

At its April 18, 2017, meeting, the Undergraduate Council approved **five new categories** of General Education courses that will take effect with the new General Education curriculum in Fall 2020:

Applied Arts & Humanities

Applied Oral Communication

Global Citizenship – US

Global Citizenship – International

Engaged Inquiries

As of Fall 2020, Cultures & Civilizations will no longer be a General Education category; the learning objectives currently associated with Cultures & Civilizations courses will be represented in the two Global Citizenship categories. (Students graduating under a catalog that predates AY 2020-21 will be able to use the “old” General Education curriculum, which includes Cultures & Civilizations requirements, through AY 2024-25. However, these students can also switch to a later catalog if they would prefer to graduate under the “new” General Education curriculum.)

The Undergraduate Council also approved a **graduation requirement** that lives “outside” of General Education and applies to all students. This requirement is called Contemporary Issues & Solutions. This requirement can be met through coursework or through non-credit-bearing educational experiences.

Working groups reporting to the Undergraduate Council’s General Education Committee are finalizing the learning objectives for the five new categories of General Education courses; a separate working group is finalizing the learning objectives for Contemporary Issues & Solutions. These learning objectives will be presented to Undergraduate Council for approval in Fall 2018. Departments will need to make reference to these learning objectives when they propose courses for the new course categories. Departments will be able to propose courses for the new course categories **as early as January, 2019.**

The next six pages of this document summarize the **draft learning objectives** for each course category, and provide **questionnaires** that prompt faculty members to consider how courses they currently teach might meet these learning objectives.

Please choose two of the six new categories, and for each category, identify a course that your department/school/program offers that appears to meet the category’s learning objectives. Please bring syllabi for the two courses to the Faculty Senate Retreat. Please also review the questionnaire for the corresponding new General Education category; you will complete the questionnaire at the Retreat. Note that under the new General Education curriculum, a course can “belong” to multiple categories. So, for example, an existing Arts & Humanities course could also be submitted for consideration as a Global Citizenship – US course.

Senators from **all nine colleges with undergraduate academic programs** are especially encouraged to identify courses that satisfy major requirements or prerequisites that might fit into the Applied Oral Communication, Engaged Inquiries, and Contemporary Issues & Solutions categories. **College of Law** faculty might consider whether first-year law courses could meet Applied Oral Communication, Global Citizenship – US, and Engaged Inquiries requirements for students in the 3 + 3 BA/JD program administered jointly by Arts & Sciences and Law.

Applied Arts & Humanities

Draft learning objectives:

Courses in the Applied Arts & Humanities category are expected to produce the following outcome for students:

Students will demonstrate the ability to create or perform an artistic work.

Questionnaire:

- (1) What activities/assignments in the course require students to demonstrate the ability to create or perform an artistic work?
- (2) How are these activities/assignments assessed?
- (3) How do students receive feedback on their efforts?
- (4) Are opportunities for reflection and/or critical analysis regarding a student's artistic work built into the course? If so, how?

Applied Oral Communication

Draft learning objectives:

Courses in the Applied Oral Communication category are expected to produce the following outcomes for students:

- (1) Students will demonstrate the ability to speak clearly and effectively.
- (2) Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
- (3) Students will demonstrate the ability to present oral information effectively, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.
- (4) Students will demonstrate the ability to communicate effectively in an applied context.
- (5) Students will recognize the ethical responsibilities of communicators while demonstrating respect for diversity and cross cultural verbal and nonverbal communication practices as they apply to their academic and professional areas.

Questionnaire:

- (1) What activities/assignments in the course require students to demonstrate the ability to communicate effectively **in an applied context** -- in other words, within the context of a discipline or a profession?
- (2) How do these activities/assignments allow students to demonstrate the ability to locate and use relevant, credible evidence?
- (3) How do these activities/assignments help students recognize the ethical responsibilities of communicators?
- (4) How are these activities/assignments assessed?
- (5) How do students receive feedback on their efforts?

Global Citizenship – US

Draft learning objectives:

Courses in the Global Citizenship – US category are expected to produce the following outcomes for students:

- (1) Students will exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States such as groups categorized by ethnicity, race, gender, class, religion, sexual orientation, disability, language, or human geography.
- (2) Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States.
- (3) Students will demonstrate an ability to reflect critically on their own social and cultural perspectives.

Questionnaire:

- (1) What activities/assignments in the course require students to exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the U.S.?
- (2) What activities/assignments in the course require students to demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the status of/opportunities for individuals and groups?
- (3) How are these activities/assignments assessed?
- (4) How do students demonstrate the ability to reflect critically on their own social and cultural perspectives?

Global Citizenship – International

Draft learning objectives:

Courses in the Global Citizenship – International category are expected to produce the following outcomes for students:

- (1) Students will exhibit knowledge of the histories, experiences, language, and/or contributions of social, ethnic, and cultural groups outside of the United States.
- (2) Students will demonstrate an ability to reflect critically on their own social and cultural perspectives.

Questionnaire:

- (1) What activities/assignments in the course require students to exhibit knowledge of the histories, experiences, and/or contributions of different social, ethnic, and cultural groups outside the U.S.?
- (2) How are these activities/assignments assessed?
- (3) How do students demonstrate the ability to reflect critically on their own social and cultural perspectives?

Engaged inquiries

Draft learning objectives:

Courses in the Engaged Inquiries category must require students to produce an investigative, creative, or practical work relevant to the course topic, **and** are expected to produce outcomes from two of the following four areas:

Applied Learning:

Students will apply skills and knowledge from the classroom in hands-on and/or real-world settings or in independent/directed research or creative projects.

Collaborative Learning:

Students will demonstrate the ability to work effectively in a group to complete a project or performance.

Reflective Learning:

(1) Students will demonstrate the ability to draw connections between the subject matter of the course and the student's own experience, to concepts from other classes, to ethical or social issues raised by the subject matter, or to the larger significance of the materials.

(2) Students will demonstrate the ability to reflect on their own thinking, learning, understanding, and competencies.

Interdisciplinary Learning:

Students will demonstrate the ability to draw on theories, tools, and/or methods from at least two fields of study to produce an investigative, creative, or practical work or understand a relevant issue.

Questionnaire:

(1) What investigative, creative, or practical work will students produce during the course?

(2) How is this work product assessed?

(3) How does creation of the work product support two of the four modes of learning listed above?

Contemporary Issues & Solutions

Courses and non-course experiences with this designation address a contemporary issue or challenge, defined as a topic that currently affects individuals' abilities to lead safe, fulfilling, healthy lives and to contribute to productive societies. Examples include but are not limited to poverty, the ethics of capitalism, biodiversity loss, the role and value of the arts or sciences in contemporary society, world hunger, racism, gender-based violence, climate change, education.

Draft learning objectives:

Courses in the Contemporary Issues & Solutions category are expected to produce the following outcomes for students:

- (1) Students will be able to reflect, in writing, on how the knowledge, awareness, and skills they have acquired through their General Education coursework contribute to their understanding of a contemporary issue and possible solutions to the issue.
- (2) Students will demonstrate the ability to effectively communicate to one or more specific audiences about the contemporary issue, in terms of its history, scientific dimensions, cultural influences, underlying mechanisms, correlates, outcomes, and/or policy implications.
- (3) Students will evaluate proposed solutions to a contemporary issue.

Questionnaire:

- (1) What contemporary issue or challenge will students address in this course?
- (2) How will students evaluate proposed solutions to this contemporary issue or challenge?
- (3) How will students reflect in writing on the ways in which their General Education coursework contributes to their understanding of the issue/challenge and of possible solutions?
- (4) How are students' written reflections assessed?
- (5) How will students demonstrate the ability to communicate with a specific audience about the issue/challenge?