

General Education: The Human Community
Cluster Endorsement/Approval Form

A Date posted to secure web.jmu.edu/curric (curriculum web site):

This is the date the proposal is posted to the curriculum web site after it has been approved by the General Education Council and the Dean of General Education.

Last date for another College C & I Committee to raise questions about the change to the structure of a Cluster:

This date is 15 class days after the Monday it was posted to the curriculum web site. (Summer Session class days do not count.)

B. General Directions:

1. Action desired: (choose one)

- Develop a new Cluster Structure
- Modify an already endorsed/approved Cluster Structure
- Delete an already endorsed/approved Cluster Structure

- Add a course(s) to an already endorsed Cluster Structure
- Delete a course(s) from an already endorsed Cluster Structure

- Add a course(s) to an already approved Cluster Structure
- Delete a course(s) from an already approved Cluster Structure

2. Department(s) or administrative unit:

3. Catalog description: Based on the action desired, an old and new catalog description may be required. Description should avoid jargon, be in complete sentences, and be written in such a way that an undergraduate would be able to distinguish content and subject matter from other courses and/or approved structures within the cluster.

4. Justification: Include a description of appropriateness to general education and to the cluster.

5. Content and structure: A description of the course(s) content and how it fits into the cluster structure (include integration/linkage among courses, consistency across sections, and how this course(s) is distinct from existing courses within the cluster).

6. A detailed description of how the course(s) will meet a predetermined set of cluster objectives. Include a matrix showing which course objectives have responsibility for meeting which cluster objectives.

7. Course guidelines or course outline and sample syllabi: If the change to the cluster is based upon existing courses, the proposal should include both old syllabi and proposed syllabi, with a description of modifications undertaken for inclusion into the cluster. All course syllabi must include cluster objectives). Include information on the course approval status and actions taken by the appropriate college C & I committee.

Cluster One reinforced: For proposals in Clusters Two through Five, include a description of the ways in which Cluster One Skills will be reinforced.

8. Evidence of Student Learning (Required only for Approval Phase): Based on the initial cluster assessment results and any additional evaluation tools, what is the plan of action for improving the quality of the course(s) to better fit into the cluster? How does this course(s) demonstrate effectiveness according to the following criteria?
 - **Change over time:** Students who have participated in a course(s) designed to meet cluster objectives should exhibit greater change over time (i.e., entering freshman to late sophomore) than students who have not participated in an individual course or a series of courses.
 - **Comparison:** Students who have completed the approved structure that meet all cluster objectives should score or rate higher than students who have partially completed the requirements within a cluster. Students who have partially completed the cluster objectives should score or rate higher than students who have not yet completed any part of the cluster objectives.
 - **Competency:** A substantial number of students, who have completed the respective cluster objectives, will meet the competency or academic standard on the cluster assessment method.
 - **Relationship:** A moderate positive correlation should exist between course grades and cluster scores/ratings.
9. Briefly describe how the proposed changes of the Cluster meets the following "Guiding Principles"
 - a. **Coursework in each cluster must introduce students to a broad area of human knowledge, with specific attention paid to interrelationships, not just to specific disciplines or bodies of knowledge.**
 - b. **With rare exceptions, all approved structures must be appropriate for and available to all general education students, not restricted to or designed only for certain majors or professional programs.**
 - c. **Major and professional programs may choose to require courses that are part of the *General Education: The Human Community*, so long as they are clearly listed in the catalog as major requirements**

- d. Each cluster must have a stated plan for integrating or sequencing the courses.**
 - e. There will be agreed-upon areas of consistency across all sections of a particular course**
 - f. No course for general education credit will be approved which depends upon the skills of only one or two faculty members.
 - g. In general, the participation of part-time faculty and graduate students in courses within the *General Education: The Human Community* should be limited.**
9. Have other areas been consulted and have they agreed to the proposal?
Note the impact by indicating yes or no for each area listed below and elaborating on "yes" responses.
- Other Departments Yes/No
 - Teacher Education Yes/No
 - Library Yes/No
 - Computer Services Yes/No
10. Resources required:
 Personnel necessary (estimated FTEs required):
 How will this be achieved?
 Trade-offs
 Maximum number of students expected:
 Funding necessary:
 How will this be achieved?
12. Date of Initiation:
13. Approval from deans, department heads/school directors, and cluster coordinator.

Approved GEC: October 30, 1998
 Revised version approved GEC: January 11, 2006

