

Faculty Senate
Motion Form

Agenda Item

Maker: General Education Review Committee

Date: 11/30/2011 – 01/18/2012 – 02/08/2012 – 02/22/2012

Title: **Revision of the General Education program.**

Motion: **The Faculty Senate approves the revision of the General Education Program as set forth in the attached documents.**

Proposal for the Revised General Education Program

The General Education Review Committee was established in October 2008 by the Provost and Faculty Senate to *review and revise the existing General Education Program*. The following faculty, staff and students contributed in various ways to this proposal.

Chris Azevedo, Economics & Finance

Nicholas Baeth, Mathematics & Computer Science

Barbara Baker, Nursing

Steven Boone, School of Environmental, Physical and Applied Sciences

Karen Bradley, Sociology & Social Work

Darlene Budd, Political Science

Ruth Burkett, Elementary & Early Childhood Education

Sam Cox, Communication

Sheryl Craig, English & Philosophy

Dan Crews, History & Anthropology

Marian Davis, Library Services

Blaine Duesing, Communication Disorders

Cheryl Eason, English & Philosophy

Kelly Edmondson, Career & Technology Education

Joseph Ely, Biology & Earth Science

Anne Girdner, Academic Advising

Kriti Gopal, Student

Pam Glasnapp, Communication

Jan Glover, Theater

Marilyn Grechus, Nutrition and Kinesiology
Michael Grelle, Provost's Office
Alice Greife (Chair), College of Health, Science & Technology
Rob Hallis, Library Services
Harry Harmon, Marketing & Legal Studies
Buzz Herman, Theater
Joshua Johns, Student
Richard Kahoe, Career & Technology Education
Gwiok Kim, Special Education
Andrew King, Elementary and Early Childhood
Joseph Kyser, Student
Sandy Jenkins, Education Leadership & Human Development
Odin Jurkowski, Career & Technical Education
Mick Luerhman, Art & Design
Charles Martin, English & Philosophy
Julie Mollencamp, Theater
Cindy Moore, College of Health, Science, & Technology
Jerry Neal, Educational Leadership & Human Development
Eric Nelson, Management & Business Communication
Selene Nikaido, Biology & Earth Science
Nicole Nickens, Elementary & Early Childhood Education
Rochelle Palma, Career & Technology Education
Ryan Peterson, Educational Leadership & Human Development
Mary Ragland, Academic Enrichment
Jay Raveill, Biology & Earth Science
Jack Rogers, Communication
Daniel Schierenbeck, English & Philosophy
Ken Schueller, Career Services
Carol Smith, Library Services
Scott Strohmeier, Nutrition and Kinesiology
Shonna Tropf, Communication
Alan Wenger, Music
Krisana West, Academic Advising
Ruthann Williams, Career & Technology Education
Scott Wilson, School of Technology
Steve Wilson, Biology & Earth Science
Robert Yates, English & Philosophy

Liberal Education and America's Promise (LEAP)

The General Education Review Committee spent many hours reviewing various General Education models across the country, including our peer institutions as well as our current model. After extensive discussion, which included two faculty forums, the Committee favored the philosophy and model proposed by the Association of American Colleges and Universities (AACU) called Liberal Education and America's Promise ([LEAP](#)).

LEAP is an initiative that champions the value of a liberal education for individual students and for a nation dependent on economic creativity and democratic vitality. A liberal education, as defined by the AACU, normally comprises General Education curriculum shared by all students and an expectation of in-depth study in at least one field. The General Education curriculum should provide a broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

LEAP is organized around a set of *Essential Learning Outcomes* for all students regardless of their chosen field of study. The outcomes provide foundational skills and more in-depth knowledge, primarily in liberal arts and sciences, which undergird all baccalaureate programs. Currently, more than 300 colleges and universities across the country are in various stages of adopting LEAP.

Based on the LEAP philosophy and an extensive review of Central's current general education program, the Committee in consultation with the campus developed the following mission statement:

Mission - The General Education program at the University of Central Missouri serves student need and the public interest by ensuring students have strong foundational skills and by providing a broad, enriched academic experience that both complements and supplements their study within specialized disciplines.

UCM's Approach to Leap

Graduates of our undergraduate programs should be prepared for twenty-first century challenges. The General Education Review Committee used the philosophy of the LEAP Essential Learning Outcomes, the Missouri state-level goals, and the Faculty Senate General Education Program Guidelines as a framework in *the development of a set of unique [Outcomes and Competencies](#) for our campus*. Comments on these draft Outcomes and Competencies were provided to the committee by surveys of faculty, departments and academic advisors, and in meetings of committee members with every department on campus. All of the input was thoroughly reviewed and synthesized to identify those issues and concerns that were broad based across campus versus those that were identified by a

few number of the faculty. Every issue and concern was important to the committee; however, the revisions made to the Outcomes and Competencies represent those identified by faculty across campus and not those raised by a few.

The program is organized according to a set of learning outcomes for students, that is, the foundational skills and knowledge students will attain through the program. The competencies are organized in three groupings: Foundational Skills, Knowledge, and Engagement. Although certain “knowledge” and “skill” areas have names that correspond directly to specific departments and/or major programs on UCM’s campus, within this document and throughout the proposed program, these areas refer to broad areas of intellectual skill and knowledge as defined by LEAP. It will be the competencies (as follows) and the operational definitions of these competencies (beginning on page 9) that define what courses belong in the proposed program and not the departments and/or disciplines from which the courses are proposed.

UCM’s Development of a General Education Program

Based on the set of revised Outcomes and Competencies, the Committee drafted a proposed General Education Program and Policies. Comments on the draft General Education Program and Policies were provided to the committee by surveys of faculty, departments and academic advisors. All of the input was thoroughly reviewed and synthesized to identify those issues and concerns that were broad based across campus versus those that were identified by a few number of the faculty. Every issue and concern was important to the committee; however, the revisions made to the General Education Program and Policies represented those identified by faculty across campus and not those raised by a few.

The Committee also developed a set of Operational Definitions of the Outcomes and Competencies. Faculty across campus were consulted to write operational definitions of these outcomes and competencies. Faculty forums were held to gather input on the revised General Education Program, Policies and Operational Definitions. Few comments were received, and the revisions made were primarily for clarity.

UCM’s General Education Program

UCM’s General Education Program is organized according to a set of learning outcomes for students, that is, the foundational skills and knowledge students will attain through the program. The competencies are organized in three groupings: Foundational Skills, Knowledge, and Engagement. The structure allows for the creation of courses that have a broader appeal and relevance to each student’s academic, professional, and personal success. The overall goal of the General Education Program is to make general education

more flexible for students and faculty while maintaining the rigor of the foundational academic skills and the liberal arts and sciences.

Although certain “knowledge” and “skill” areas have names that correspond directly to specific departments and/or major programs on UCM’s campus, within this document and throughout the proposed program, these areas refer to broad areas of intellectual skill and knowledge as defined by LEAP. It will be the competencies (below) and the operational definitions of these competencies (defined beginning on page 9) that define what courses belong in the proposed program and not the departments and/or disciplines from which the courses are proposed.

UCM Outcomes and Competencies

Outcome 1: UCM graduates will demonstrate a mastery of intellectual and practical **skills** by:

- Competency 1: Writing with clarity and purpose using appropriate conventions of format, structure, and documentation.
- Competency 2: Presenting and interacting effectively in professional, group, and interpersonal settings.
- Competency 3: Using mathematical and formal reasoning to perform analysis, determine reasonableness and draw inferences.
- Competency 4: Thinking creatively and critically.
- Competency 5: Acquiring and managing information effectively through research and the uses of current and emerging technologies.

Outcome 2: UCM graduates will demonstrate **knowledge** of the world in which we live by acquiring:

- Competency 6: Knowledge and appreciation of literature, languages, and the arts using the standards of evidence and reasoning appropriate to the humanities and the arts.
- Competency 7: Knowledge of the physical and natural world using the standards of evidence and reasoning appropriate to the sciences, mathematics and technology.
- Competency 8: Knowledge of the human experience using the standards of evidence and reasoning appropriate to history and the social/behavioral sciences.

Outcome 3: UCM graduates will demonstrate an understanding of **individual and social responsibility** by:

- Competency 9: Evaluating individual actions, intercultural relationships, and social choices within local/global frameworks using ethical reasoning, civic principles, and cultural values.

Outcome 4: UCM graduates will demonstrate the ability to **integrate and apply** skills, knowledge and responsibility by:

- Competency 10: Creating a cumulative work that demonstrates the integration and application of knowledge in new settings.

Overall Description of the Proposed Program

The overall goal of the proposed General Education Program is to make general education more flexible for students and faculty while maintaining the rigor of the foundational academic skills and the liberal arts and sciences. The proposed structure allows for the creation of courses that have a broader appeal and relevance to each student's academic, professional, and personal success.

General Policies

1. All general education courses are credit bearing.
2. The general education program consists of 42 credit hours.
3. ~~General education courses will have no prerequisites or co-requisites that are not also general education courses unless the prerequisites can be satisfied by a planned placement.~~
4. All general education courses will be open to students in all majors, though some may require advanced knowledge and be more suitable for particular majors.
5. Students (including transfers) must receive a C or better in all courses in the Foundational Skills area.
6. All courses in the Foundational Skills area are responsible for the practice and assessment of a single competency. This refers to Competencies 1, 2, and 5.
7. All courses in the Knowledge area are responsible for the practice and assessment of one knowledge competency and one foundational skills competency. These

foundational skill competencies include Competencies 1 – 5 (writing, presenting and interacting, mathematical and formal reasoning, thinking creatively and critically, and acquiring and managing information).

8. Unless specified by area, proposals for a Knowledge area course must designate one Foundational Skill competency to practice and assess. Once certified as a general education course, the practicing and assessing of the chosen Foundational Skill must be consistent across all sections of that Knowledge course.
9. Once a student has satisfied a course in the general education program, that student is considered to have satisfied the corresponding competency of the general education program regardless of any change in major or program.
10. Degree programs may still require certain general education courses. Satisfying the general education program will not supersede the degree program requirements.
11. All courses counting for general education credit must be certified by the Faculty Senate General Education Committee and must be listed in the undergraduate catalog as a course that counts for general education credit. This requirement includes all courses in all programs.
12. Any course that satisfies the definition of the appropriate competencies, meets all other requirements for that specific area of the general education program, and is certified by the Faculty Senate General Education Committee through the University curriculum process will be listed as a general education course.
13. All general education courses will be reviewed regularly by the Faculty Senate General Education Committee to assure that the course is still meeting the requirements of the general education program. Courses not re-certified will be removed from the general education program.
14. As per decisions made by the FS General Education Committee and the FS University Assessment Council, students may test out of some or all of these competencies and thus satisfy those portions of UCM's General Education program.

General Education Program Structure

Foundational Skills Area (11 cr. hrs.)

Foundational skills help students succeed throughout the rest of the general education program, in their major coursework, and in their lives beyond the university. These foundational skills are developed by courses in writing, managing information, and communicating. Content knowledge is not the goal of these courses; rather, the courses use

content to teach and assess the foundational skills. Students (including transfers) must receive a C or better in all courses in the foundational skills area.

Competency 1

6

Writing I (3 credits)

These courses must satisfy the operational definitions of Competency 1 as defined on page 811. Students must complete 3 credit hours in a designated course that has them write, formally and informally, at least 7000 words.

Writing II¹ (3 credits)

These courses must satisfy the operational definitions of Competency 1 as defined on page 8. Students must complete 3 credit hours in a designated course that has them write, formally and informally, at least 10000 words including a research paper. ~~Each Writing II course is linked to a managing information course with assignments that require research and evaluation of academic and nonacademic sources as described in Competencies 1 & 5. Students must be co-enrolled (or have already taken) a managing information companion course (See Competency 5 below).~~ (Amendment passed February 22, 2012)

Competency 2

3

These courses must satisfy the operational definitions of Competency 2 as defined on page 1011. Students must complete 3 credit hours in a designated course that prepares them to communicate effectively in ~~professional~~public, group and interpersonal settings.

Competency 3.....

Students must complete a course that prepares them to use mathematical and formal reasoning to perform analysis, determine reasonableness, and draw inferences. Completing a designated course in Mathematics (Competency 7) in the Knowledge area will effectively satisfy this requirement.

Competency 4.....

Students must complete a course that prepares them to think critically and creatively. Completing a designated course in the individual and social responsibility (Competency 9) will effectively satisfy this requirement.

Competency 5

2

Students must complete 2 credit hours in a designated course that enables them to manage information effectively.¹ ~~Each Writing Managing Information course is linked to a Writing II course with assignments that require research and evaluation of academic and nonacademic sources as described in Competencies 1 & 5. Students must be co-enrolled (or have not taken) a Writing II companion course (See Competency 1 above).²~~
(Amendment passed February 22, 2012)

Knowledge Areas (28 cr. hrs)

Knowledge Areas introduce students to different disciplinary frameworks as well as deepening their understanding of the liberal arts and sciences. In addition to assessing the specific knowledge competency, each course will practice and assess one foundational skill competency (Selecting one from Competencies 1 – 5: writing, presenting and interacting, mathematical and formal reasoning, thinking creatively and critically, and acquiring and managing information). Each course (standard across all sections) must designate one foundational skill competency to practice and assess. There are two exceptions to the free selection of the skill competency practiced and assessed:

- All courses designated as literature (Competency 6) are required to practice and assess Competency 1 – Writing.
- All courses in designated as mathematics (Competency 7) are required to practice and assess Competency 3 – Mathematical Reasoning.

Once certified as a general education course in the knowledge area, each section of that course will require multiple assignments that incorporate the skill to be practiced. All student work practicing the skill competency will be assessed using a simple (to-be-developed) standard rubric, and students will be given feedback from each assignment. The skill practice and assessment should involve some preparatory faculty direction about the discipline-specific implementation of the foundational skill. The evaluation of these tasks should incorporate the knowledge content and the foundational skill.

The specific Knowledge Competencies will be accomplished as follows:

Competency 6

9

Literature (3 credits)

These courses must satisfy the operational definitions of Competency 6 (Literature) as defined on page 11.

¹ A course in managing information is not a course in computer literacy. The University is considering a pre-assessment of computer literacy to ensure that all students have the basic skills necessary to succeed in college. Students lacking such skills will be required to take remediation courses.

² ~~Joint proposals between Writing II courses and Managing Information courses with close interaction between the respective course instructors are encouraged.~~

Students will also practice and be assessed on Competency 1.

Fine Arts (3 credits)

These courses must satisfy the operational definitions of Competency 6 (Fine Arts) as defined on page 11.

Literature/Fine Arts/Language/Humanities (3 credits)

Students must take an additional 3 hours from any one of the four areas from Competency 6 (Literature, Fine Arts, Languages, Humanities) as defined on pages 11 -12.

Competency 7

10

Science (3 credits with 1 hour lab credit)

These courses must satisfy the operational definitions of Competency 7 (Science) as defined on page 12 and must include a laboratory component.

Mathematics (3 credits)

These courses must satisfy the operational definitions of both Competency 7 (Mathematics) as defined on page 12 & Competency 3 as defined on page 9. All courses in this area must be at or above a level of rigor and have the same prerequisites as college algebra.

METS (Mathematics, Engineering, Technology, Science)(3 credits)

Students must take an additional 3 hours from any one of the three areas From Competency 7 (Science, Mathematics, METS) as defined on page 12.

Competency 8

9

History (3 credits)

These courses must satisfy the operational definitions of Competency 8 (History) as defined on page 13.

Social and Behavioral Sciences (3 credits)

These courses must satisfy the operational definitions of Competency 8 (Social and Behavioral Sciences) as defined on page 13.

History /Social and Behavioral Sciences (3 credits)

Students must take an additional 3 hours from any one of the areas from Competency 8 (History, Social and Behavioral Sciences) as defined on page 13.

Note: If the university affirms the requirement, one course in this knowledge area must satisfy the Missouri Constitution Requirement.

Engagement (Individual and Social Responsibility) (3 cr. hrs)

Students will become engaged, responsible citizens of the 21st-century world by critically thinking about their actions and the actions of others in this diverse world.

Competency 9..... 3

These courses must satisfy the operational definitions of Competency 9 (Valuing) as defined on page 13 & Competency 4 (Creative and Critical Thinking) from the Skills area as defined on page 10.

Students must be engaged in these issues through a high-impact learning experience such as a learning community, collaborative assignment and/or project, student-faculty research or creative activity, service learning internship, focused field experience, or study abroad.

Integration/Application

Students will demonstrate their ability to integrate and apply skills, knowledge and responsibilities gained from the General Education program with major-specific content through a cumulative work or experience.

Competency 10

*A **discipline-specific capstone** (or designated upper level) course is required in each major program. The discipline selects the course to be used and maintains control over the content of the course.*

Operational Definitions of Competencies

The purpose of this section is to provide guiding definitions of each of the competency areas. This allows faculty to understand what should be achieved in the course and provide the FS General Education Committee a framework to guide their certification of courses.

Outcome 1 (Skills)

UCM graduates will demonstrate mastery of intellectual and practical skills by:

Competency 1: Writing with clarity and purpose using appropriate conventions of format, structure, and documentation.

Students will learn that writing is a recursive process that includes both revision and editing. Students will be exposed to formal and informal writing, write multiple drafts of essays, and have at least two individual tutorials with the instructor.

Students will learn to write essays with a clearly stated, well-reasoned controlling idea and will develop this idea and its main points logically and support them with relevant

examples, details, data, reasons, etc. They will learn to consider their audience and to organize writing effectively, producing essays that are organized well enough to be easily readable (with a beginning, middle, and end). They will likewise learn to create unified, coherent essays with clearly distinguished and purposely ordered main and subordinate ideas and with purposeful paragraphing and meaningful transitions. Students will learn to write essays with few grammatical errors and none that interfere with comprehension and with minimal punctuation, capitalization, and spelling errors. Students will be taught to write essays that adhere to conventional formatting guidelines. In addition, students will learn to think critically about what they read and use evidence and documentation to bolster their own conclusions. In particular, they will employ formal documentation in order to cite correctly other people's ideas to avoid plagiarism. Students will write essays whose in-text citations and list of sources adhere to conventional formatting guidelines.

Competency 2: Presenting and interacting effectively in professional, group, and interpersonal settings.

Students will learn to construct and appropriately deliver well-organized oral presentations that demonstrate analytic and creative skills. They will learn to adapt language and communication strategies for a variety of situations and audiences in the delivery of prepared oral presentations which require them to find, use, and cite evidence to support assertions or arguments. In addition, they will learn to consider the role of human diversity in speaker/audience relationships, interpersonal, and group communication in oral messages. They will evaluate, both orally and in writing, oral messages (self, peers, and/or outside the classroom) for rhetorical strategies. They will learn to communicate effectively in small groups and interpersonal dyads by speaking, listening, reflecting, and responding appropriately and in context. ~~adapted appropriately for specific audiences. Students must demonstrate effective communication in groups by listening, reflecting, and responding appropriately in public and interpersonal contexts.~~
(Amendment) November 30 2011 Passed: For 11, Opposed 10

Competency 3: Using mathematical and formal reasoning to perform analysis, determine reasonableness, and draw inferences.

Students will practice and be assessed on their ability to read, to interpret, to analyze, to synthesize, and to communicate facts and ideas and on their ability to make reasoned inferences using numerical, graphical, or symbolic representations and methods. Students must be able to recognize and discover patterns and to apply or develop models to test hypotheses or ideas through the use of formal reasoning or mathematical techniques in order to gain a deeper understanding of questions and to draw conclusions. In addition, students must demonstrate thoughtful and rational judgments about the appropriateness of analyses and resulting conclusions.

Competency 4: Thinking creatively and critically.

Students will apply standards of reasoning including conceptualizing, applying, analyzing, synthesizing, and evaluating information. Students will learn to distinguish among opinions, facts, and inferences in order to evaluate the strength of arguments and to inform their own ability to make judgments and create alternative solutions.

Competency 5: Acquiring and managing information effectively through research and the uses of current and emerging technologies.

Students will acquire both information research and information management skills essential to lifelong learning.

Students will learn to evaluate information need, plan information search, access information via a variety of sources, retrieve information using appropriate search queries, critically evaluate located information, and incorporate acquired and referenced information into their projects and/or performances.

Students will study, manipulate, and communicate acquired information via a variety of information technology platforms, applications, and formats. They will collaborate with others via digital platforms and understand the ethical, legal, and socio-economic issues surrounding use of information technology.

Outcome 2 (Knowledge)

UCM graduates will demonstrate knowledge of the world in which we live by acquiring:

Competency 6: Knowledge and appreciation of [and/or participation in the creation of performance of](#) literature, languages, and the arts using the standards of evidence and reasoning appropriate to the humanities and the arts.

Students must demonstrate an ability to comprehend, evaluate, and analyze creative works and/or languages and their cultural and historical context. Students will identify and develop both aesthetic values and judgments and recognize and appreciate differences among cultures. Students will have a broad introduction to these areas rather than a narrowly defined study of a particular author, genre, time period, etc.

Literature

Students will examine multiple works, authors, and genres that span at least a century in order to recognize the scope and variety of literature. Students will engage in literary analysis and identify the aesthetic values used to make critical judgments about the creative processes of authors and their works. Through the study of imaginative works, students will develop an understanding of the complexity and

ambiguity of language and the human condition and explain how historical, cultural, and social contexts inform the creative process.

Languages

Students will be exposed to the fundamentals of the respective language -- including pronunciation, linguistic elements, basic vocabulary, and grammatical patterns -- in order to be able to better comprehend and appreciate the differences between its originating culture and their own culture. Students in all courses will be required to demonstrate their proficiency in the language by writing and speaking in the target language.

Fine Arts

Students will be introduced to the basic elements and structures of artistic works. They will consider the arts in relation to history, culture, and the other arts. Students will explore the creative processes of artists in the visual and performing arts, identify the aesthetic values used to make critical judgments in various artistic fields, and focus on the analysis and description of artistic works and performances. Students will participate in and/or attend, and evaluate artistic performances and events.

Humanities

Students will be exposed to a general inquiry into consciousness, values, and ideals as they seek to describe how experiences and ideas shape our understanding of the world. Students will also explain the historical, linguistic, stylistic, cultural and/or social contexts of these experiences and ideas that address the human condition. Students will employ critical, analytical, interpretive, and speculative methods to study the meanings, values, effects and scope of human endeavors.

Competency 7: Knowledge of the physical and natural world using the standards of evidence and reasoning appropriate to the sciences, mathematics, and technology.

Students must demonstrate an ability to read for comprehension, to analyze, to synthesize, and to communicate evidence that support ideas in areas of natural and physical sciences, mathematics, and technology. Students will develop an understanding of basic concepts and not be limited to the use of tools and technology.

Mathematics

Students will learn to view the world from a mathematical perspective. Students will develop an understanding of fundamental mathematical concepts and methods and a level of quantitative literacy that enables them to make decisions and solve problems. They will use numerical, graphical, and symbolic representations and methods at or above the level of rigor of college algebra.

Science (with Lab)

Students will explore the principles and laboratory procedures used in natural and physical sciences. Students will employ both the empirical methods of scientific inquiry in theoretical and practical applications and scientific argument and techniques for evaluating evidence to draw defensible conclusions.

METS (Mathematics, Engineering, Technology, and Science)

Students will demonstrate an integrated scientific, mathematical, and technological literacy in METS areas. Students will study how humans apply scientific and mathematical principles to create tools and paradigms for the satisfaction of human needs and wants and how human choices impact society, the world environment, and perceptions of science and technology.

Competency 8: Knowledge of the human experience using the standards of evidence and reasoning appropriate to history and the social/behavioral sciences.

Students will demonstrate an ability to comprehend, evaluate, and analyze aspects of the human experience through an understanding of history and the social and behavioral sciences and the standards of evidence that create knowledge within those frameworks. Students will learn substantive content as well as the relevant evaluative process of reasoning, evidence, and argument.

History

Students will demonstrate an understanding of historical chronology including interpretations of causes, effects, and implications of past events, using an empirical and conceptual analysis of primary and secondary sources within a narrative framework.

Social and Behavioral Sciences

Students will be able to provide explanations of the human experience that address the complex institutional structures and the social-behavioral processes situating the behavior of people in time and place that inform their sense of self and others. Students will study the empirical methods of the science.

Outcome 3 (Engagement: Individual and Social Responsibilities)

UCM graduates will demonstrate an understanding of individual and social responsibility by:

Competency 9: Evaluating individual actions, intercultural relationships, and social choices within local/global frameworks using ethical reasoning, civic principles, and cultural values.

Students will explore what it means to be a responsibly-engaged member of society by reflecting on their own individual choices, comparing choices of diverse cultural groups, and/or reflecting on these choices in cross-national contexts.

Outcome 4 (Integration-Application)

UCM graduates will demonstrate the ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses by:

Competency 10: Creating a cumulative work that demonstrates the integration and application of knowledge in new settings.

Students will integrate the knowledge and skills from the general education program with major-specific content through a cumulative work or experience that demonstrates the ability to gather information, perform synthesis and analysis, and communicate in a technical and proficient manner.

*A **discipline-specific capstone** (or designated upper level) course is required in each major program to assess links between the general education program and that particular major program. Individual departments will decide the content of the course based on the needs of the major. A general assessment of the fit between the general education preparation in relation to the skills and knowledge needed for that particular major will be conducted in the identified course.*

These courses, although not technically part of the general education program (and thus not required to be certified by the FS General Education Committee) will see that students use skills and knowledge gained from their general studies within a framework of their major program.

Assessment of the General Education Program

Assessment of the general education Program will take place at various levels.

1. Placement

Planned placement of courses in the program will be consistent with current policies.

2. Pre- and Post-Test Assessment

Assessment of student proficiencies of the foundational skills competencies takes place in pre- and post-tests using locally-developed and/or nationally-standardized instruments. Both aggregate level gains and individual student gains will be monitored.

3. Individual Course Assessment

Assessment of student proficiencies of the knowledge and foundational skills competencies takes place within the individual courses.

4. Individual Course Assessment

Assessment of student proficiencies of skill competencies as practiced in the knowledge courses will be accomplished through the use of a simple to-be-developed rubric for each skill competency.

5. Assessment of Particular Foundational skills Outcomes

All courses included in the knowledge areas must practice at least one designated foundational skill along with teaching the knowledge content.

6. Common Assessment Practices

To ensure common practices, instructors from each area will:

- Meet regularly in workshops with other faculty teaching within that area;
- Attend sessions to discuss pedagogical techniques specific to each area; and
- Access resources from a common Blackboard section for each area.

7. Discipline-specific Capstone (or Designated Upper-Level) Course Assessment

A discipline-specific capstone or designated upper-level course in each major program will assess links between the general education program and that particular major program. Individual departments will decide the content of the course based on the needs of the major. A general assessment of the fit between the general education preparation in relation to the skills and knowledge needed for that particular major will be conducted in the identified course.

For: 13 **Against** 8 **Abstain** _____

Result: Passed X **Defeated** _____

Motion # 2010-2011-12