

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A LEARNING BEYOND THE CLASSROOM COURSE
IN THE GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: _____

COLLEGE: _____

DEPARTMENT CONTACT: _____

CONTACT PHONE: _____

CONTACT EMAIL: _____

1. Subject Code, Number, and Title: _____

NOTE: Once approved, all sections will become "L" versions and non-L versions will be removed from Banner

2. Credit Hours _____

3. Course Description

4. This course is (check one):

- ☐ an existing course with no revisions (need not go through the input system)
- ☐ an existing course with revisions (attach this form to Request for Course Revision form)
- ☐ a new course (attach this form to Request for New Course form)

5. Check the Learning Beyond the Classroom (LBC) requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- ☐ Self and Well Being
- ☐ Community Service, Citizenship, and Leadership
- ☐ Cultural and Academic Activities and Events
- ☐ Career and Professional Development
- ☐ International and Multicultural Experience
- ☐ Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation to students about how this course fits into the General Education Program and why it fulfills a Learning Beyond the Classroom requirement. This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi and other materials distributed to students.

7. Clearly and concisely explain how this course meets each of the outcomes (see attached) for the LBC grouping designated in #5 (all outcomes of the selected grouping should be addressed). Please note the following specifications when adapting an existing or creating a new course to satisfy an LBC requirement:

The LBC general education requirement is intended to provide experiences which extend beyond the traditional classroom space. The spirit of LBC is to provide students with exposure to university and community programs, people, departments, experiences, and events which reinforce both course objectives and LBC outcomes. Each course approved for LBC credit, regardless of category, must meet stated outcomes for the designated LBC category, and must demonstrate substantial beyond the classroom activity. The Gen Ed LBC subcommittee suggests a minimum of 15 contact hours, or the equivalent to one credit hour, of beyond the classroom experiential activity.

To complete #7, use the following format and provide specific examples where requested:

Type the LBC outcome (see attached) as a heading

7(a) Explain how the course meets each aspect of the outcome. Give specific examples, preferably tied to the course syllabus.

7(b) Explain the assessment method(s) that will be used to determine whether or not the outcome has been achieved. Provide at least one specific example (e.g., writing assignment, exam question, essay question, in-class or out-of-class activity, etc.) to illustrate the link between what students do and how the instructor determines if the outcome has been met. Make explicit how this particular example is linked to this outcome.

8. Attach a syllabus. The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Obtain department approval → Submit to Course & Program Development Office

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Academic Programming

Date

Learning Beyond the Classroom - Outcomes

Students who complete experiences in the **Self and Well-Being** area will...

- Learn to achieve a balance between education, work, and leisure.
- Choose behaviors and environments that promote health and reduce risk.
- Develop skills and habits that aid in future life and career pursuits.

Students who complete experiences in the **Community Service, Citizenship, and Leadership** area will...

- Participate in the development, maintenance, and/or change of community standards and norms.
- Participate in service/volunteer activities.
- Develop leadership skills.
- Develop skills and habits that aid in future life and career pursuits.
- Develop and practice empathy for others.
- Acquire skills for working cooperatively with others.

Students who complete experiences in the **Cultural and Academic Activities and Events** area will...

- Understand and appreciate the relationship between curricular and co-curricular activities.
- Experience and feel part of the campus community.
- Appreciate campus activities and events that broaden their academic experiences.

Students who complete experiences in the **Career and Professional Development** area will...

- Consider their careers and futures as professionals in reference to what they have achieved already, what they are doing currently, and what their interests and goals are.
- Explore various career and professional opportunities through structured channels.

Students who have international experiences in the **International and Multicultural Experience** area will...

- Appreciate cultures outside of the U.S.
- Understand how different cultures approach social problems.
- Acquire the perspective of a cultural minority.
- Acquire the skills necessary to function in another culture.

Students who have multicultural experiences in the **International and Multicultural Experience** area will...

- Understand and appreciate cultures within the U.S.
- Appreciate various forms of cultural expression.
- Communicate effectively across cultures within the U.S.

Students who have experiences in the **Undergraduate Research** area will...

- Learn to carry out self-directed or independent learning projects.
- Collaborate with or be mentored by a faculty member.
- Appreciate the value of learning for self-understanding and actualization.
- Appreciate the value of intellectual and critical engagement with local and global issues.