MANSFIELD UNIVERSITY

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)
     - Option 1: Language other than English (6) (*Must be two consecutive courses of the same language*)
     - Option 2: Western and Non-Western Global Cultures (6) (*Courses must have a different prefix*)
   - Themes (6 from at least two strands)
     1. Ethics and Civic Responsibility (3)
     2. Environmental, Economic, Social, and Personal Sustainability (1-3)
     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 & Civic 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.
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

<table>
<thead>
<tr>
<th>Core Requirement and Related General Education Goals</th>
<th>Course Objectives</th>
<th>Desired Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Seminar</strong> (3 credits)</td>
<td><strong>All FYS courses will:</strong></td>
<td><strong>Upon completion of their First Year Seminar, students will have demonstrated that they can:</strong></td>
</tr>
<tr>
<td>FYS will meet all of the following goals of general education:</td>
<td>• introduce students to text, media, and database sources of information and develop skills in information searching and retrieval;</td>
<td>• explain the ways in which the general education program supports and complements the students major program of study;</td>
</tr>
<tr>
<td>• acquire knowledge of the foundations and characteristics of educated discourse;</td>
<td>• introduce students to inquiry-based critical and analytical thinking, which are used to examine real-world topics and issues;</td>
<td>• 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;</td>
</tr>
<tr>
<td>• acquire knowledge of the liberal arts disciplines;</td>
<td>• provide interest-oriented, focused topical study in the faculty member’s curricular area of expertise;</td>
<td>• pose thoughtful questions, evaluate multiple viewpoints, construct cogent arguments, and weigh evidence at a level that is appropriate for a first year student;</td>
</tr>
<tr>
<td>• exhibit critical and analytical thinking;</td>
<td>• provide students with an overview of the MU general education mission program, goals, and learning outcomes.</td>
<td>and,</td>
</tr>
<tr>
<td>• exhibit skills in effective written and oral communication;</td>
<td>• introduce students to appropriate development and expression of ideas in writing and require writing that totals at least 1500 words.</td>
<td>• search, retrieve, evaluate, synthesize, and cite pertinent and credible information from varied sources.</td>
</tr>
<tr>
<td>• exhibit inquiry and research;</td>
<td>and,</td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• develop disposition to value knowledge and continuing growth;</td>
<td>• form opinions and modify positions based on evidence;</td>
<td></td>
</tr>
<tr>
<td>and,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• form opinions and modify positions based on evidence;</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Written Communication (6 credits)</th>
<th><strong>All English Composition I courses for first-year students will:</strong></th>
<th><strong>Upon completion of ENG 1112, students will have demonstrated that they can:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1112 will meet all of the following goals of general education:</td>
<td>• have as its subject the</td>
<td>• write a reasonably well-</td>
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<tr>
<td>• acquire knowledge of the</td>
<td></td>
<td>developed course objectives, such as developing a nuanced understanding of a complex text or visual medium;</td>
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</tbody>
</table>


Composition 1 (ENG 1112) is to be taken during a student’s first 3 semesters at MU.

The Advanced Writing Course will meet all of the following goals of general education:

- acquire knowledge of the foundations and characteristics of educated discourse;
- exhibit skills in critical and analytical thinking;
- exhibit skills in effective written and oral communication;
- exhibit inquiry and research; and,
- develop dispositions to form opinions and modify positions based on evidence;

All advanced writing courses for upper-level students will:

- 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);
- 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; and,
- require students to write critical or analytical essays based on texts read for the course.

Upon completion of the course, it is expected that all students will have moved beyond the minimal level of competency in the relevant objectives.

Upon completion of the advanced writing course, students will have demonstrated that they can:

- write reasonably well-focused, well-organized, and stylistically and grammatically proficient 2-5 page expository and argumentative essays;
- use the writing process to initiate ideas, to create and revise drafts, and to produce a polished product; and,
- produce a properly documented research essay as a result of their ability to understand a specific research methodology.

- recognize, analyze, and employ rhetorical contexts and strategies;
The Advanced Writing Course is **not** 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.

<table>
<thead>
<tr>
<th>The Oral Communication course (3 credits)</th>
<th>All Oral Communication courses for first-year students will:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Communication</strong> will meet all of the following goals of general education:</td>
<td>• include opportunities for students to communicate in interpersonal and small group settings as well as make oral public presentations;</td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• acquire knowledge of the unity and diversity of humanity;</td>
<td>• focus instruction on the elements of effective communication, which include listening, responding, and use of technologies in a variety of settings;</td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• exhibit skills in effective written and oral communication;</td>
<td>• provide instruction on effective message construction: audience analysis, thesis development, organizational structure and content design; <strong>and,</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• exhibit inquiry and research; <strong>and,</strong></td>
<td>• provide instruction on communication behaviors based on gender and culture. <strong>and,</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• develop dispositions to form opinions and modify positions based on experience.</td>
<td></td>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>

The Oral Communication course is to be taken during a student’s first 3 semesters.
Objectives and Desired Student Learning Outcomes for Approaches to Knowledge Blocks

<table>
<thead>
<tr>
<th>Approaches to Knowledge Block Requirement and Related General Education Goals</th>
<th>Course Objectives</th>
<th>Desired Student Learning Outcomes</th>
</tr>
</thead>
</table>
| **Humanities**  
(6 credits – courses must have different prefixes) | **All courses in the humanities will:**  
- address the importance of multiple interpretations and reasoned defenses of texts, events, and ideas;  
- include how ideas are developed, challenged, modified, and defended over the course of time;  
- address the analysis and evaluation of a variety of texts within their social and cultural contests;  
- require students read discipline specific texts and engage in writing that totals at least 1500 words. | **Upon completion of any Humanities courses, students will have demonstrated that they can:**  
- interpret orally and/or in writing basic texts using critical analysis and reference to cultural contexts;  
and,  
- describe the development or application of key concepts in the target disciplines;  
and,  
- use methods appropriate to the target discipline to inquire, analyze, and critique ideas and events.  
- analyze issues using a humanistic perspective. |
| **Humanities Courses**  
Will meet all of the following goals of general education:  
- acquire knowledge of the foundations and characteristics of educated discourse;  
- acquire knowledge of the unity and diversity of humanity;  
- acquire knowledge of the approaches of the liberal arts disciplines;  
- exhibit skills in critical and analytical thinking;  
- exhibit skills in effective written and oral communication;  
- exhibit inquiry and research;  
- develop dispositions to value knowledge and continuing growth;  
and,  
- develop dispositions to form opinions and modify positions based on evidence; | **Ideally, courses in the Humanities will also:**  
- address the difference between the philosophical, historical, critical, and/or aesthetic approaches to culture and text (spoken, written, visual, or musical);  
and/or,  
- address the interconnectedness between culture and knowledge and how the target discipline is both an element of culture and a method for analyzing it. | **Ideally, upon completion of any Humanities courses, students will have demonstrated that they can:**  
- articulate an interconnectedness between culture and knowledge.  

Upon completion of the Humanities courses, it is to be expected that all students will have moved beyond the minimal level of competency in the relevant objectives. |
- develop the disposition to form a coherent, independent philosophy of life.

**Natural and Physical Sciences (with a lab) (3-4 credits)**

**Natural & Physical Lab Courses will meet all of the following goals of general education:**

- acquire knowledge of the intricate complexities of life on this planet;
- exhibits skills in critical and analytical thinking;
- exhibit skills in effective written and oral communication;
- exhibit skills in inquiry and research;
- exhibit skills in problem solving;

**and,**

- exhibit dispositions to form opinions and modify positions based on evidence;

**Some Natural & Physical Lab Courses will also meet following goals of general education:**

- acquire knowledge of scientific information as it is applied to personal and social decisions;
- exhibit skills in quantitative reasoning;

**and,**

- develop dispositions to live sustainably.

**All laboratory courses in the Natural and Physical Sciences will:**

- address concepts, models, and information leading to the current understanding of the discipline;
- address the understanding, analysis, and utilization of various scientific methods;
- address the creation, interpretation, and manipulation of graphical, diagrammatic, and/or tabular representations of information;
- focus on explicit discussion and practice of the scientific method and approaches to justifying a position and comparison to other methods of justification;
- include the application of data, concepts, and models to authentic situations;
- require active learning through hands-on laboratory experiences appropriate to the discipline;

**Upon completion of the Natural and Physical Sciences lab course, students will have demonstrated that they can:**

- describe how scientific methods were used to develop key concepts in the target discipline;
- discuss the benefits and limitations of science;
- present or derive information from graphical representations of basic processes and results;
- understand how scientific data are interpreted;
- understand how scientific hypotheses are formed and tested;
- solve basic problems appropriate to the discipline;
- exhibit dispositions to live sustainably.

**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.**
<table>
<thead>
<tr>
<th>Social and Behavioral Sciences</th>
<th>All courses in the Social and Behavioral Sciences will:</th>
<th>Upon completion of any Social and Behavioral Science courses, students will have demonstrated that they can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 credits – courses must have different prefixes)</td>
<td>• acquire knowledge of the foundations and characteristics of educated discourse;</td>
<td>• explain basic theories of human and social behaviors based on the methods of the target disciplines;</td>
</tr>
<tr>
<td>Social and Behavioral Science courses will meet all of the following goals of general education:</td>
<td>• acquire knowledge of the unity and diversity of humanity;</td>
<td>• identify and describe some fundamental social structures;</td>
</tr>
<tr>
<td>• acquire knowledge of the approaches of the liberal arts disciplines;</td>
<td>• acquire knowledge of the approaches of the liberal arts disciplines;</td>
<td>• understand how the social sciences approach human societies and behaviors;</td>
</tr>
<tr>
<td>• exhibit skills in critical and analytical thinking;</td>
<td>• exhibit skills in effective written and oral communication;</td>
<td>• describe the development or application of key concepts in the target disciplines;</td>
</tr>
<tr>
<td>• exhibit skills in effective written and oral communication;</td>
<td>• exhibit inquiry and research;</td>
<td>and,</td>
</tr>
<tr>
<td>• develop dispositions to value knowledge and continuing growth;</td>
<td>• develop dispositions to form opinions and modify positions based on evidence;</td>
<td>• Use social science methods to analyze social issues and problems</td>
</tr>
<tr>
<td>and,</td>
<td>• develop dispositions to form opinions and modify positions based on evidence;</td>
<td>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.</td>
</tr>
<tr>
<td>Some Social and Behavioral Science Courses will also meet following goals of general education:</td>
<td>• require students read discipline specific texts and engage in writing that totals at least 1500 words.</td>
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</tbody>
</table>
socially responsible and personally fulfilling life choices.

<table>
<thead>
<tr>
<th>Mathematics (3-4 credits)</th>
<th>All courses in Mathematics will:</th>
<th>Upon completion Mathematics course, students will have demonstrated that they can:</th>
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<tr>
<td><strong>All Mathematics courses</strong> meet the following goal of general education:</td>
<td></td>
<td>• transform/manipulate numerical and algebraic expressions;</td>
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<tr>
<td>• exhibit skills in quantitative reasoning;</td>
<td>• explore techniques for solving equations;</td>
<td>• find solutions to equations;</td>
</tr>
<tr>
<td><strong>Some Mathematics Courses will also meet following goals of general education:</strong></td>
<td>• explore interpretation and presentation of statistical, tabular, or graphical data.</td>
<td>• given a table of graph, answer questions related to the data set being presented;</td>
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<tr>
<td>• acquire knowledge of scientific (mathematical) information as it is applied to personal and social decisions;</td>
<td></td>
<td>• given a data set or equation: compute an appropriate statistic or parameter (e.g., mean, standard deviation, slope, critical point) and,</td>
</tr>
<tr>
<td>• exhibit skills in critical and analytical thinking;</td>
<td></td>
<td>• given a data set or equation put into a specific tabular or graphical form</td>
</tr>
<tr>
<td>• exhibit skills in effective written and oral communication;</td>
<td></td>
<td><strong>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.</strong></td>
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<tr>
<td><strong>and,</strong></td>
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<tr>
<td>• exhibit skills in problem solving;</td>
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</table>

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.
### Criteria and Objectives for Unity and Diversity of Humanity

<table>
<thead>
<tr>
<th>Distribution Block Requirements and Related General Education Goals</th>
<th>Course Objectives</th>
<th>Desired Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Global Perspectives</strong> (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)</td>
<td><strong>All courses in Global Perspectives will:</strong></td>
<td><strong>Upon completion of any Global Perspectives course for Option Two, students will have demonstrated that they can:</strong></td>
</tr>
<tr>
<td><strong>Global Perspectives courses, regardless to the option chosen, will meet all of the following goals of general education:</strong></td>
<td>• explain and analyze various components of culture and show how these components interact.</td>
<td>• describe the kinds of issues, opportunities, and challenges brought about by increasing globalization;</td>
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<td></td>
<td>• examine American culture in relationship to other countries’ similar and dissimilar systems.</td>
<td>• explain interactions of cultures and how those interactions may have shaped modern society;</td>
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<td></td>
<td>• require students to read texts and engage in writing that totals at least 1500 words.</td>
<td>• describe and begin to evaluate their own cultural perspectives and biases;</td>
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<td></td>
<td><strong>Ideally, courses in the Global Perspective will also:</strong></td>
<td><strong>Upon completion of their 2 language courses, students will have demonstrated that they can:</strong></td>
</tr>
<tr>
<td></td>
<td>• enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary</td>
<td>• demonstrate at least novice high proficiency in the target language in listening, speaking, reading and writing;</td>
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<td></td>
<td>• refer to other disciplinary perspectives besides the course’s dominant discipline.</td>
<td>• demonstrate basic familiarity with elements of</td>
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<tr>
<td></td>
<td><strong>Some Global Perspectives Courses, regardless to the option chosen, will also meet following goals of general education:</strong></td>
<td><strong>All courses taken to fulfill the language option will:</strong></td>
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<tr>
<td></td>
<td>• exhibit skills in critical and analytical thinking;</td>
<td>• focus on students reaching at least novice high in listening, speaking, reading and writing in the target language;</td>
</tr>
<tr>
<td></td>
<td>• exhibit skills in the use of more than one language;</td>
<td>• facilitate students reaching a minimal cultural</td>
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<td></td>
<td>• develop dispositions to make</td>
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</table>
socially responsible and personally fulfilling life choices;
- develop dispositions to value knowledge and continuing growth; and,
- develop dispositions to promote social justice and peace;

competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
- facilitate students’ experience of another language on its own terms;
- use the target language as the primary medium of communication, specifically by using authentic materials in the target language, such as literature, news, advertisements, films, and music;

Ideally, courses taken to fulfill the language option will:

- empower students to view reality from a different conceptual and/or cultural standpoint
- enable students to understand how a linguistic system shapes values and attitudes

the culture in question and be able to compare American and target cultures in education. note: this could include basic politeness, daily routines, celebrations, education, housing, and shopping

- 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; and,
- identify differences in grammar and syntax that distinguish languages

Ideally, upon completion of their Global Perspectives courses for Option Two, students will have demonstrated that they can:

- identify the link between language and cultural meaning

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.
<table>
<thead>
<tr>
<th>Ethics and Civic Responsibility (3 credits)</th>
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**Ethics and Civic Responsibility courses** will meet all of the following goals of general education:

- acquire knowledge of the foundations and characteristics of educated discourse;
- acquire knowledge of the approaches of the liberal arts disciplines;
- exhibit skills in critical and analytical thinking;
- exhibit skills in effective written and oral communication;
- develop dispositions to form opinions and modify positions based on evidence; and,
- develop dispositions to reason ethically and act with integrity

**Some Ethics and Civic Responsibility courses** will also meet following goals of general education:

- acquire knowledge of the unity and diversity of humanity;
- develop dispositions to make socially responsible and personally fulfilling life choices;
- develop dispositions to value knowledge and continuing growth; and,
- develop dispositions to promote social justice and peace;

<table>
<thead>
<tr>
<th>All courses in Ethics and Civic Responsibility will:</th>
</tr>
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</table>

- engage students in real world ethical or civic situations;
- require students to read texts and engage in writing that totals at least 1500 words.

**and, either**

- 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.

<table>
<thead>
<tr>
<th>Upon completion of the Ethics and Civic Responsibility course, students will have demonstrated that they can:</th>
</tr>
</thead>
</table>

- articulate theories or concepts related to such matters as liberty, responsibility, morality, ethics, justice, and living well; and, either
- explain the ethical basis of their public duties as citizens.

**or**

- analyze the relationship between and among social, political, and/or economic concepts of human behavior.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
**Environmental, Economic, Social and Personal Sustainability (1 – 3 credits)**

**Environmental, Economic, Social and Personal Sustainability courses will all meet the following goals of general education:**

- develop a disposition make socially responsible and personally fulfilling life choices.
- develop dispositions to form opinions and modify positions based on evidence;
- exhibit skills in effective written and oral communication;

**Some Environmental, Economic, Social and Personal Sustainability courses will also meet following goals of general education:**

- acquire knowledge of intricate complexities of life in the planet;
- acquire knowledge of scientific information as it is applied to personal and social decisions
- exhibit skills in critical and analytical thinking;
- develop dispositions to life sustainably;
- develop dispositions to promote social justice and peace;

**All courses in Environmental, Economic, Social and Personal Sustainability will:**

**Either:**

- examine the relation between natural and social environments;
- examine the possibility of a sustainable future;
- examine the sustainability of social and economic policies or personal behaviors;
- 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;

**and,**

- require students to read texts and engage in writing that totals at least 1500 words.

**or**

- 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)

**Upon completion of the Environmental, Economic, Social and Personal Sustainability course, students will have demonstrated that they can:**

- describe how legal, political, scientific, economic, or personal action can be used to address issues of sustainability;
- use principles of sustainability to analyze a real-world problem
- describe constructive steps that could be taken to improve living conditions for the people of the world.

**or**

- formulate a written personal wellness plan for a healthy lifestyle
- demonstrate personal leadership skills in small group activities

If the course has an HPE prefix, there are 2 additional criteria:

- demonstrate an understanding of the rules governing a physical activity
- demonstrate fundamental
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.

**Arts & the Human Experiences**  
(3 credits)

**Arts & the Human Experiences courses will meet all of the following goals of general education:**
- acquire knowledge of fine arts and aesthetics

**Some Arts & the Human Experiences courses will also meet following goals of general education:**
- acquire knowledge of western culture and its relationship to non-western cultures;
- acquire knowledge of the foundations and characteristics of educated discourse;
- acquire knowledge of the unity and diversity of humanity;
- develop dispositions to value knowledge and continuing growth;

**All Arts & the Human Experiences courses will:**
- examine the ways in which culture influences visual and artistic forms of communication;
- 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;

**Ideally, Arts & the Human Experiences courses will also:**
- require the creation of an art work or involve students in the practice or performance of specific art medium (music, art, film, or theatre).

**Upon completion of the Arts & the Human Experiences course, students will have demonstrated that they can:**
- 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; and,
- observe and evaluate artistic expression utilizing cognitive and aesthetic processes

**Ideally, upon completion of the Arts & the Human Experiences course, students will have demonstrated that they can:**
- express themselves effectively through visual presentations and/or varied art forms (music, drama, or movement)

Upon completion of the Arts & 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.

Criteria and Objectives for the Capstone Project (completed within the Major)

<table>
<thead>
<tr>
<th>Criteria for Inclusion</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The capstone project is to be completed as part of a fourth year, major-related course.</strong></td>
<td>Students who complete the capstone project</td>
</tr>
<tr>
<td>For general education purposes, Capstone projects will include:</td>
<td>- demonstrate proficiency in knowledge and skill outcomes specific to the major program</td>
</tr>
<tr>
<td>- a senior-year capstone project, paper, or portfolio with content and criteria to be determined by the student’s major program;</td>
<td>- demonstrate advanced oral and/or written abilities;</td>
</tr>
<tr>
<td>and,</td>
<td>- describe the relationship between general education and the student’s major and the ways in which both prepare students for life.</td>
</tr>
<tr>
<td>- relevant (could be separate) components that demonstrate acquisition of the GE goals.</td>
<td></td>
</tr>
</tbody>
</table>
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