General Education Implementation Handbook

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Developed by the Summer Curriculum Subcommittee Working Group

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Part I. Understanding the New General Education Program

Purpose of the General Education Program

Radford University's General Education program provides students with a shared foundation for written communication, quantitative reasoning, scientific inquiry, humanistic and artistic inquiry, social and behavioral inquiry, and integrative thinking. The program is designed to support students across all majors by helping them develop the knowledge, skills, and habits of mind they will need for academic success, professional preparation, civic participation, and lifelong learning.

General Education is not intended to stand apart from the major. Instead, it provides a broad intellectual foundation that supports specialized study and helps students make meaningful connections across disciplines, experiences, and forms of knowledge. A strong General Education course should invite students to engage in important questions, practice transferable skills, and understand how a particular field or method contributes to broader learning.

The revised program also aims to provide greater clarity for students, advisors, faculty, and departments. Course designations should communicate what kind of learning experience a student can expect, and the curriculum should help students move through General Education in a coherent and intentional way.

Overview of the Program Structure

The General Education program is organized around three major components: Competencies, Inquiries, and RADF 101/Find Your Place.

Competencies

Competency courses focus on foundational academic skills that students will use throughout their undergraduate education. These include areas such as:

- Written Communication (GECW)
    - Introductory Writing (ENGL 111)
    - Intermediate Writing (ENGL 112 or similar course)
- Quantitative Reasoning (GECM) (MATH 100, or similar course)

Competency courses help students develop abilities that support success across the curriculum, regardless of major.

Because these courses serve a foundational role, they are distinct from Inquiry courses. However, a Competency course can also carry an Inquiry designation.

Inquiries

Inquiry courses introduce students to major ways of asking questions, gathering evidence, analyzing information, and communicating knowledge. These courses are organized around broad areas of learning, including Scientific Inquiry, Humanistic and Artistic Inquiry, and Social and Behavioral Inquiry.

Inquiry courses should help students understand not only the content of a field, but also the methods and forms of thinking associated with that area. A strong Inquiry course makes clear how students will engage in the learning outcomes of the category through readings, assignments, activities, discussions, projects, laboratories, performances, or other forms of student work.

RADF 101 / Find Your Place

RADF 101/Find Your Place introduces students to the university, to academic expectations, and to the broader purposes of their undergraduate education. The course is designed to help students understand themselves as members of an academic community and begin making intentional choices about their learning, goals, and pathways.

Departments should understand RADF 101/Find Your Place as part of the student's broader General Education experience, even though it serves a different purpose from courses in the Competency and Inquiry areas.

Learning Outcomes (see Appendix 1)

Each General Education category is guided by approved learning outcomes. These outcomes define student learning expected in courses that carry that designation. Faculty proposing courses should begin with the relevant learning outcome and then consider how the course already supports or could be revised to support that outcome.

A successful proposal should make the connection between the course and the outcome(s) clear. It is not enough to state that a course addresses an outcome because the topic seems related. The proposal should explain what students will do, with what kinds of evidence or materials they will engage, what assignments or activities will help them practice the outcome, and how student learning will be demonstrated.

Departments should also remember that General Education outcomes are shared outcomes. Individual courses may approach these outcomes differently, but all approved courses within a category should provide students with meaningful opportunities to practice the relevant form of learning.

Relationship to the REAL Curriculum Transition (2025-2027)

During the transition from the REAL Curriculum to the revised General Education program, departments may need to consider catalog year, advising, transfer pathways, and course availability. Some students will continue under existing requirements, while others will enter under the revised program once it launches.

The handbook should be used as a guide for departments preparing courses for the new General Education curriculum. Departments should not assume that a course's previous role in REAL automatically determines its place in the revised program. Existing courses may be strong candidates for General Education, but they still need to be reviewed in relation to the new structure, designations, rules, and learning outcomes.

When preparing proposals, departments should consider both immediate curricular needs and longer-term student pathways. Courses should be designed and proposed in ways that are sustainable for departments, clear for advisors, and accessible to students.

What Makes a Strong General Education Course?

A strong General Education course should do more than meet a requirement. It should provide students with a meaningful learning experience that reflects the goals of the category.

Strong courses will usually share several features:

- a clear relationship between course content and the relevant General Education outcome;
- assignments or activities that allow students to practice the outcome directly;
- a structure that makes sense for both majors and non-majors;
- a level of difficulty appropriate for the students likely to take the course;
- a clear explanation of how the course contributes to broad-based undergraduate learning;
- sustainable staffing and scheduling plans; and
- attention to assessment expectations.

The proposal process is intended to help departments explain these features clearly. The goal is not to create unnecessary barriers, but to ensure that approved courses genuinely support the purposes of the General Education program.

Part II. Rules, Policies, and Designations

What does it mean to be a General Education course?

All courses approved for inclusion in General Education must adhere to the following:

- Typically, either a 100- or 200-level course.
- Open to all students.
- Carry no prerequisite. *
    - * If a course is the second part of a sequence that requires the first course as a prerequisite, that course would also carry the same General Education designation.
- Courses approved for General Education tend to meet the following criteria:
    - At the 100- or 200-level
    - Open to all students
    - Carry no prerequisite
    - Serve as one of a handful of ways of introducing the student to a content area

What departmental responsibilities do I need to consider when applying for General Education designation?

The department or coordinating unit agrees that this course will be offered at least one semester per academic year, with more frequent offerings and/or multiple sections encouraged. If the responsible unit can no longer offer a course on a consistent basis, it will contact the Director of Undergraduate Curriculum to report changes to the course schedule.

Courses will only be approved under the condition that the coordinating unit can guarantee all sections of the course will meet the General Education learning outcomes for which it has an approved designation.

If a unit wishes to submit a proposal to add an *additional* Inquiry or Competency designation to a course **already** formally approved for inclusion in the General Education program, that unit should make note of the current and additional Inquiry or Competency requested for inclusion in the proposal.

Instructors of record will be responsible for submitting assessment data for their courses that correspond with the relevant General Education designation. Units seeking multiple designations for a course are encouraged to carefully consider the assessment burden that this may place on instructors of record. Assessment responsibilities for faculty teaching in the General Education program may be found in Part V.

What types of designations may a course earn in General Education?

Integration Designation: RADF 101 / Find Your Place

Courses in the *Integration* component (RADF 101 / Find Your Place courses – minimum three-credits) are solely designated as *Integration* in General Education. They may not carry Inquiry or Competency designations.

Competencies Designation

Courses in the *Competencies* component are designated as either **Quantitative Reasoning, Introductory Writing, or Intermediate Writing**.

Competency courses may not carry multiple Competency designations (e.g. Introductory Writing AND Intermediate Writing). A Competency course may also carry an Inquiry designation.

Inquiries Designation

Courses in *the Inquiry component* are designated as **Humanistic and Artistic Inquiry**, **Scientific Inquiry**, and/or **Social and Behavioral Inquiry**.

Scientific Inquiry has a laboratory requirement: Students must take at least one credit in the Scientific Inquiry area designated as Lab to fulfill their General Education requirements.

To ensure breadth of experience, a student may apply a maximum of 9 credit hours with the same prefix across all three Inquiry areas, to fulfill General Education requirements.

Can I apply for multiple designations for my course?

Yes. Only the *Integration* designation (e.g. Find Your Place) does not permit multiple designations.

- *Competency* courses may apply for one or more Inquiry designations (e.g., Intermediate Writing and Humanistic and Artistic Inquiry).
- *Inquiry* courses may apply for multiple Inquiry designations (e.g., Scientific Inquiry and Social and Behavioral Inquiry).
- *Inquiry* courses may apply for a *Competency* designation (Quantitative Reasoning, Introductory Writing, or Intermediate Writing).

We encourage careful reflection on the learning outcomes, and assessments that will need to be submitted for each designation to ensure that applications for multiple designations can meet all requirements for each designation.

If you are submitting an application to add another designation to a course already approved for inclusion in the General Education program, please make a note of that in your application to help with processing.

How will courses with multiple designations in the Competency and Inquiry components count toward General Education completion and degree requirements?

If a course is approved for multiple designations (for example, more than one Competency or Inquiry, or both), the student must choose one designation for that course to apply toward their General Education requirements. Students should make this choice in consultation with their academic advisor.

All General Education programs in Virginia require at least 30 credits. Our General Education curriculum provides 30–31 credits when completed.

- Courses used to meet General Education requirements may count toward only one of the following categories:
    - Inquiry
    - Competency
    - Integration

This means a student cannot use a single course to satisfy more than one General Education requirement.

Degree requirements

General education courses may also count in majors and minors, depending on the curricular decisions of the faculty within those academic departments.

- No double-dipping within General Education. A single course will count as one designation (Competency, Inquiry, or Integration).
- Transfer and catalog-year issues departments need to understand:
    - Transfer/dual enrollment students who have acquired fewer than 24 credits of General Education requirements will be required to complete a RADF 101/Find Your Place course specifically designed for transfer/dual enrollment students.
    - Transfer/dual enrollment students who have acquired at least 24 credits of General Education requirements are eligible to have the RADF 101/Find Your Place requirement waived. Students must still complete 30 credits of General Education.
    - Credit earned through dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Cambridge, CLEP, or other alternative credit

mechanisms does not qualify an FTIC (first-time-in-college) student for a waiver of the Find Your Place requirement. FTIC students remain subject to the requirement unless exempt through completion of an associate degree.

Part III. Preparing a Course Proposal

The General Education course proposal process requires departments to demonstrate that a course is an appropriate, meaningful, and sustainable part of the General Education program. The proposal should explain how the course supports the requested learning outcomes, how students will practice and demonstrate those outcomes, and how the department will maintain the course after approval.

The appendices contain the official learning outcomes, Learning Outcome and Assessment Mapping Forms, Curriculog forms, and descriptors. Departments should consult these materials before beginning a proposal. This section provides general guidance for preparing a coherent submission.

Before Submitting a Proposal

Departments should consider the course's purpose, intended student population, staffing, scheduling, assessment responsibilities, and relationship to existing departmental and General Education offerings. The department should be able to offer the course regularly and ensure that every section provides students with a meaningful opportunity to meet the approved learning outcomes.

Departments should also consider whether the course is accessible to students outside the major and whether sufficient seats will be available to meet anticipated demand.

Choosing a Designation

A designation should reflect the course's central methods, learning activities, and purposes rather than its subject matter alone. Departments should consider what students will regularly be asked to analyze, interpret, create, calculate, investigate, evaluate, or communicate.

The proposal should demonstrate substantial engagement with all learning outcomes associated with each requested designation. Courses seeking multiple designations must meet the requirements and assessment expectations of each designation.

Aligning the Course with the Learning Outcomes

Departments should begin with the approved General Education learning outcomes and identify where students encounter, practice, and demonstrate each outcome.

Alignment should be visible across the course rather than confined to an isolated activity. The proposal should explain the specific work students will perform and how readings, assignments, discussions, laboratories, performances, projects, or other activities support that work.

The Learning Outcome and Assessment Mapping Form is the primary location for documenting this alignment. The Curriculog narrative should provide a concise overview of the course's relationship to the requested designation.

Explaining Assignments and Student Work

Proposals should identify the assignments, examinations, projects, performances, presentations, laboratory activities, portfolios, or other artifacts that provide evidence of student learning.

Descriptions should explain what students are asked to do, what concepts or methods they will use, and how the work demonstrates the relevant learning outcome. Departments do not need to describe every assignment, but they should provide enough detail for reviewers to understand the relationship between course activities, student work, and the requested designation.

Meeting the Purpose of General Education

Approval depends on more than including required language in a syllabus or course description. A General Education course should engage students substantially and repeatedly in the relevant competency or form of inquiry.

The course should provide guided opportunities to practice the learning outcomes, produce meaningful evidence of student learning, and offer a broad educational experience appropriate for students both within and outside the discipline.

Existing and New Courses

Both existing and new courses may be proposed for General Education. Existing courses should be reviewed to determine whether their current content, assignments, official course descriptions, and instructional practices align with the requested designation. Previous inclusion in the REAL Curriculum does not automatically qualify a course for the revised General Education program.

New courses should be developed with the General Education learning outcomes, assessment expectations, staffing needs, and scheduling responsibilities in mind.

Multi-Section and Multi-Instructor Courses

Departments proposing courses with multiple sections or instructors must explain how all sections will provide comparable opportunities to meet the approved learning outcomes.

Sections do not need to be identical, but departments should identify the common outcomes, assignments, assessment criteria, required experiences, or coordination practices that will preserve the integrity of the designation.

Courses Serving Majors and General Education

A General Education course may also satisfy requirements within a major or minor. When a course serves both purposes, the proposal should explain how it will remain accessible and meaningful to students outside the discipline.

The course should contribute to broad undergraduate learning rather than function solely as an introduction to the major or preparation for later departmental coursework.

Reviewing the Final Submission

Before submitting, departments should confirm that the Curriculog form, mapping form, syllabus, course description, assignment materials, and other required attachments are complete and consistent.

Departments are encouraged to use the review rubric as a final self-assessment. Strong proposals clearly explain what students will do, how that work supports the learning outcomes, and how the department will fulfill its continuing responsibilities for the course.

Part IV. The Proposal and Review Process

General Education course proposals will move through the university's established curriculum review process in Curriculog. Departments should begin preparing proposals as soon as departmental and college curriculum committees are convened so that submissions can move through all required levels of review before the annual curriculum deadline.

The process is designed to ensure that approved curriculum is complete, accurate, and available before students review the course schedule and make enrollment decisions.

Timeline

The General Education Steering Committee developed a student-centered curriculum cycle and established the following deadlines:

- **December 1:** Deadline for departments to launch curriculum proposals in Curriculog to be coded correctly when the fall schedule becomes visible
- **January 15:** Deadline for final approvals to reach the Registrar for courses that will be coded correctly when the fall schedule becomes visible
- **February 1:** Final deadline for departments to launch curriculum proposals in Curriculog
- **February 13:** Schedule entry closes
- **Early March:** The course schedule becomes visible to students

Meeting these deadlines allows approved changes to be entered into Banner before the schedule is finalized and helps ensure consistency among the published schedule, DegreeWorks, and advising materials.

Because proposals require review at several levels, departments should not wait until the December 1 deadline to begin the process. Internal department and college deadlines may be earlier.

Curriculog Workflow and Required Approvals

The proposal initiator is responsible for completing the appropriate Curriculog form and uploading all required supporting materials, including the official detailed course description and the applicable General Education Learning Outcome and Assessment Mapping Form.

Once launched, a proposal will move through the required curriculum workflow. Depending on the nature of the proposal, review may include:

- the department or school curriculum committee (for conditionally approved course, new course and course change proposals);
- the department chair or school director (for conditionally approved course, new course and course change proposals);
- the college curriculum committee (for new course and course change proposals);
- the college dean (for new course and course change proposals; and
- the Curriculum Implementation Subcommittee (for all course proposals).

Approval at one level does not guarantee approval at later levels. Each reviewing body considers the proposal according to its assigned curricular responsibilities.

Roles in the Review Process

The **department or school** is responsible for determining whether the course is appropriate for General Education, preparing the proposal, coordinating faculty input, and ensuring that the submitted materials accurately represent how the course will be taught.

The **department chair or school director** confirms departmental support and verifies that the unit can meet its commitments related to staffing, scheduling, access, consistency across sections, and assessment.

The **college curriculum committee and dean** review new course proposals and course change proposals for curricular quality, feasibility, alignment with college priorities, and effects on other programs or departments.

The **General Education Curriculum Implementation Subcommittee** reviews the course's alignment with the requested General Education designation, learning outcomes, program rules, and assessment expectations.

What Reviewers Will Consider

Reviewers will consider whether the proposal:

- identifies an appropriate General Education designation;
- demonstrates substantial alignment with the approved learning outcomes;
- clearly explains what students will do and what evidence of learning they will produce;
- provides sufficient detail about assignments, activities, and assessment;
- is accessible and appropriate for the students expected to enroll;
- addresses consistency across multiple sections or instructors;
- accounts for staffing, scheduling, enrollment demand, and long-term sustainability; and
- complies with General Education and university curriculum policies.

Reviewers will evaluate the full proposal, including the Curriculog responses, mapping form, syllabus, course description, assignment materials, and other required attachments. These documents should be complete and consistent with one another.

Revisions and Resubmission

Reviewers may request clarification or revision when a proposal does not provide enough information to determine whether the course meets General Education expectations.

A request for revision is not necessarily a rejection of the course. It may indicate that the proposal needs:

- clearer alignment with the learning outcomes;
- more specific descriptions of assignments or student work;
- additional information about assessment;
- clarification of departmental responsibilities;
- stronger coordination among the submitted documents; or
- correction of a policy or procedural issue.

When revisions are requested, the proposal will be returned through Curriculog with reviewer comments. The initiator should address each concern directly and revise all affected documents so that the proposal remains internally consistent.

Substantial revisions may require additional departmental or college review. Because revision can extend the approval timeline, departments are encouraged to submit complete proposals well before the final launch deadline.

Part V. Assessment Expectations

Assessment is an ongoing responsibility of departments offering courses in the General Education program. Approval of a course indicates not only that the course aligns with the appropriate learning outcomes, but also that the department is prepared to collect and report evidence of student learning.

The appendices contain the relevant Learning Outcome and Assessment Mapping Forms and any adopted assessment materials. This section provides general guidance on departmental responsibilities.

Departmental Commitments

Departments offering General Education courses must ensure that students have meaningful opportunities to meet the approved learning outcomes, and that appropriate evidence of that learning can be collected.

Departments are responsible for:

- identifying assignments or other student work that demonstrate the relevant outcomes;
- ensuring that all sections of the course address the approved outcomes;
- participating in scheduled General Education assessment activities;
- collecting and submitting assessment evidence when requested; and
- using assessment findings to support continued course and program improvement.

These responsibilities apply whether the course is taught by a single instructor or offered in multiple sections.

Assessment and Grading

General Education assessment is related to, but distinct from, course grading.

Course grades reflect a student's overall performance in a class and may include attendance, participation, completion of assignments, disciplinary knowledge, and other course-specific expectations.

General Education assessment focuses more narrowly on how well students demonstrate the approved General Education learning outcomes. A student may earn a strong course grade while performing less well on a particular outcome or may demonstrate an outcome successfully even if other aspects of the course affect the final grade.

Assessment results should therefore be based on student work that provides direct evidence of the specific outcome being evaluated.

Common Rubrics

When common General Education rubrics are adopted, departments and instructors should use them to evaluate student work for program-level assessment.

Common rubrics are intended to support consistency across courses and sections while allowing instructors to retain their own course-specific grading practices. The General Education rubric does not need to replace an instructor's assignment rubric or determine the student's course grade.

Departments should ensure that instructors understand the assessment criteria and apply the rubric in accordance with university guidance.

Student Work and Assessment Artifacts

Assessment should use student work that directly demonstrates the relevant learning outcome. Appropriate artifacts may include:

- written assignments;
- examinations or selected exam questions;
- laboratory reports;
- research or creative projects;
- presentations or performances;
- portfolios;
- quantitative analyses; or
- other course activities that produce observable evidence of learning.

Departments should select artifacts that are sufficiently substantial to allow meaningful evaluation. The work should reflect the student's own performance and should align clearly with the outcome being assessed.

Assignment prompts, instructions, and other contextual materials may also be requested so that evaluators can understand what students were asked to do.

Departments and instructors must follow all applicable university policies regarding student privacy, records, and the use of student work for assessment.

Multi-Section and Multi-Instructor Courses

For courses taught by multiple instructors or offered in multiple sections, the department is responsible for coordinating assessment.

The department should establish a process that ensures:

- all instructors address the approved General Education outcomes;
- comparable forms of student work are available across sections;
- common assessment criteria are used when required;
- requested artifacts or results are collected consistently; and
- responsibility for compiling and submitting assessment information is clearly assigned.

Sections do not need to use identical assignments. However, the selected artifacts should provide comparable evidence of student achievement.

Departments should also have a process for orienting new, adjunct, or temporary instructors to the course's General Education and assessment responsibilities.

Use of Assessment Results

General Education assessment is intended to support program improvement rather than evaluate individual faculty members or determine personnel decisions.

Assessment results may be used to:

- identify strengths and gaps in student learning;
- improve assignments, instruction, and course design;
- evaluate how well the General Education program is meeting its goals;
- guide faculty development and curricular planning;
- support accreditation and institutional reporting; and
- inform future review of General Education outcomes, requirements, and courses.

Assessment findings should be considered in aggregate and interpreted within the context of the courses and student populations involved.

Departments may be asked to review findings and describe any actions they plan to take in response. The goal is to create a sustainable process of reflection and improvement, not to require uniform teaching practices across all General Education courses.

Part VI. Frequently Asked Questions

Questions from Chairs and Directors

Who is responsible for submitting General Education course proposals?

Departments are responsible for determining which courses they wish to propose for General Education designations. In most cases, the proposal should be developed collaboratively by the faculty member or faculty group most familiar with the course, the department chair or director, and any relevant curriculum committee within the department.

Should every department propose General Education courses?

Not necessarily. Departments should propose courses when they have offerings that clearly align with the goals, learning outcomes, and expectations of a General Education category. The decision should be based on curricular fit, staffing capacity, student need, and long-term sustainability.

Can a course count for both General Education and the major?

Yes. A course approved for General Education may also count toward requirements in a major or minor. Departments should explain this clearly in the proposal when relevant, especially if the course serves both majors and non-majors.

Can a department propose multiple courses in the same General Education area?

Yes, but departments should think carefully about student demand, staffing, and the overall balance of offerings. Departments should also be aware of rules limiting how many credits with the same prefix may count across Inquiry areas (maximum of 9 credits).

What should we do if several faculty members teach different versions of the same course?

For multi-section or multi-instructor courses, the department should explain how the course will maintain consistency in relation to the General Education outcome. This does not mean every section must be identical, but all sections should provide students with a comparable opportunity to meet the approved outcome.

What happens if a proposal is not approved?

If a proposal requires revision, reviewers will provide feedback. Departments may revise and resubmit the proposal. A request for revision should not be understood as a rejection of the course itself, but as an indication that the proposal needs clearer alignment, stronger evidence, or additional detail.

Questions from Faculty Preparing Proposals

Where should I begin?

Begin with the learning outcome for the category you are proposing. Ask what students will actually do in the course that helps them meet that outcome. Then identify the assignments, activities, discussions, labs, projects, performances, exams, or other forms of student work that provide evidence of that learning.

How detailed does the proposal need to be?

The proposal should be detailed enough for reviewers to understand how the course works and how students will meet the outcome. It does not need to reproduce the entire syllabus or describe every class meeting, but it should provide specific examples of assignments, course materials, and student learning activities.

Can an existing course be proposed, or does it need to be a new course?

Existing courses may be proposed for General Education designations if they align with the relevant outcome and category expectations. Some existing courses may need revision before submission. New courses may also be proposed when departments identify a curricular need or opportunity.

What if my course touches more than one General Education area?

Many good courses touch multiple areas of learning. A *Competency* course may carry an *Inquiry* designation, and an *Inquiry* course may carry multiple *Inquiry* designations. Courses carrying multiple designations will need to include learning objectives for each designation.

Does my course need a specific assignment for assessment?

The course should include student work that can provide evidence of the relevant learning outcome. That evidence may come from an existing assignment, exam, project, lab report, presentation, performance, portfolio, or other artifact. If no existing assignment clearly demonstrates the outcome, the course may need to be revised.

How should I explain assignments in the proposal?

Describe what students are asked to do and how the assignment connects to the outcome. Avoid vague statements such as "students will discuss scientific issues" or "students will write about culture." Instead, explain the task, the materials students will use, the kind of thinking they will practice, and how the work demonstrates learning.

Do I need to include the full official detailed course description?

Follow the instructions in Curriculog for required attachments or materials. Even when a full official detailed course description is required, the proposal itself should still clearly explain the course's alignment with the General Education category.

Questions from Program Coordinators

How should programs think about General Education and degree pathways?

Programs should consider how General Education courses fit into student pathways, especially for majors with many required credits, accreditation needs, transfer students, or highly sequenced curricula. When possible, programs should identify courses that can support both General Education and degree progress without creating unnecessary barriers.

Can General Education courses help support transfer students?

Yes. Departments should consider whether proposed courses provide accessible

pathways for transfer students, especially when courses serve programs with significant transfer populations. Transfer implications should be considered when planning course offerings and advising materials.

What if a course is required by several programs?

If a course serves multiple programs, departments should coordinate before submitting the proposal. The proposal should explain the course's role clearly and should account for enrollment demand, staffing, and assessment responsibilities.

Questions for College Curriculum Committees

What should college curriculum committees look for?

College curriculum committees should review proposals for clarity, alignment, and curricular fit before they move forward. Committees should consider whether the proposal clearly identifies the appropriate designation, explains how the course meets the relevant outcome, and provides enough detail about assignments and student work.

Should the college committee evaluate the course content or the General Education alignment?

Both may matter, but the primary General Education question is whether the course is appropriate for the requested designation and whether the proposal demonstrates alignment with the approved outcome. College committees may also consider departmental capacity, duplication, sequencing, and broader curricular impact.

What are common problems committees should watch for?

Common issues include vague outcome alignment, unclear assignments, insufficient explanation of student work, overreliance on course topic rather than student learning, lack of coordination across sections, and proposals that appear to claim multiple General Education purposes without identifying a clear primary designation.

Advising and Transfer Questions

Which students follow the revised General Education program?

Students follow the requirements associated with their catalog year unless an approved exception or transition policy applies. Departments and advisors should consult the official catalog and advising guidance for specific student situations.

How will students know which courses satisfy which requirements?

Approved courses will be identified through the catalog, DegreeWorks, Banner attributes, advising materials, and other official university systems. Departments should ensure that course information is accurate and consistent across these systems.

Can transfer courses satisfy General Education requirements?

Transfer courses may satisfy General Education requirements when they meet approved transfer equivalency or articulation rules. Advisors should consult official transfer guidance rather than making informal assumptions about how a course will apply.

What should departments do if a course changes after approval?

If a course changes substantially in content, outcomes, assignments, modality, prerequisites, or structure, the department should determine whether the course still meets the expectations of its General Education designation. Significant changes may require review or resubmission.

Part VII. Contacts and Support

Departments preparing General Education proposals are encouraged to seek support early in the process. Questions are easier to address before a proposal enters the formal workflow, and early consultation can help departments avoid common problems.

General Education Implementation Steering Committee

Co-Chairs: Provost Bethany Usher and Faculty Senate President Courtney Watson
Project Manager: Director of Undergraduate Curriculum: Tim Fuhrer, tfuhrer@radford.edu

Curriculum Questions

For questions about General Education structure, course designations, rules, learning outcomes, or proposal expectations, departments should contact the Curriculum Implementation Subcommittee Co-Chairs:

Director of Undergraduate Curriculum: Tim Fuhrer, tfuhrer@radford.edu
Faculty Co-Chair Eric Choate, echoate2@radford.edu

Appropriate questions may include:

- Which designation is the best fit for this course?
- Can this course count for both General Education and the major?
- How should we interpret a particular General Education rule?
- Does this course need revision before it is submitted?
- How should we handle a multi-section course?
- What should we do if a course serves several programs?

Curriculog Support

For questions about entering proposals, navigating the workflow, uploading documents, or resolving technical problems in Curriculog, departments should contact Assistant Provost Jessica Stowell, jstowell1@radford.edu.

Appropriate questions may include:

- Where do I find the correct proposal form?
- What fields are required?
- How do I attach a syllabus or supporting document?
- How do I move a proposal forward?
- What should I do if a proposal is stuck in workflow?
- How do I revise and resubmit a returned proposal?

Assessment Support

For questions about General Education assessment, student artifacts, rubrics, reporting expectations, or assessment alignment, departments should contact the Assessment Implementation Subcommittee co-chairs:

Assistant Provost Jessica Stowell: jstowell1@radford.edu
Faculty Co-Chair TBD

Appropriate questions may include:

- What student work should be collected for assessment?
- How is General Education assessment different from grading?
- Which rubric will be used?
- How often will departments need to report assessment evidence?
- Who is responsible for assessment in a multi-section course?
- How will assessment results be used?

Technology, Banner, and DegreeWorks Questions

For questions about Banner attributes, DegreeWorks coding, catalog visibility, student audits, and other technology implementation issues, departments should contact the Technology Integration Implementation Subcommittee co-chairs:

Registrar Katie Piper: kvpiper@radford.edu
Faculty Co-Chair Sarah Redmond: sredmond3@radford.edu

Appropriate questions may include:

- How will the course designation appear in Banner?
- How will students and advisors see the requirement in DegreeWorks?
- What happens if a course has the wrong attribute?
- When will approved courses appear in advising systems?
- How are changes communicated to the catalog and scheduling systems?

Advising Questions

For questions about student pathways, catalog year, transfer students, substitutions, and degree planning, departments should contact the RADF 101/Find Your Place & Advising Implementation Subcommittee co-chairs:

Assistant Provost Jerel Benton: jbenton9@radford.edu
Faculty Co-Chair Amy VanKirk: avankirk@radford.edu

Appropriate questions may include:

- Which students follow the new General Education requirements?
- How should advisors explain the transition from REAL?
- How do transfer students satisfy RADF 101/Find Your Place?
- How should programs advise students whose requirements overlap with General Education?
- What should advisors do when DegreeWorks does not appear to reflect the correct requirement?

Workshops and Office Hours

The university will provide opportunities for departments to receive guidance as they prepare General Education proposals. These may include workshops, office hours, sample proposal discussions, assessment sessions, Curriculog demonstrations, and department-specific consultations.

Departments are encouraged to participate in these opportunities before submitting proposals, especially if they are proposing multiple courses, revising existing courses, or developing courses that will serve both General Education and major requirements.

Appendix 1 – General Education Student Learning Outcomes (SLO)

This folder contains all the word document forms that serve as attachments for General Education Curriculog proposals. These contain all the Learning Goals and Outcomes for the various integration, competency and inquiry areas: Curriculog GE forms