

# MANSFIELD UNIVERSITY

OF PENNSYLVANIA

## GENERAL EDUCATION PROGRAM

IMPLEMENTED FALL 2011



DREAM **M** BIG

# General Education Program

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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, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, 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 engagement with the general education program, we want Mansfield University students to

### 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 aesthetics
- 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 students 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 Outline

- A. Foundations of Knowledge (12 credits)
  - First Year Seminar (3)
  - Written Communication (6)
  - Oral Communication (3)
- B. Approaches to Knowledge (18-20 credits)
  - 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 (12 credits)
  - Global Perspectives (6)
    - o *Option 1: Language other than English (6) (Must be two consecutive courses of the same language)*
    - o *Option 2: Western and Non-Western Global Cultures (6) (Courses must have a different prefix)*
  - Themes (6 from at least two strands)
    - Ethics and Civic Responsibility (3)
    - Environmental, Economic, Social, and Personal Sustainability (1-3)
    - Arts & the Human Experience (1-3)
- D. Capstone Project (this is accomplished within the major and may take any appropriate form, e.g., portfolio, research paper, performance, etc.)

### TOTAL HOURS 42-44.

General Education courses are not simply to be started and completed in the first few semesters of a student's university career: general education should be wound throughout a student's time at Mansfield. This is why a minimum of 9 credit hours in General Education must be completed at the 3000-4000 level. At Mansfield University, the First Year Seminar marks the beginning of a student's general education experience, and the Senior Capstone Project marks the completion of the experience.

The General Education Curriculum is designed to give a student breadth in content and ample opportunities to develop fundamental skills. This is why a particular course can appear only once in the General Education Program and, with few exceptions, the same prefix may not be used more than twice to fulfill general education requirements.

Students need to take courses in at least two of the three strands: Ethics & Civil Responsibility, Environmental, Economic, Social, and Personal Sustainability, and Arts & the Human Experience.

General Education seeks to foster 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.

Senate: FINAL

### **General Education Course Criteria and Objectives.**

The manner in which courses are designed and taught – their method of delivery – is crucial to the achievement of desired student learning outcomes. In line with the LEAP Principles of Excellence, Mansfield University's General Education courses should be taught in ways that represent "best practices" in teaching and learning, with instructors aspiring towards excellence.

In order for a course to be selected for inclusion in the general education program, it needs to demonstrate that it strongly supports the mission and objectives of general education at Mansfield University. Courses that demonstrate all four criteria will be given preference. At the minimum, courses must meet criteria (1) and at least one additional criterion; courses that fail to meet criteria (1) and at least one additional criterion will not be approved for inclusion in the general education program.

- (1) *Course advances the mission and objectives of general education.* This will be communicated via the GE Course Request form and demonstrated by the syllabus or other course related documents, and will be assessed based on both the extent to which the stated course objectives align with the goals and objectives of the general education program and the extent the students are, in fact, asked to demonstrate these objectives.

The above criterion is necessary, but not sufficient, for inclusion in general education. The following 3 criteria are recommended for a course to be included in general education.

- (2) *Course includes substantial opportunities for oral and/or written communication.* The development of students' oral and written communication skills is a responsibility shared throughout the GE curriculum – it is not the sole responsibility of one or two courses. The substantial opportunities for communication will be communicated via the GE Course Request form and demonstrated by the syllabus or other course related documents.
- (3) *Course encourages active and participatory learning.* The development of the students' disposition toward valuing knowledge and continuing growth is inextricably tied to the extent to which they are actively involved in their own learning, rather than merely as passive participants in the transference of knowledge and information. It is the responsibility of faculty teaching throughout the GE curriculum to encourage and allow for opportunities for active, engaged learning – it is not the sole responsibility of one or two courses. The encouragement of active and participatory learning will be communicated via the GE Course Request form and demonstrated by the syllabus or other course related documents.
- (4) *Course 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 the world. It is the responsibility of faculty teaching throughout the GE curriculum to encourage and allow for opportunities to specifically address connections to life beyond their classroom and, to the extent appropriate, to promote inquiry-based applications of analytical and critical thinking to events, issues, and problems outside of our classrooms. The promotion of application beyond classroom experiences will be communicated via the GE Course Request form and demonstrated by the syllabus or other course related documents.

### Objectives and Desired Student Learning Outcomes for Foundations of Knowledge

Core Requirement and Related General Education Goals	Course Objectives	Desired Student Learning Outcomes
<p><b>First Year Seminar</b> (3 credits)</p> <p><i>FYS will meet all of the following goals of general education:</i></p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the liberal arts disciplines;</li> <li>• exhibit critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> <li>• develop disposition to value knowledge and continuing growth;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• form opinions and modify positions based on evidence;</li> </ul> <p>The FYS is to be taken during a student's first semester. Students who transfer to MU after having completed 2 or more semesters worth of college-level course work will be exempt from this requirement. Students who are transferring in AP credits, regardless of the number of those credits, will not be exempt from this requirement.</p>	<p><b>All FYS courses will:</b></p> <ul style="list-style-type: none"> <li>• introduce students to text, media, and database sources of information and develop skills in information searching and retrieval;</li> <li>• introduce students to inquiry-based critical and analytical thinking, which are used to examine real-world topics and issues;</li> <li>• provide interest-oriented, focused topical study in the faculty member's curricular area of expertise;</li> <li>• provide students with an overview of the MU general education mission program, goals, and learning outcomes.</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• introduce students to appropriate development and expression of ideas in writing and require writing that totals at least 1500 words.</li> </ul>	<p><b>Upon completion of their First Year Seminar, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• explain the ways in which the general education program supports and complements the students major program of study;</li> <li>• describe some of the varied means of thinking, knowing, and experiencing employed in the Humanities and Fine Arts, Mathematics, Natural Sciences, and Social and Behavioral Sciences;</li> <li>• pose thoughtful questions, evaluate multiple viewpoints, construct cogent arguments, and weigh evidence <i>at a level that is appropriate for a first year student;</i></li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• search, retrieve, evaluate, synthesize, and cite pertinent and credible information from varied sources.</li> </ul> <p><i>Upon completion of the course, it is to be expected that students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>
<p><b>Written Communication</b> (6 credits)</p> <p><i>ENG 1112 will meet all of the following goals of general</i></p>	<p><b>All English Composition I courses for first-year students will:</b></p>	<p><b>Upon completion of ENG 1112, students will have</b></p>

<p><i>education:</i></p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to form opinions and modify positions based on evidence;</li> </ul>	<ul style="list-style-type: none"> <li>• have as its subject the process of producing academic writing (and thus will include ample opportunities for pre-writing, drafting, feedback and revision);</li> <li>• introduce students to research methodology and guide them in the completion of a research paper;</li> <li>• require students to read and write expository and argumentative essays;</li> </ul>	<p><b>demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• write a reasonably well-focused, well-organized, and stylistically and grammatically proficient 2-5 page expository and argumentative essays;</li> <li>• use the writing process to initiate ideas, to create and revise drafts, and to produce a polished product;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• produce a properly documented research essay as a result of their ability to understand a specific research methodology.</li> </ul>
<p>Composition 1 (ENG 1112) is to be taken during a student's first 3 semesters at MU.</p>		<p><i>Upon completion of the course, it is expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>
<p><b>The Advanced Writing Course will meet all of the following goals of general education:</b></p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to form opinions and modify</li> </ul>	<p><b>All advanced writing courses for upper-level students will:</b></p> <ul style="list-style-type: none"> <li>• have as its subject the improvement of students' use of the writing process (and thus will include ample opportunities for pre-writing, drafting, feedback and revision);</li> <li>• act as a check on students' general academic writing skills (which means writing that is focused, organized, stylistically and grammatically proficient, and well-cited) before graduation;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• require students to write critical or analytical essays</li> </ul>	<p><b>Upon completion of the advanced writing course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• write reasonably well-focused, well-organized, and stylistically and grammatically proficient analytical and critical essays;</li> <li>• use the writing process to initiate ideas, to create and revise drafts, and to produce a polished product;</li> <li>• understand and respond to a moderately sophisticated set of texts;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• recognize, analyze, and employ rhetorical contexts and strategies;</li> </ul>

<p>positions based on evidence;</p> <p>The Advanced Writing Course is <b>not</b> to be taken until a student has completed 45 credits of University-level work. A student must learn at least a C- in this course.</p>	<p>based on texts read for the course.</p>	<p><i>Upon completion of the course, it is to be expected that students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>
<p><b>Oral Communication</b> (3 credits)</p> <p><b>Oral Communication course will meet all of the following goals of general education:</b></p> <ul style="list-style-type: none"> <li>• acquire knowledge of the unity and diversity of humanity;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to form opinions and modify positions based on experience.</li> </ul> <p>The Oral Communication course is to be taken during a student's first 3 semesters.</p>	<p><b>All Oral Communication courses for first-year students will:</b></p> <ul style="list-style-type: none"> <li>• include opportunities for students to communicate in interpersonal and small group settings as well as make oral public presentations;</li> <li>• focus instruction on the elements of effective communication, which include listening, responding, and use of technologies in a variety of settings;</li> <li>• provide instruction on effective message construction: audience analysis, thesis development, organizational structure and content design;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• provide instruction on communication behaviors based on gender and culture.</li> </ul>	<p><b>Upon completion of the Oral Communication course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• communicate effectively in interpersonal, small group, and public speaking settings;</li> <li>• persuasively advance positions using logical, organized, fact-based arguments;</li> <li>• deliver focused, coherent messages that are appropriate to the intended audience;</li> <li>• incorporate technologies to enhance oral presentations;</li> <li>• explain the importance of clear communication in personal and professional relationships;</li> <li>• explain the roles of civility and consideration for alternative viewpoints in rhetorical discourse;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• recognize how gender and culture affect communication behaviors.</li> </ul> <p><i>Upon completion of the course, it is to be expected that students will have moved beyond the minimal level of competency in</i></p>

		<i>the relevant objectives.</i>
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**Objectives and Desired Student Learning Outcomes for Approaches to Knowledge Blocks**

<b>Approaches to Knowledge Block Requirement and Related General Education Goals</b>	<b>Course Objectives</b>	<b>Desired Student Learning Outcomes</b>
<p><b>Humanities</b> (6 credits – courses must have different prefixes)</p> <p><b>Humanities Courses</b> <i>Will meet all of the following goals of general education:</i></p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the unity and diversity of humanity;</li> <li>• acquire knowledge of the approaches of the liberal arts disciplines;</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> <li>• develop dispositions to value knowledge and continuing growth;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to form opinions and modify positions based on evidence;</li> </ul> <p><b>Some Humanities Courses</b> <i>will also meet following goals of general education:</i></p> <ul style="list-style-type: none"> <li>• acquire knowledge of western culture and its relationship to non-western cultures;</li> <li>• acquire knowledge of fine arts and aesthetic</li> </ul>	<p><b>All courses in the humanities will:</b></p> <ul style="list-style-type: none"> <li>• address the importance of multiple interpretations and reasoned defenses of texts, events, and ideas;</li> <li>• include how ideas are developed, challenged, modified, and defended over the course of time;</li> <li>• address the analysis and evaluation of a variety of texts within their social and cultural contexts;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• require students read discipline specific texts and engage in writing that totals at least 1500 words.</li> </ul> <p><b>Ideally,</b> courses in the Humanities will also:</p> <ul style="list-style-type: none"> <li>• address the difference between the philosophical, historical, critical, and/or aesthetic approaches to culture and text (spoken, written, visual, or musical);</li> </ul> <p><b>and/or,</b></p> <ul style="list-style-type: none"> <li>• address the interconnectedness between culture and knowledge and how the target discipline is both an</li> </ul>	<p><b>Upon completion of any Humanities courses, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• interpret orally and/or in writing basic texts using critical analysis and reference to cultural contexts;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• describe the development or application of key concepts in the target disciplines;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• use methods appropriate to the target discipline to inquire, analyze, and critique ideas and events.</li> <li>• analyze issues using a humanistic perspective.</li> </ul> <p><b>Ideally, upon completion of any Humanities courses, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• articulate an interconnectedness between culture and knowledge</li> </ul> <p><i>Upon completion of the Humanities courses, it is to be expected that all students will have moved beyond the minimal</i></p>

<p>experiences;</p> <ul style="list-style-type: none"> <li>• exhibit skills in problem solving;</li> <li>• develop the disposition to form a coherent, independent philosophy of life.</li> </ul>	<p>element of culture and a method for analyzing it.</p>	<p><i>level of competency in the relevant objectives.</i></p>
<p><b>Natural and Physical Sciences (with a lab)</b> (3-4 credits)</p> <p><b>Natural &amp; Physical Lab Courses</b> will meet all of the following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of the intricate complexities of life on this planet;</li> <li>• exhibits skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit skills in inquiry and research;</li> <li>• exhibit skills in problem solving;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• exhibit dispositions to form opinions and modify positions based on evidence;</li> </ul> <p><b>Some Natural &amp; Physical Lab Courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of scientific information as it is applied to personal and social decisions;</li> <li>• exhibit skills in quantitative reasoning;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to live sustainably.</li> </ul>	<p><b>All laboratory courses in the Natural and Physical Sciences will:</b></p> <ul style="list-style-type: none"> <li>• address concepts, models, and information leading to the current understanding of the discipline;</li> <li>• address the understanding, analysis, and utilization of various scientific methods;</li> <li>• address the creation, interpretation, and manipulation of graphical, diagrammatic, and/or tabular representations of information;</li> <li>• focus on explicit discussion and practice of the scientific method and approaches to justifying a position and comparison to other methods of justification;</li> <li>• include the application of data, concepts, and models to authentic situations;</li> <li>• require active learning through hands-on laboratory experiences appropriate to the discipline;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• require students read discipline specific texts and engage in appropriate exposition</li> </ul>	<p><b>Upon completion of the Natural and Physical Sciences lab course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• describe how scientific methods were used to develop key concepts in the target discipline;</li> <li>• discuss the benefits and limitations of science;</li> <li>• present or derive information from graphical representations of basic processes and results;</li> <li>• understand how scientific data are interpreted;</li> <li>• understand how scientific hypotheses are formed and tested;</li> <li>• solve basic problems appropriate to the discipline;</li> <li>• demonstrate theoretical knowledge and technical skills in the laboratory</li> </ul> <p><i>Upon completion of the Natural Science course, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>

<p><b>Social and Behavioral Sciences</b> (6 credits – courses must have different prefixes)</p> <p><b>Social and Behavioral Science courses</b> will meet all of the following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the unity and diversity of humanity;</li> <li>• acquire knowledge of the approaches of the liberal arts disciplines;</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• exhibit inquiry and research;</li> <li>• develop dispositions to value knowledge and continuing growth;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to form opinions and modify positions based on evidence;</li> </ul> <p><b>Some Social and Behavior Science Courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of western culture and its relationship to non-western cultures;</li> <li>• acquire knowledge of the intricate complexities of life on the planet;</li> <li>• exhibit skills in problem solving;</li> </ul>	<p><b>All courses in the Social and Behavioral Sciences will:</b></p> <ul style="list-style-type: none"> <li>• address theories of individual and social behavior;</li> <li>• focus on human and social behaviors and how those behaviors shape and are shaped by institutions, groups, individuals, and the physical world;</li> <li>• employ appropriate methods, technology, and data analysis that social and behavioral scientists use to investigate the human condition;</li> <li>• involve description, analysis, and communication of scientific and historical approaches to the study of human behavior;</li> <li>• involve analysis, critical assessment, and examination of potential solutions to social problems.</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• require students read discipline specific texts and engage in writing that totals at least 1500 words.</li> </ul>	<p><b>Upon completion of any Social and Behavioral Science courses, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• explain basic theories of human and social behaviors based on the methods of the target disciplines;</li> <li>• identify and describe some fundamental social structures;</li> <li>• understand how the social sciences approach human societies and behaviors;</li> <li>• describe the development or application of key concepts in the target disciplines;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• Use social science methods to analyze social issues and problems</li> </ul> <p><i>Upon completion of the Social &amp; Behavioral Science courses, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>

<p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to make socially responsible and personally fulfilling life choices.</li> </ul>		
<p><b>Mathematics</b> (3-4 credits)</p> <p><b>All Mathematics courses</b> meet the following goal of general education:</p> <ul style="list-style-type: none"> <li>• exhibit skills in quantitative reasoning;</li> </ul> <p><b>Some Mathematics Courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of scientific (mathematical) information as it is applied to personal and social decisions;</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• exhibit skills in problem solving;</li> </ul>	<p><b>All courses in Mathematics will:</b></p> <ul style="list-style-type: none"> <li>• address numerical and algebraic expressions;</li> <li>• explore techniques for solving equations;</li> <li>• explore interpretation and presentation of statistical, tabular, or graphical data.</li> </ul>	<p><b>Upon completion Mathematics course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• transform/manipulate numerical and algebraic expressions;</li> <li>• find solutions to equations;</li> <li>• given a table of graph, answer questions related to the data set being presented;</li> <li>• given a data set or equation: compute an appropriate statistic or parameter (e.g., mean, standard deviation, slope, critical point)</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• given a data set or equation put into a specific tabular or graphical form</li> </ul> <p><i>Upon completion of the Mathematics course, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>

**Criteria and Objectives for Unity and Diversity of Humanity**

<b>Distribution Block Requirements and Related General Education Goals</b>	<b>Course Objectives</b>	<b>Desired Student Learning Outcomes</b>
<p><b>Global Perspectives</b> (6 credits) If Option 1, a language other than English, there must be two consecutive courses of the same language. If Option 2, Western and Non-Western Global Cultures, the two courses must have different prefixes)</p> <p><b>Global Perspectives courses, regardless to the option chosen, will meet all of the following goals of general education:</b></p> <ul style="list-style-type: none"> <li>• acquire knowledge of western culture and its relationship to non-western culture;</li> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the approaches of the liberal arts disciplines;</li> <li>• acquire knowledge of the unity and diversity of humanity;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• exhibit skills in effective written and oral communication;</li> </ul> <p><b>Some Global Perspectives Courses, regardless to the option chosen, will also meet following goals of general education:</b></p> <ul style="list-style-type: none"> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in the use of</li> </ul>	<p><b>All courses in Global Perspectives will:</b></p> <ul style="list-style-type: none"> <li>• explain and analyze various components of culture and show how these components interact.</li> <li>• examine American culture in relationship to other countries' similar and dissimilar systems.</li> <li>• require students to read texts and engage in writing that totals at least 1500 words.</li> </ul> <p><b>Ideally, courses in the Global Perspective will also:</b></p> <ul style="list-style-type: none"> <li>• enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary</li> <li>• refer to other disciplinary perspectives besides the course's dominant discipline.</li> </ul> <p><b>All courses taken to fulfill the language option will:</b></p> <ul style="list-style-type: none"> <li>• focus on students reaching at least novice high in listening, speaking, reading and writing in the target language;</li> </ul>	<p><b>Upon completion of any Global Perspectives course for Option <u>Two</u>, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• describe the kinds of issues, opportunities, and challenges brought about by increasing globalization;</li> <li>• explain interactions of cultures and how those interactions may have shaped modern society;</li> <li>• describe and begin to evaluate their own cultural perspectives and biases;</li> </ul> <p><b>Upon completion of their 2 language courses, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate at least novice high proficiency in the target language in listening, speaking, reading and writing;</li> </ul>

<p>more than one language;</p> <ul style="list-style-type: none"> <li>• develop dispositions to make socially responsible and personally fulfilling life choices;</li> <li>• develop dispositions to value knowledge and continuing growth;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to promote social justice and peace;</li> </ul>	<ul style="list-style-type: none"> <li>• facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;</li> <li>• facilitate students' experience of another language on its own terms;</li> <li>• use the target language as the primary medium of communication, <i>specifically</i> by using authentic materials in the target language, such as literature, news, advertisements, films, and music;</li> </ul> <p><i>Ideally, courses taken to fulfill the language option will:</i></p> <ul style="list-style-type: none"> <li>• empower students to view reality from a different conceptual and/or cultural standpoint</li> <li>• enable students to understand how a linguistic system shapes values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic familiarity with elements of the culture in question and be able to compare American and target cultures in education.</li> </ul> <p>note: this could include basic politeness, daily routines, celebrations, education, housing, and shopping</p> <ul style="list-style-type: none"> <li>• identify some prominent cultural traits and concepts in cultures in which the target language is spoken.</li> <li>• demonstrate an appropriate level of proficiency in writing sentences and paragraphs in the language of the target culture.</li> <li>• demonstrate sufficient reading comprehension in the language of the target culture;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• identify differences in grammar and syntax that distinguish languages</li> </ul> <p><b><i>Ideally, upon completion of their Global Perspectives courses for Option Two, students will have demonstrated that they can:</i></b></p> <ul style="list-style-type: none"> <li>• identify the link between language and cultural meaning</li> </ul> <p><i>Upon completion of the Global Perspectives courses, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>
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<p><b>Ethics and Civic Responsibility</b> (3 credits)</p> <p><b>Ethics and Civic Responsibility courses</b> will meet all of the following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the approaches of the liberal arts disciplines;</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• exhibit skills in effective written and oral communication;</li> <li>• develop dispositions to form opinions and modify positions based on evidence;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to reason ethically and act with integrity</li> </ul> <p><b>Some Ethics and Civic Responsibility courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of the unity and diversity of humanity;</li> <li>• develop dispositions to make socially responsible and personally fulfilling life choices;</li> <li>• develop dispositions to value knowledge and continuing growth;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to promote social justice and peace;</li> </ul>	<p><b>All courses in Ethics and Civic Responsibility will:</b></p> <ul style="list-style-type: none"> <li>• engage students in real world ethical or civic situations;</li> <li>• require students to read texts and engage in writing that totals at least 1500 words.</li> </ul> <p><b>and, either</b></p> <ul style="list-style-type: none"> <li>• provide students with an understanding of basic ethical theories and principles as they apply to social and political problems.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• examine forms of social decision making and the institutions that govern it.</li> </ul>	<p><b>Upon completion of the Ethics and Civic Responsibility course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• articulate theories or concepts related to such matters as liberty, responsibility, morality, ethics, justice, and living well;</li> </ul> <p><b>and, either</b></p> <ul style="list-style-type: none"> <li>• explain the ethical basis of their public duties as citizens.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• analyze the relationship between and among social, political, and/or economic concepts of human behavior.</li> </ul> <p><i>Upon completion of the Ethics and Civic Responsibility course, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>

<p><b>Environmental, Economic, Social and Personal Sustainability</b> (1 – 3 credits)</p> <p><b>Environmental, Economic, Social and Personal Sustainability courses</b> will all meet the following goals of general education:</p> <ul style="list-style-type: none"> <li>• develop a disposition make socially responsible and personally fulfilling life choices.</li> <li>• develop dispositions to form opinions and modify positions based on evidence;</li> <li>• exhibit skills in effective written and oral communication;</li> </ul> <p><b>Some Environmental, Economic, Social and Personal Sustainability courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of intricate complexities of life in the planet;</li> <li>• acquire knowledge of scientific information as it is applied to personal and social decisions</li> <li>• exhibit skills in critical and analytical thinking;</li> <li>• develop dispositions to life sustainably;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• develop dispositions to promote social justice and peace;</li> </ul>	<p><b>All courses in Environmental, Economic, Social and Personal Sustainability will:</b></p> <p><b>Either:</b></p> <ul style="list-style-type: none"> <li>• examine the relation between natural and social environments;</li> <li>• examine the possibility of a sustainable future;</li> <li>• examine the sustainability of social and economic policies or personal behaviors;</li> <li>• 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;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• require students to read texts and engage in writing that totals at least 1500 words.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• help students develop a personal wellness plan for a healthy lifestyle (which could include: developing and maintaining a regimen of fitness, nutrition and weight management, and/or stress-management)</li> </ul>	<p><b>Upon completion of the Environmental, Economic, Social and Personal Sustainability course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• describe how legal, political, scientific, economic, or personal action can be used to address issues of sustainability;</li> <li>• use principles of sustainability to analyze a real-world problem</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• describe constructive steps that could be taken to improve living conditions for the people of the world.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• formulate a written personal wellness plan for a healthy lifestyle</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• demonstrate personal leadership skills in small group activities</li> </ul> <p>If the course has an HPE prefix, there are 2 additional criteria:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the rules</li> </ul>

		<p>governing a physical activity</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental skills necessary to physical activity</li> </ul> <p><i>Upon completion of the Environmental, Economic, Social and Personal Sustainability course, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i></p>
<p><b>Arts &amp; the Human Experiences</b> (3 credits)</p> <p><b>Arts &amp; the Human Experiences courses</b> will meet all of the following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of fine arts and aesthetics</li> </ul> <p><b>Some Arts &amp; the Human Experiences courses</b> will also meet following goals of general education:</p> <ul style="list-style-type: none"> <li>• acquire knowledge of western culture and its relationship to non-western cultures;</li> <li>• acquire knowledge of the foundations and characteristics of educated discourse;</li> <li>• acquire knowledge of the unity and diversity of humanity;</li> <li>• develop dispositions to value knowledge and continuing growth;</li> </ul>	<p><b>All Arts &amp; the Human Experiences courses</b> will:</p> <ul style="list-style-type: none"> <li>• examine the ways in which culture influences visual and artistic forms of communication;</li> <li>• emphasize student creativity, expression, and production;</li> <li>• contextualize an aesthetic movement within an historical or cultural context;</li> <li>• integrate current knowledge of design and/or performance with the history and development of a particular art form;</li> </ul> <p><b>Ideally,</b> Arts &amp; the Human Experiences courses will also:</p> <ul style="list-style-type: none"> <li>• require the creation of an art work or involve students in the practice or performance of specific art medium (music, art, film, or theatre).</li> </ul>	<p><b>Upon completion of the Arts &amp; the Human Experiences course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• articulate or demonstrate the role of aesthetic and creative activities in effective communication or expression;</li> <li>• describe the roles of aesthetic and creative activities in separate cultures and in a global community;</li> <li>• recognize the techniques, methods, and/or forms used in artistic expression;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• observe and evaluate artistic expression utilizing cognitive and aesthetic processes</li> </ul> <p><b>Ideally, upon completion of the Arts &amp; the Human Experiences course, students will have demonstrated that they can:</b></p> <ul style="list-style-type: none"> <li>• express themselves effectively through visual presentations and/or varied art forms (music, drama, or movement)</li> </ul> <p><i>Upon completion of the Arts &amp;</i></p>

		<i>the Human Experiences course, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives.</i>
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**Criteria and Objectives for the Capstone Project (completed within the Major)**

	<b>Criteria for Inclusion</b>	<b>Learning outcomes</b>
<b>The capstone project is to be completed as part of a fourth year, major-related course.</b>	<p>For general education purposes, Capstone projects will include:</p> <ul style="list-style-type: none"> <li>• a senior-year capstone project, paper, or portfolio with content and criteria to be determined by the student’s major program;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• relevant (could be separate) components that demonstrate acquisition of the GE goals.</li> </ul>	<p>Students who complete the capstone project</p> <ul style="list-style-type: none"> <li>• demonstrate proficiency in knowledge and skill outcomes specific to the major program</li> <li>• demonstrate advanced oral and/or written abilities;</li> </ul> <p><b>and,</b></p> <ul style="list-style-type: none"> <li>• describe the relationship between general education and the student’s major and the ways in which both prepare students for life.</li> </ul>



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