

# Draft General Education Program – Key Elements

- Outcome-based program
- Built with assessment in mind
- Intentional and sequenced: includes specific progression of writing, presenting, and information literacy
- These skills emphasized in three additional courses beyond foundational writing
- All courses to be included in the program must meet learning outcomes identified by faculty
- Faculty-driven program

# Content, Skills, and Learning Outcomes

- All skills will be taught through discipline-specific content chosen by faculty
- Learning outcomes for each category will be developed in consultation with faculty
- Learning outcomes will include both content and skills
- Assessment measures will be developed in consultation with faculty

# Foundations

Writing (3/4cr)

— linked

Communication (3cr)  
(Oral and Digital)

Quantitative Literacy  
(3/4cr)

Inquiry and  
Engagement in the  
Humanities  
(3cr)

(All Foundation courses  
include Information Literacy)

# Exploration & Discovery

Personal Wellness (Physical/Spiritual/Mental) (2/3cr)

Language other than English (3/4cr) or equivalent tbd.

Science and Technology (3/4cr)

Scientific Literacy with Lab. (4/5cr)

(One science course must include Sustainability content)

Artistic thinking and practice (3/4cr)  
(offered with or without Diversity and Inclusion content)

Societies and Cultures (3/4cr)

Critical thinking with or without Diversity and Inclusion content.

(Pre-reqs Writing and Foundation Humanities classes)

(Diversity and Inclusion content must be included in one of these courses)

# Connections

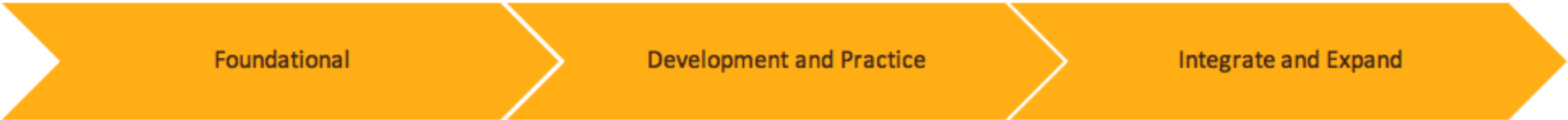
Local and National  
Perspectives  
Real-World  
Problem class  
(3cr)

(Must take Foundation  
Humanities and Societies and  
Cultures classes first)

Global Perspectives  
Real-World  
Problem class (3cr)

Content and Skills Progression:

Skills:



*Writing at all levels:*



# Inquiry and Engagement in the Humanities

## DRAFT

### **Purpose:**

- Engage students in relatively small classes that encourage discussion;
- Generate student excitement about being at a university;
- Explore representations of the human experience from the perspective of the humanities;
- Introduce students to selected works, artistic productions, and materials according to faculty area of expertise;
- Set up the skills-based progression of *Foundations* → *Exploration and Discovery* → *Connections* that threads through the proposed General Education program;
- Provide the opportunity for faculty to be creative and offer an engaging course; offers opportunity for team-teaching.

# Inquiry and Engagement in the Humanities

## **Learning Objectives:**

- Students will gain an understanding of important works, artistic productions, and materials that represent the human condition.
- Students will gain skills in information literacy and in formulating and organizing arguments through discussion, writing, and making presentations.
- Students will demonstrate the ability to analyze and articulate the meaning and value of the works, OR, students will demonstrate the ability to create or perform their own works according to a provided rubric.
- There is hope that the works selected as course materials will be meaningful on some personal level to the student.

# Current vs. Proposed Program Possibilities: Areas II-V

- **Area II** Humanities →

Inquiry and Engagement; Societies and Cultures; Local and National Perspectives, Global Perspectives

- **Area III** United States: Culture & Issues →

Inquiry and Engagement; Societies and Cultures; Local and National Perspectives

- **Area IV** Other Cultures and Civilizations → Global Perspectives

- **Area V** Social and Behavioral Sciences →

Societies and Cultures; Local and National Perspectives; Global Perspectives

# Content + Skills + Assessable Outcomes

- Current Gen Ed policy does not always specify skills to be taught or mention assessment of content and skills
- The Ad Hoc General Education Design Committee is setting up mechanisms for faculty to identify appropriate learning outcomes and assessment measures for each of the categories in the proposed program
- All courses approved for inclusion in the new program will need to include those learning outcomes.

# Things to Keep in Mind

- Please provide constructive feedback through Dean's Circles, other small-group opportunities, and the e-Learning site
- The proposed program may be modified between now and the Faculty Senate vote in April 2017

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