

General Education Task Force

Open Forum
February 23rd, 2007

**Essential Learning Outcomes
from College Learning for the New Global Century
(2007), AAC&U**

**1. Knowledge of Human Cultures and
the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

Essential Learning Outcomes from College Learning for the New Global Century (2007), AAC&U

2. Intellectual and Practical Skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

**Essential Learning Outcomes
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**3. Personal and Social Responsibility,
including:**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

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4. Integrative Learning, including:

- *Synthesis and advanced accomplishment across general and specialized studies*

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

RECIPIENTS OF 2007 GETF SUMMER FACULTY GRANTS

- **William Anderson** (GLY) & **Kristan Cockerill** (SD), “Water Resources: The Science Behind Water Policy”
- **Shawn Arthur** (P&R), “Visions of Ourselves: Religion, Culture and the Body”
- **Tiffany Christian** (SOC & SW), SW 3535 “Class, Caste and the American Way”
- **Derek Davidson, Karla McGinnis, Andrea Roller** (ENG), ENG 1100
- **Jill Ehnenn** (ENG), “Introduction to LGBT Studies”
- **Kim Hall** (P&R), “Ethics and Contemporary Issues: An Introduction”
- **Tim Huelsman** (PSY), “Thinking Critically About Human Behavior”
- **Andrew Koch** (PSCJ), “Politics, Aesthetics, and Interpretation”
- **Eric Marland, Katherine Mawhinney, & Hutch Sprunt** (MAT), MAT 1010
- **Terri Mitchell** (C&I), “Personal and Family Health”
- **Elicka Peterson** (PSCJ), CJ 3400
- **Patrick Rardin** (P&R), “Theories of Truth,” **Jeffery Bortz** (HIS), “The Truth in History and the Truth of History,” and **Gayle Weitz** (ART), “Art and Truth” THEME entitled “Truth”
- **Kathleen Schroeder** (GHY), “Geography of the Non-Western World”
- **Carol Soule** (FCS), “Global Awareness: Examining Human Conditions”
- **Susan Staub** (ENG), “Body and Society in the Renaissance”
- **Anna Ward** (T&D), First Year Seminar
- **Johnny Waters** (GLY), GLY 1103
- **Jay Wentworth & Joseph Gonzalez** (IDS), IDS 1103-107
- **Sue Williams** (T&D), THR 2011
- **Michael Windelspecht** (BIO), BIO 1103

General Education Model

TOTAL 44 s.h.

1st Year Seminar 3 Hours
1st Year Writing 3 Hours

Quantitative Literacy 4 Hours

Sophomore Writing 3 Hours

Aesthetic 6 or 9 Hours

Perspectives

Science Inquiry 8 Hours

29 hours

historical studies,
literary studies &
fine arts
3 hours each

Historical & Social 6 or 9 Hours

Local to Global 6 or 9 Hours

Information & Communication Technology Literacy

Wellness 2 Hours

Senior Capstone Experience in the Major

Perspectives: integrated, interdisciplinary curricular units organized into themes. Science Inquiry themes with sequential courses within one discipline are allowed as an exception.

Theme: a set of courses, taught by faculty from at least two departments, which are connected in a systematic and deliberate way, and address the same topic from multiple disciplinary perspectives. Science Inquiry themes with sequential courses within one discipline are allowed as an exception.

Quantitative Literacy

Graduates will be able to:

- Recognize, formulate, analyze and solve quantitative problems with appropriate tools
- Recognize quantitatively reasonable and unreasonable solutions; use estimations to make decisions
- Interpret quantitative data using statistics and identify potential problems with such a study

Quantitative Literacy

- Develop generalizations from patterns and form sound arguments using quantitative information
- Incorporate quantitative information and its representations into various forms of communication
- Connect quantitative skills into other disciplines and into life experiences

Aesthetic Perspectives

Examples

Theme: Creative Expression Around the World

(9 s.h.)

- ENG *World Literature*
- ENG *World Folklore*
- THR *World Theatre*
- MUS *World Music*

Aesthetic Perspectives

Examples

Theme: Design in American Culture (6 s.h.)

- ART & TEC - *Design in American Culture*
(6 s.h.)

Historical & Social Perspectives

Examples

Theme: Immigrant Experience in USA (9 s.h.)

- HIS *History of U.S. Immigration*
- REL *Islam in the U.S.*
- SOC *Hispanic Americans in Contemporary U.S.*

Historical & Social Perspectives

Examples

Theme : Science, Technology, and American Society (6 s.h. sequence)

- HIS *Major Scientific Discoveries of 20th/21st Centuries*
- BIO/CJ *DNA, the Courts & Punishment*

Science Inquiry

Examples

Theme: General Chemistry **(8 s.h.)**

- CHE *General Chemistry I*
- CHE *General Chemistry II*

Hypothetical themes/some
invented courses

Science Inquiry

Examples

Theme: Evolution **(8 s.h.)**

- BIO *Evolutionary Processes* (required)
- ANT *Human Evolution*
- GLY *Paleontology and Evolution*

Local to Global Perspectives

Examples

Theme: The Global Sustainability Transition (9 s.h.)

- **PHY** *Global Climate Change*
- **SD** *Sustainable Choices and the Environment*
- **SOC** *Social Consequences of Environmental Change*
- **TEC** *Alternative Energies and Technologies*

Local to Global Perspectives

Examples

Theme: Brazil - The Land and People

(6 s.h.)

- GHY - *Cultural and Physical Geography of Brazil*
- POR - *Intermediate Portuguese*

General Education Forum

Comments and Questions...