Summary of Course Evaluation Rubric for Tier 1 and Tier 2 General Education Courses

Course Goals

- Engages students in rigorous study of fundamental knowledge and methods of inquiry through sufficient required readings (volume and content), lectures, and other forms of information literacy (see below for more details)
- Focuses on critical and evaluative thinking
- Integrates writing assignments in multiple formats (see below)
- Promotes independent, creative, and interactive learning
- Engages students in discussions of course topics and material
- Designed so that multiple faculty members can teach the course
- All tier One courses must include an honors component.

Course Mechanics

40% of grade points completed by the 8th week of classes.

Summary of the Guidelines for the General Education Writing Component

Course should integrate more than one means of writing and should emphasize critical inquiry.

- The format, organization, style, grammar, punctuation, content and argument of assignments should be evaluated.
- At least one writing assignment should involve revision.
- At least one writing assignment of at least 500 words should be an out-of-class or lab assignment.
- Students should write a minimum of 10 pages or 2500 words in the course over the semester.

Expected Information Literacy Outcomes for General Education Program

- Standard One: the ability to determine the nature, extent, and sources of information needed.
- Standard Two: the ability to access information effectively and efficiently.
- Standard Three: The ability to critically evaluate information and information sources.
- Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project.
- Standard Five: The ability to understand the economic, social, legal, and ethical issues surrounding the access and use of information.

Students should also be informed about academic integrity issues of using information. This includes legal and ethical implications particularly as they relate to plagiarism.

Guidelines for Instruction of Honors Students for Tier 1 and Tier 2 Courses

- Experience should be different from non-Honors students qualitatively as opposed to quantitatively.
- Assignments given to Honors students should be comparable in number to those given to non-Honors students.
- Level of faculty involvement in the Honors component should be high.
- GATs are not permitted to be the instructor of record in tier 1 and tier 2 Honors courses or to sponsor Honors contracts.

Examples of Honors content for tier 1 and 2 courses is available at

AY 2012 SBS representatives to the University-wide General Education Committee

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