



Course Review & Development Certification Guidelines for The General Education Program

The Medgar Evers College General Education Program

Introduction: These guidelines are to be used to prepare Medgar Evers College General Education Curriculum Program (GEP) courses for the review and certification by the General Education Committee. Existing courses may be revised or new courses can be developed for review. For existing courses this generally means that the basic content of the course will not be substantively changed but enhanced to include engagement with big questions, both contemporary and enduring and to explicitly include instructional strategies that enhance the intellectual and practical skills of the Essential Learning Outcomes. All GEP courses must show that they are appropriate for the Cluster descriptions of the GEP Framework and that they address the essential learning outcomes. The General Education Committee will certify a course for inclusion in the GEP curriculum if it meets these criteria. Below is the format for submission of courses to the Committee.

Evaluation Criteria: The following are the criteria the General Education Committee will use to certify a course for the General Education Program curriculum.

- Does the course clearly address the Essential Learning Outcome(s) of the GEP?
- Does the course provide students with opportunities to develop the knowledge and skills that will contribute to the achievement of the GEP Framework and Essential Learning Outcome(s) of the GEP?
- Does the course provide students with opportunities to demonstrate achievement of the Learning Outcome(s)?
- Which of the following skills as appropriate for the discipline are identified for the course: writing, oral communication, inquiry and analysis, quantitative literacy, critical thinking, information literacy, teamwork, problem solving, creative thinking.
- Which of the following personal and social responsibilities that are reflective of the mission of the college and the challenges facing the community, nation or world are presented in the course? Ethical reasoning and action; civics, social responsibility, global awareness, human diversity and Intercultural knowledge?
- Have the hosting department(s)/unit(s) and the instructor(s) agreed to deliver the course as outlined in the GEP Course Certification Request Form?
- Does the course address application of knowledge, skills, and responsibilities to new settings and complex problems?
- Are the knowledge and skills appropriate to the level and the scope of the Cluster for which it is being proposed?
- Can most students who complete Cluster I and Cluster II regardless of major take the proposed course proposed for the Clusters III and IV?

Faculty Member(s) Proposing the Course

_____ Date _____

_____ Date _____

Department Chairperson(s)

_____ Date _____

_____ Date _____

School Dean

_____ Date _____

Certification by General Education Committee

Yes Approved by the Committee _____

No Comments and Suggestions _____

Signature of General Education Committee Chairperson _____

Date _____

B. Information for the Proposed Course: What essential learning outcome(s) and skills will be reinforced in this course? Each General Education course must address at least one knowledge area appropriate for the discipline or area of study and stress at least three skills as indicated in the essential learning outcomes.

a) What is the primary discipline area(s)/knowledge area that will be addressed? Economics, Public Policy, History

b) Will the course be writing intensive? NO

c) Primary Essential Learning Outcome (required) Integrative Learning
Secondary Essential Learning Outcome (optional) Personal and Social Responsibility

- Describe opportunities students will have to achieve the outcome(s). How will the learning outcome(s) be incorporated into the course? What are the objectives of the course?

At the conclusion of this course, students will acquire and demonstrate knowledge of

1. ***The historical origins and sources of two types of drugs: Cocaine and Opium***
2. ***The economic incentives (historical and contemporary) that motivate the production of two drugs (Cocaine and Opium)***
3. ***The contemporary problems and public policy discussions about drugs***
4. ***The social consequences of drug use and why there is a war against drug use***
5. ***International differences in drug policy, laws and enforcement***
6. ***The philosophical and moral questions regarding drug use in the community.***
7. ***Moral hazard and conflict such as neighborhood gangs, involvement of minors in the drug activities and moral issues of parental responsibility in such involvement.***

- **Classroom:** Describe the student work that will be used to assess student achievement of the outcome and explain how the students will demonstrate the knowledge and skills specified by the outcome.

Students will be required to submit homework assignments, complete periodic short quizzes, write a term paper and take midterm and final exams.

- **Program:** Please provide a brief description on your plans to collect and evaluate student work over time for the purpose of assessment of essential learning outcomes of the General Education Program.

To help students engage in the readings and prepare for class discussions, they will prepare response papers for each reading assignment, class participation, examinations and term paper will be used to assess knowledge as well as skills.

d) Indicate skills and personal development areas that will be reinforced by the course by checking as many as apply. Describe briefly how each will be reinforced.

Writing

Describe briefly how this skill will be reinforced.

Short papers include a brief overview and analysis of the author's thesis as well as the various subject areas that will be covered such as public policy, economic analysis, economic historical analysis, international diplomacy and social and philosophical analysis. The students will also be required to write a term paper with bibliographical references

- Oral Communication

Describe briefly how this skill will be reinforced.

- ~~XXX~~ Inquiry and analysis

Describe briefly how this skill will be reinforced.

The course will begin a broad review and analysis of government policies to stem the tidal flow of drugs through the borders of the United States and into the community. The students will then be led to analyze the economic costs not only of the war on drugs, but also the potential social costs through an analysis of the literature. The course will then depart by taking students through a historical analysis that studies the problem of drugs through history, and an explanation of the economic and historical origins of the past and continuing difficulties to stem the trade in drugs.

- Quantitative literacy/Mathematics and Statistics

Describe briefly how this skill will be reinforced.

- Information Literacy (Faculty are encouraged to seek assistance from the Library in developing learning experiences in this area.)

- ~~XXX~~ Critical Thinking

Describe briefly how this skill will be reinforced.

Students will be led to analyze the complexities of proclaiming, developing and implementing effective drug policies. Students will also be required at all times to identify and question the constraints that may limit / moderate proposed policies. Issues such as diplomatic relations, conflicts of moral hazard and economic desperation, demonstration effects that trigger moral deviation will be addressed and discussed. For example, the course will touch on topics that enable individuals to make a decision to sell drugs and contribute to the surge of these drugs in poor communities, which have caused a great deal of destruction and demise.

- Creative Thinking

Describe briefly how this skill will be reinforced.

- Teamwork

Describe briefly how this skill will be reinforced.

- Problem Solving

Describe briefly how this skill will be reinforced.

- e) Will students in the course be engaged in learning about issues related to personal and social responsibility? (Not all courses need to address these.)

- Ethical Reasoning and Action

Describe briefly how this area will be reinforced.

- Civics

Describe briefly how this area will be reinforced.

- ~~XXX~~ Social Responsibilities

Describe briefly how this area will be reinforced.

Through readings and lectures, students will acquire information and knowledge of the deleterious effects of drugs on the community. Issues such as family instability, strain on the health care facilities, social instability will be discussed.

- Global Awareness

Describe briefly how this area will be reinforced.

- Human Diversity

Describe briefly how this skill area be reinforced.

- None of the Above.

C. Supportive Material

a) Required:

Attach a copy of the proposed course syllabus. If this is a revision of an existing course, also attach a copy of the current syllabus.

The proposed sample syllabus should clearly identify:

- A statement identifying the Cluster in the General Education Program
- The GEP essential learning that the course addresses.
- A brief description of the opportunities this course provides students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s)
- A brief description of the graded assignments that the instructor(s) uses to assess the students' achievement of the Outcome(s).

b) Additional Documentation (Optional)

- If the course proposed for GEP certification is a writing intensive course, include letter of intension to gain approval for the designation. After the course is approved for the GEP, you must seek approval for a writing intensive course from the WID Committee.
- Other materials which you deem important to the certification of your course.