Developing an Alignment Framework to Support General Education
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Introduction
The General Education Office facilitates course proposal reviews for Gen Ed designations. A course is evaluated by the GEC and Boards based on the extent to which it meets the designation’s hallmarks and learning objectives (LOs). Effective courses align assessment to curriculum and instruction (Martone & Sireci, 2009). This poster describes the tools and processes that the GE Office will use to promote faculty reflection and application of this alignment process.

Proposed Framework
- Few Gen Ed course proposals clearly align assignments with LOs and assessment.
- Faculty recommend that Gen Ed Office assists/guides departments to better align assessment with LOs.
- We propose a reflection framework for faculty to consider when aligning course activities with Gen Ed designation requirements.

References

Reflection Process
1. Identify learning objectives
2. Determine appropriate assessments
3. Plan experiences and instruction

Action Plan
1. Present framework to Assessment Working Group for feedback.
2. Create learning resources to aid faculty to consider alignment during proposal process.
3. Recruit faculty to test framework during proposal process.

Ethics LO. Use tools/processes/frameworks to deliberate on ethical issues.
OC LO. Present information orally in an organized manner appropriate for intended audience and purpose.

Students will analyze a selected policy through an ethical framework. Student will receive a rubric to provide guidance.
Students will be evaluated on several components in an oral presentation. Feedback will be provided individually via email.
Instructor will use lectures, discussions, and assignments to help students develop ethical decision-making skills by using specific frameworks.
Instructor will use lectures to discuss effective communication and critical viewing of professional oral presentation videos.

Instructional Activities
Assessments
Learning Objectives