

General Education Plan B

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General Education Mission Statement

The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, the ability to communicate effectively, the use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, the ability to evaluate multiple perspectives, the use of ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth.

Why You Should Care About General Education

When you embrace the general education program as something of value rather than merely a set of courses that you need to complete, you gain the knowledge and skills, and begin to develop dispositions that are the hallmarks of a college-educated person. You also begin to view the world and live your life differently because a general education program, well-constructed and conscientiously pursued, challenges you.

You learn to reason more clearly and communicate more effectively. You learn from the ideas of great thinkers over the centuries, the cumulative and constantly changing knowledge of human experience. You learn to evaluate multiple perspectives on difficult issues. You increase your awareness of cultural diversity and the global complexities and inter-connectedness of the modern world. You gain greater appreciation for the fine arts and beauty in its many forms. You learn to seek and find truth and to question conventional thinking. You become skilled at problem-solving. You gain a better scientific understanding of the natural world. And you begin to better understand yourself--your beliefs, your motivations, your relationships, your actions, your passions, and your humanity.

The breadth of study in the general education program supports and complements the in-depth study in your major program, and as such extends throughout your undergraduate experience. The general education program teaches you some of the varied ways of thinking, knowing, and seeing that are employed in a wide range of liberal arts disciplines. It imparts a sense that we are all connected to others in important ways and that our personal freedoms, talents, and advantages carry with them important responsibilities. Most of all, we hope that the general education program instills in you a love of lifelong learning and inspires you to do important things with your life that help make the world a better place.

Goals of General Education

The general education program at Mansfield University embraces our position as a public university guided by the liberal arts tradition. General education courses throughout their Mansfield University career challenge students to seek an understanding of the world through an exploration of intellectual frameworks including the natural and social sciences, the humanities, the arts, languages, and mathematics. Students grow in knowledge, skills, and dispositions through broad-based study in the liberal arts disciplines.

As a result of their completion of the general education program, Mansfield University graduates should

- Acquire knowledge of
 - western culture and its relationship to non-western cultures
 - the foundations and characteristics of educated discourse
 - the unity and diversity of humanity
 - fine arts and aesthetic experiences
 - the intricate complexities of life on the planet
 - scientific information as it is applied to personal and social decisions
 - the approaches of the liberal arts disciplines
- Exhibit skills in
 - critical and analytical thinking,
 - effective written and oral communication
 - the use of more than one language
 - inquiry and research, including
 - posing thoughtful questions
 - gathering relevant information
 - evaluating multiple viewpoints
 - constructing cogent arguments
 - weighing evidence
 - quantitative reasoning
 - problem-solving
- Develop dispositions to
 - form a coherent, independent philosophy of life
 - make socially responsible and personally fulfilling life choices
 - live sustainably
 - value knowledge and continuing growth
 - form opinions and modify positions based on evidence
 - reason ethically and act with integrity
 - promote social justice and peace.

The general education program promotes connections, challenges you to think differently, encourages lifelong learning and personal growth, prepares students for leadership in a rapidly changing world, and inspires students to live engaged lives.

General Education Plan B

- A. Foundations of Knowledge (12)
 - First Year Seminar (3)
 - Written Communication (6)
 - Oral Communication (3)
- B. Approaches to Knowledge (18-20)
 - Humanities (6) (**Courses Must have a different prefix**)
 - Natural and Physical Sciences (3-4) (**Must have a laboratory component**)
 - Social and Behavioral Sciences (6) (**Courses must have a different prefix**)
 - Mathematics (3-4)
- C. Unity and Diversity of Humanity (11-12) (**Includes a choice between Sustainability and Applied Arts**)
 - Global Perspectives (6) *
 - **Option 1:** Language other than English (6) (**Must be two consecutive semesters of the same language**)
 - **Option 2:** Western and Non-Western Global Cultures (6) (**Courses must have a different prefix**)
 - **Option 3:** Advanced Language and Culture (3+3)(see below*)
 - **Option 4:** Study Abroad (6)
 - Ethics and Civic Responsibility (3)**
 - Environmental, Economic, Social, and Personal Sustainability (2-3) **OR**
 - Arts & the Human Experience (2-3)
- D. Capstone Project (**within the major**; may take any appropriate form, e.g., portfolio, research paper, performance, etc.)

**Students choosing options 3 will be tested for a competency level in foreign language based on high school transcripts. If a student tests at the 4th semester or higher competency, he/she can choose to take one additional semester of the language and then can take another course in another discipline to complete the global perspectives requirement or take an additional course in the same language.*

*** Could include courses on race, gender and class diversity, and courses on community service as well as courses on ethics and public policy*

Assumptions: Part A emphasizes skills, Part B emphasizes knowledge of content, and Part C emphasizes dispositions and allows for an opportunity to integrate skills and knowledge courses.

TOTAL HOURS 41-44. With the exception of writing and language, the same prefix may not be used more than twice to fulfill general education requirements.

A minimum of 9 credit hours in General Education must be completed at the 3000-4000 level.

A particular course can appear only once in the General Education Program

Total Credits hours in General Education do not include the Capstone Project

General Education Course Criteria and Outcomes

All General Education Courses

Courses selected for inclusion in the general education program promote the mission and objectives of general education at Mansfield University. The following general criteria apply to all general education courses. Courses will be evaluated to determine the degree to which each course:

1. Advances the mission and objectives of general education. [Applicants for inclusion in the general education program must specifically address the ways in which the course promotes the mission and objectives of general education. Preference is given to courses which specifically address multiple objectives.]
2. Includes substantial opportunities for oral and written communication. [The development of students' oral and written communication abilities is a duty broadly shared by courses throughout the general education program and is not the sole responsibility of one or two courses. Preference is given to courses which require written assignments and/or oral student presentations and which do not evaluate student performance based solely or primarily on multiple choice examinations.]
3. Encourages active and participatory learning. [In general education courses, although lecture delivery of information can be employed, it should not be the sole delivery system. Participatory learning opportunities, group processes, inquiry-based activities, and student discussion are encouraged. Preference is given to courses that actively engage students in their learning.]
4. Promotes application of general education knowledge, skills, and dispositions to students' lives outside and beyond the university experience. [The general education program prepares students to live fulfilled lives and to make positive contributions to their homes, communities, and world. Preference is given to courses which specifically address connections to life beyond the university. Preference is also given to courses which promote inquiry-based applications of critical and analytical thinking to "real-world" events, issues, and problems.]

The manner in which courses are designed and taught is crucial to achievement of student learning outcomes. As noted above, general education courses should be taught in ways that represent "best practices" in general education teaching and learning. Instructors should have high expectations and aspire to the LEAP Principles of Excellence.

Course Selection Criteria and Student Learning Outcomes

The Liberal Education and America's Promise (LEAP) Essential Learning Outcomes provide a framework for the development of the Mansfield University general education program and an overlay for the specific course criteria and student learning outcomes which follow.

Criteria and Objectives for Foundations of Knowledge

Core Requirement	Criteria for Inclusion	Learning Outcomes
First Year Seminar (3cr)	<p>Courses will:</p> <ul style="list-style-type: none"> • Provide students with an overview of the MU general education mission, program, goals, and learning outcomes • Introduce students to inquiry-based critical and analytical thinking used to examine real-world topics and issues • Provide interest-oriented, focused topical study in the faculty member's curricular area of expertise • Introduce students to text, media, and database sources of information and develop skills in information searching and retrieval 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the ways in which the general education program supports and complements the student's major program of study • Describe some of the varied means of thinking, knowing, and seeing employed in Humanities and Fine Arts, Mathematics and Sciences, and Social and Behavioral Sciences • Pose thoughtful questions, evaluate multiple viewpoints, construct cogent arguments, and weigh evidence • Demonstrate abilities to effectively search, retrieve, evaluate, synthesize, and cite pertinent and credible information from varied sources
Written Communication (6cr) (Eng 1112 required of all students)	<p>English Composition I course for first-year students will:</p> <ul style="list-style-type: none"> • Have as its subject the process of producing academic writing (i.e., prewriting, drafting, 	<p>After completing the Composition I course, students will be able to:</p> <ul style="list-style-type: none"> • Write reasonably well-focused, well-organized,

	<p>feedback, revision).</p> <ul style="list-style-type: none"> • Require students to read and write expository and argumentative essays • Introduce students to research methodology and guide them in the completion of a research paper. <p>The advanced writing course for upper level students will:</p> <ul style="list-style-type: none"> • Have as its subject the improvement of students' use of the writing process (i.e., prewriting, drafting, feedback, revision). • Require students to write critical or analytical essays based on texts read for the course. • Act as a check on students' general academic writing skills before graduation. 	<p>and stylistically and grammatically proficient 2-5 page expository and argumentative essays.</p> <ul style="list-style-type: none"> • Demonstrate an introductory university-level grasp of research methodology and produce a properly documented research essay. • Use the writing process to initiate ideas, to create and revise drafts, and to produce a polished product. <p>After completing the advanced writing course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a university-level grasp of analytical and critical writing. • Understand and respond to a moderately sophisticated set of texts. • Recognize, analyze, and employ rhetorical contexts and strategies • Write reasonably well-focused, well-organized, and stylistically and grammatically proficient analytical, critical, and exploratory essays. • Use the writing process to initiate ideas, to create and revise drafts, and to produce a polished product.
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Oral Communication (3cr)	<p>Courses will:</p> <ul style="list-style-type: none"> • Include opportunities for students to make oral public presentations • Provide instruction on the use of appropriate presentational technology to enhance messages • Feature instruction in the elements of effective communication , especially regarding listening and speaking abilities in various settings <p>Offer instruction regarding differences in communication behaviors based on gender and cultural differences</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate effectively in small and large group settings • Demonstrate abilities to persuasively advance positions using logical, organized, fact-based arguments • Demonstrate abilities to effectively deliver focused, coherent messages that are appropriate to the intended audiences • Incorporate technologies to enhance oral presentations • Explain the importance of clear communication in personal and professional relationships • Explain the roles of civility and consideration for alternative viewpoints in rhetorical discourse • Demonstrate a recognition of how gender and culture affect communication behaviors
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Criteria and Objectives for Approaches to Knowledge

Block Requirement	Criteria for Inclusion	Learning Outcomes
Humanities	<p>Courses in the Humanities Block will address</p> <ul style="list-style-type: none"> • The differences between the philosophical, historical, critical, and aesthetic approaches to text (<i>spoken, written, visual, or musical</i>) and culture. • The interpretation of texts, events, and ideas and the defense with proof of reasonable interpretations. 	<p>After completing the required Humanities Courses, Students will be able to</p> <ul style="list-style-type: none"> • Define the salient characteristics of the humanities disciplines. • Interpret orally and/or in writing basic texts using critical analysis and references to the cultural context. • Trace the development of key concepts in the target

	<ul style="list-style-type: none"> • How ideas are developed, challenged, modified, and defended over the course of time • Analysis and evaluation of a variety texts within their social and cultural contexts • What culture is and how the target discipline is both an element of culture and a method for analyzing culture. 	<p>disciplines of the courses taken.</p> <ul style="list-style-type: none"> • Articulate how culture shapes understanding, but is also subject to change. • Analyze contemporary issues using humanistic perspectives
<p>Natural and Physical Sciences with Lab</p>	<p>Courses in laboratory science will address</p> <ul style="list-style-type: none"> • Concepts, models, and information leading to the current understanding of the discipline. • Understanding, analysis, and utilization of various scientific methods. • Creation, interpretation, and manipulation of graphical, diagrammatic, and/or tabular representations of information. • Explicit discussion of the scientific method and approaches to justifying a position and comparison to other methods of justification. • Application of data, concepts, and models to authentic situations. • Include a laboratory component 	<p>After completing the required Science Course, students will be able to</p> <ul style="list-style-type: none"> • Trace the development of key concepts in the target disciplines of the courses taken using the scientific method. • Solve basic problems using the scientific method. • Present or derive information from graphical representations of basic processes and results. • Discuss the benefits and limitations of science. • Demonstrate an understanding of how scientific data are interpreted and hypotheses are formed • Demonstrate theoretical knowledge and technical skills on the laboratory according to approved laboratory standards

<p>Social and Behavioral Sciences</p>	<p>Courses in the Social and Behavioral Sciences Block will address</p> <ul style="list-style-type: none"> • Modeling individual and social behavior. • Human and social behavior and how those behaviors are shaped by, and shape, socially constructed institutions and the physical world. • Employ appropriate methods, technology, and data analysis that social and behavioral scientists use to investigate the human condition. • Description, analysis, and communication of scientific and historical approaches to the study of human behavior. • Analysis, critical assessment, and development of creative solutions to social problems. 	<p>After completing the required Social and Behavioral Sciences Courses, students will be able to</p> <ul style="list-style-type: none"> • Create basic models of human and social behaviors based on the methods of the target disciplines of the courses taken • Identify and describe some fundamental social structures. • Understand at a basic level how the social sciences approach human societies and behaviors and differentiate them from other approaches. • Trace the development of key concepts in the target disciplines of the courses taken. • Identify a reasonably appropriate method for approaching problems that arise in direct experience
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Mathematics	Courses in Mathematics will: <ul style="list-style-type: none">• Address numerical and algebraic manipulations• Explore techniques for solving equations• Explore interpretation and presentation of statistical, tabular, and graphical data.	After completion of a course in mathematics a student will be able to: <ul style="list-style-type: none">• Transform/manipulate numerical and algebraic expressions.• Find solutions to equations.• Given a data set or equation,<ul style="list-style-type: none">○ compute its statistic (e.g., mean, standard deviation),○ put it into a specific tabular form,○ place it into particular graphical form (e.g., bar graph, Cartesian graph).• Given a table or graph, answer questions related to the data set being presented.
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Criteria and Objectives for Unity and Diversity of Humanity

Distribution Block	Criteria for Inclusion	Learning outcomes
Global Perspectives	<p>Courses will:</p> <ul style="list-style-type: none"> • Explain and analyze the various components of culture and show how these components interact. • Enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary • Examine American culture in relationship to other countries' similar and dissimilar systems. • Require non-test writing that totals at least 1500 with one assignment of at least 500 words requiring revision. • Be preferred if they refer to other disciplinary perspectives besides the course's dominant discipline. <p>Courses under the language options will:</p> <ul style="list-style-type: none"> • Help students reach at least novice high (<i>as determined by any of the major associations for teaching language and the current National Standards for Language Learning</i>) in listening, speaking, reading and writing in the target language as well as minimal cultural competency in the target culture • Help students understand the way language is embedded within cultural practices and worldviews • Bring students to cross linguistic borders, experiencing another language on its own terms • Help students to communicate in a foreign language by using the 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the kinds of issues, opportunities, and challenges brought about by increasing globalization. • Explain the interaction of cultures and how that interaction has shaped modern society. • Be able to describe and begin to evaluate their cultural perspectives. <p>Students who choose the language option will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the appropriate proficiency in the target language in listening, speaking, reading and writing • Demonstrate basic familiarity with elements of the culture in question (basic politeness, daily routines, celebrations) and be able to compare American and target cultures in education, housing, shopping) • Identify differences in grammar and syntax that distinguish languages,

	<p>target language as the primary medium of communication; using authentic materials in the target language, such as literature, news, advertisements, films, and music.</p> <ul style="list-style-type: none"> • Enable students to understand how a linguistic system shapes values and attitudes • Teach students to view reality from a different conceptual and/or cultural standpoint 	<p>and of the link between language and cultural meaning</p> <ul style="list-style-type: none"> • Identify some prominent cultural traits and concepts in cultures in which the target language is spoken. • Demonstrate an appropriate level of proficiency in writing sentences and paragraphs in the language of the target culture. • Demonstrate sufficient reading comprehension in the language of the target culture
Ethics and Civic Responsibility	<p>Courses will:</p> <ul style="list-style-type: none"> • Provide students with an understanding of basic ethical theories and principles as they apply to social and political problems. • Examine forms of social decision making and the institutions that govern it. • Engage students in actual ethical or civic situations outside the curriculum either on or off campus. • Require non-test writing that totals at least 1500 with one assignment of at least 500 words requiring revision. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the ethical basis of their public duties as citizens. • Articulate theories of ethical concepts related to such matters as liberty, responsibility, morality, ethics, justice, and living well. • Analyze the relationship between and among social, political, and economic concepts of human behavior.
<p>Environmental, Economic , Social, and Personal Sustainability</p> <p>(Students may choose this theme</p>	<p>Courses will:</p> <ul style="list-style-type: none"> • Examine the relation between natural and social environments • Examine the possibility of a sustainable future • Examine the sustainability of 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how legal, political, scientific, economic, or personal action can address sustainability.

<p>or Arts & Human Experience)</p>	<p>social and economic policies or personal behaviors</p> <ul style="list-style-type: none"> Examine the influence of human actions such as technological innovations, wars, and environmental disasters, or economic challenges on the well-being of societies and individuals <p>Or</p> <ul style="list-style-type: none"> introduce students to the rules and strategies which govern a physical activity Help students develop and maintain a regimen of fitness, nutrition and weight management, and/or stress-management 	<ul style="list-style-type: none"> Use the principles of sustainability to analyze a current problem from that perspective. Describe constructive steps that can be taken to improve living conditions for the people of the world. <p>Or</p> <ul style="list-style-type: none"> Formulate a personal wellness plan for a healthy lifestyle Demonstrate fundamental skills necessary to physical activity Demonstrate an understanding of the rules governing a physical activity Demonstrate personal leadership skills in small group activities
<p>Arts & the Human Experience (3cr)</p> <p>(Students may choose this theme or Environmental, Economic , Social, and Personal Sustainability)</p>	<p>Courses will:</p> <ul style="list-style-type: none"> Examine the ways in which culture influences visual and artistic forms of communication Require the creation of an art work or involve students in the practice or performance of specific art medium (music, art, film, or theatre). Emphasize student creativity, expression, and production Contextualize an aesthetic movement within an historical or cultural context. Integrate current knowledge of design and/or performance with the history and development of a particular art form. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Express themselves effectively through visual presentations and/or varied art forms (music, drama, or movement) Articulate or demonstrate the role of aesthetic and creative activities in effective communication or expression Describe the roles of aesthetic and creative activities in separate cultures and in a global community Recognize the techniques, methods, and/or forms used in

		artistic expression <ul style="list-style-type: none"> • Observe and evaluate artistic expression utilizing cognitive and aesthetic processes
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Criteria and Objectives for the Capstone Course in the Major

Capstone Course	Criteria for Inclusion	Learning outcomes
Major-related Course	For general education purposes, Capstone projects will include: <ul style="list-style-type: none"> • a senior-year capstone project, paper, or portfolio • components that advance the Goals of General Education • Other criteria as determined by the major program 	Students who complete the capstone project will be able to: <ul style="list-style-type: none"> • demonstrate advanced oral and written abilities • other outcomes specific to the major program • Describe the relationship between general education and the student's major and the ways in which both prepare students for life.

Appendix: American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) Documents

Document 1: LEAP Design Principles

A Contemporary Approach to General Education, Connecting General Education and the Major A Work in Progress

A) **Learning Outcomes:** Learning outcomes work to guide curricular as well as pedagogical and assessment decisions. Students have multiple opportunities to explore both the —what|| and the —why|| of the program's aims and intended outcomes.

B) **Sequential Progression from First to Final Undergraduate Years:** Sometimes referred to as —vertical design,|| this design principle implements a first to final year structure—keyed to expected student capabilities rather than specified course content—with integrative and applied work at milestone and culminating points across the curriculum, and flexible points of entry for transfer students.

C) **Engaged Learning Practices or "High-Impact Practices":** Widely tested engaged learning practices that have proven benefits for college students are woven into the curriculum (examples include first year seminars/experiences, learning communities, writing intensive courses, collaborative projects and assignments, undergraduate research, internships, e-portfolios, and capstone projects).

D) **Intellectual and Practical Skills in General Education and Majors:** Starting when students enter the program, the program builds clear links between skills (such as analytical reasoning, inquiry and research, quantitative and information literacy, problem-solving, community-based learning, integrative learning) developed in general education and those developed in majors.

E) **Civic, Diversity, & Global Emphases in General Education and Majors:** General education addresses these issues thematically and developmentally across the four years of college, with a strong focus on democracy and its contested applications; global interdependence and American pluralism; ethical issues and social responsibility. There are complementary emphases appropriate to the field within majors and multiple opportunities for students to advance their learning and to engage diverse perspectives in field-based settings.

F) **Science as Science Is Done:** Students experience science —in the making|| through strong emphasis on scientific inquiry and analysis in general education and major courses. They also have opportunities to tie their science studies to global challenges, ethical questions, and public policy choices—with appropriate attention to diverse perspectives—both in general education courses and in majors. Connections to real-world challenges, working with non-profit agencies and NGOs, for example, or using global research and data, underscore the emphasis on science as a continuing process of investigation, analysis, and collaboration.

G) **Advanced Cross-Disciplinary Inquiry:** This design principle focuses on —big questions|| in the junior and senior year with students working across disciplines and courses, with faculty, on problems that require multiple perspectives—disciplinary and societal—and investigation for their solution. Examples might include students' working with faculty on —Mind, Brain, and Behavior, || —Environmental Sustainability, || or —Health and Human Rights: Comparative Policies and Models.||

H) **Integrative Capstones:** Capstones are designed to integrate general education requirements and learning in the major and to demonstrate that students can apply their learning to complex problems.

Document 2: LEAP Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" -- all of which are best developed by a contemporary liberal education. Described in *College Learning for the New Global Century*, these essential learning outcomes and a set of "Principles of Excellence" provide a new framework to guide students' cumulative progress through college. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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

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

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

Integrative and Applied 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

Document 3: LEAP Principles of Excellence

Principle One

Aim High—and Make Excellence Inclusive

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

Principle Two

Give Students a Compass

Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

Principle Three

Teach the Arts of Inquiry and Innovation

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

Principle Four

Engage the Big Questions

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

Principle Five

Connect Knowledge with Choices and Action

Prepare Students for Citizenship and Work through Engaged and Guided Learning on —Real-World|| Problems

Principle Six

Foster Civic, Intercultural, and Ethical Learning

Emphasize Personal and Social Responsibility, in Every Field of Study

Principle Seven

Assess Students’ Ability to Apply Learning to Complex Problems

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement