen by the General Education Subcommittee of Academic Standards Committee. All courses that will be offered in academic course catalog 2020-2021 and beyond shall apply for approval. Substitutions will be made for courses in prior catalogs. See General Education Guide for forms, timelines, and checklists.



**C. Designating completion of the expanded LCCC general education core**

For students seeking to transfer after completion of an Associate of Arts or Associate of Science degree, the completion of the LCCC lower-division general education core is a significant milestone towards the achievement of a baccalaureate degree. Completion represents an educational foundation intended to align with the general education requirements of partnering four-year institutions. Additionally, the alignment of the LCCC general education core aligns with the learning outcomes of the Interstate Passport which enables successful transfer of a block of lower-level general education learning to other institutions participating in the Interstate Passport Network. Students who complete their Passport at LCCC will not be required to repeat course work to meet lower division general education requirements in the Passport’s nine areas when they transfer to a participating institution in another state. Therefore, LCCC formally recognizes the completion of the General Education Core and the Interstate Passport with a transcript notation of General Education Core and Interstate Passport Complete.

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REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	José Fierro, Academic Affairs Vice President	2/25/14
Ratified by College Council	Co-chair Kari Brown-Herbst	5/2/14
Approved by President (Signature)		5/2/14