

# Curriculum Committee Review Form for General Education Course Certification

When a course is certified for general education credit through the Curriculum Committee, students can earn general education transfer credit by completing the course. The Curriculum Committee's Gen Ed Review Team uses this form to review certification applications, which are available in the CourseLeaf course management system. Information about transferable gen ed in Oregon can be found here: [Outcomes and Criteria for Transferable General Education Courses in Oregon](#)

## 1. COURSE CRITERIA

**1.a. Does the applicant indicate "Yes" on the application that the course design addresses each general education criterion?**

☐ **YES.** "Yes" responses to all of the criteria.

☐ **NO.** "No" response to one or more of the criteria.

**1.b. Do the course elements indicated in the application (e.g. syllabus, course description) reflect the gen ed course criteria for the relevant gen ed area?** (Note that the course criteria are different from student learning outcomes, which will be addressed later in section 2 of this form. For reference: [Outcomes and Criteria for Transferable General Education Courses in Oregon](#))

☐ **YES.** The course elements represented in the application generally relate to the criteria for the gen ed area(s). Some elements might more strongly reflect the criteria than others.

☐ **NO.** The information provided indicates that the course design does not address most of the criteria, **OR** cannot determine with the information provided.

**COMMENTS:**

## 2. LEARNING OUTCOMES

**2.a. Are course Student Learning Outcomes (SLOs) entered for each of the relevant general education learning outcomes?** (All course SLOs do not need to align with the gen ed outcomes, but all relevant gen ed outcomes need to be represented in the SLOs.)

☐ **YES.** Each general education outcome has course SLOs cross walked to it.

☐ **NO.** SLOs are not cross walked to each general education.

**2.b. Do the course SLOs align with the intended cognitive level for a certified gen ed course?** (Reviewers do not need to determine the exact cognitive level(s) of the SLOs, only whether they address "apply" or higher in Bloom's Revised taxonomy. For reference: [cognitive process dimension](#) )

☐ **YES.** Overall the cross walked SLO statements seem to be aimed in the range of the higher levels of the Blooms Revised taxonomy (such as "apply," "analyze," "evaluate" and/or "create").

☐ **NO.** Overall the cross walked SLOs seem to be aimed at the lowest levels of the Blooms revised taxonomy ("remember" and/or "understand"), **OR** cannot determine based on the SLO language.

**COMMENTS:**

**2.c. Do the course SLOs as a group reflect the concepts and/or knowledge targeted in the general education outcome(s)?** (Wording can vary by discipline, reflecting different approaches to the same concepts/knowledge.)

☐ **YES.** Overall, the cross walked SLOs reflect the concepts and/or knowledge associated with the relevant general education outcomes.

☐ **NO.** Overall the cross walked SLOs do not substantially reflect the concepts and/or knowledge associated with the general education outcomes, **OR** cannot determine based on the SLO language.

**COMMENTS:**

### **3. ASSESSMENT METHOD**

**3.a. Does the application include example assessment(s) for all relevant gen ed outcomes?** (The assessment should be an assignment, exam, or other student project/performance. It is intended to serve as an example of what could be used in the course but instructors are not required to use it. The applicant can provide one assessment example per gen ed outcome—or the SLOs cross-walked to that outcome--or one assessment that addresses all gen ed outcomes/cross-walked SLOs.)

☐ **YES.** The assessment(s) address all relevant gen ed outcomes.

☐ **NO.** The assessment(s) do not address all the relevant gen ed outcomes, **OR** cannot determine with the information provided.

**COMMENTS:**

**3.b. Is the assessment(s) designed to measure learning at a cognitive level appropriate to the gen ed outcome(s)?** (You do not need to determine the exact cognitive level(s) of the assessment(s), only whether they address “apply” or higher in Bloom’s Revised taxonomy. For reference: [cognitive process dimension](#) )

☐ **YES.** Overall, the assessment(s) seems to be designed to measure skills in the higher levels of Blooms Revised taxonomy (such as “apply,” “analyze,” “evaluate” and/or “create”).

☐ **NO.** Overall the assessment(s) seems to be designed to measure the lowest levels of the Blooms Revised taxonomy (“remember” and/or “understand”), **OR** cannot determine with the information provided.

**COMMENTS:**

**3.c. Does the assessment(s) reflect the concepts and/or knowledge targeted in the gen ed outcome(s)?** (Wording can vary by discipline, reflecting different approaches to the same concepts/knowledge.)

☐ **YES.** Overall the assessment(s) reflects the concepts and/or knowledge associated with the general education outcome(s).

☐ **NO.** Overall the assessment(s) does not substantially reflect the concepts and/or knowledge associated with the general education outcome(s), **OR** cannot determine with the information provided.

**COMMENTS:**

## **RECOMMEND FOR COURSE CERTIFICATION**

☐ Yes

☐ Resubmit

If Resubmit, reasons and suggestions for changes:

Other Comments (optional):