

General Education Proposal A

Dickinson State University

April 03, 2017

Mission Statement

IN ALIGNMENT WITH DICKINSON STATE UNIVERSITY'S MISSION, the General Education program both complements and transcends individual academic emphases. Through the General Education curriculum¹, students demonstrate the following proficiencies: integrative learning, effective communication, citizenship, and critical and creative thinking. In meeting these proficiencies, students mature into independent life-long learners.

¹ 39 TOTAL CREDITS REQUIRED

General Education Learning Outcomes

Integrative Learning²

² 3 CREDITS REQUIRED

DEFINITION: Integrative Learning is the awareness and application of skills in multiple contexts, which lead to new insights, as well as personal, social, and intellectual development.

GOAL STATEMENT: Students will understand the broader implications of discipline-based knowledge and demonstrate an ability to connect ideas and methods across contexts and apply them to new problems.

STUDENT OUTCOMES:

1. Integrate concepts and analytical frameworks from multiple perspectives to develop one or more of the following: more comprehensive descriptions, multi-causal explanations, new interpretations, or deeper explorations of issues
2. Analyze and reflect upon insights gained from integrating multiple perspectives in a project or experience
3. Describe, evaluate, or interpret problems using concepts and methods from at least two diverse disciplines

REQUIRED COURSEWORK: Students are required to pass three credits of integrative learning coursework from table one during their first year of enrollment at DSU.

Table 1: Integrated Learning Courses

| Courses | GERTA | Credits | Learning | Objectives | |
|---|--------|---------|----------|------------|---|
| | | | 1 | 2 | 3 |
| COMM 199: <i>Integrative Learning in Communications</i> | COMM | 3 | + | + | + |
| FPA 199: <i>Integrative Learning in the Fine & Performing Arts</i> | FA | 3 | + | + | + |
| HUM 199: <i>Integrative Learning in the Humanities</i> | HUM | 3 | + | + | + |
| HIST 199: <i>Integrative Learning in History</i> | HIST | 3 | + | + | + |
| SS 199: <i>Integrative Learning in Social Sciences</i> | SS | 3 | + | + | + |
| MATH 199: <i>Integrative Learning in Mathematics</i> | MATH | 3 | + | + | + |
| SCI 199: <i>Integrative Learning in Science</i> | SCI | 3 | + | + | + |
| SCI 199: <i>Integrative Learning in Computer Science</i> | COMPSC | 3 | + | + | + |

*Communication*³³ 9 CREDITS REQUIRED

DEFINITION: Communication is the sharing of ideas through written, oral, and symbolic language. It involves the active expression and reception of ideas through multiple technologies, physical and spoken language, mixed texts, data, and images.

GOAL STATEMENT: Students will apply multiple conventions of expression to achieve shared understanding of meaning.

STUDENT OUTCOMES:

1. Adapt modes and styles of writing to different purposes, audiences, media, and contexts.
2. Develop effective pre-writing, researching, drafting, revising, proofreading, and editing processes.
3. Utilize writing technologies crucial to performance in today's writing-intensive professions.
4. Organize and convey a central message via oral communication, using supporting evidence and adapting language and delivery for audience
5. Initiate and negotiate in a collaborative setting by listening to, building upon, verifying, or challenging others' ideas and conclusions

REQUIRED COURSEWORK: Students are required to pass nine credits of communication coursework with at least one course from each list in table two.

Table 2: Communication Courses

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|--|-------|---------|----------|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| A | ENGL 110: <i>College Composition I</i> | ENGL | 3 | + | + | + | - | - |
| A | ENGL 111H: <i>Honors College Composition I</i> | ENGL | 3 | + | + | + | - | - |
| B | ENGL 120: <i>College Composition II</i> | ENGL | 3 | + | + | + | - | - |
| B | ENGL 121H: <i>Honors College Composition II</i> | ENGL | 3 | + | + | + | - | - |
| C | COMM 110: <i>Public Speaking</i> | COMM | 3 | - | - | - | + | + |
| C | COMM 111H: <i>Honors Public Speaking</i> | COMM | 3 | - | - | - | + | + |

*Citizenship*⁴⁴ 8 CREDITS REQUIRED

DEFINITION: Citizenship involves individuals attuned to the multiple perspectives inherent in our socially and culturally diverse world. Citizens are cognizant of their own health and well-being, demonstrate an understanding of the impact one has on the arenas outside of the self, and engage with complex, authentic issues both locally and globally.

GOAL STATEMENT: Students will progressively maintain their personal health and well-being and consider diverse social-cultural perspectives as they navigate and evaluate approaches to local and global issues.

STUDENT OUTCOMES:

1. Identify and incorporate strategies leading to individual health and well-being
2. Predict and analyze the effects that one's decisions have on the well-being of others
3. Navigate political, social, and cultural structures, utilizing multiple viewpoints, to contribute to a community's values and practices
4. Apply technology effectively, safely and ethically in an evolving society

REQUIRED COURSEWORK: Students are required to pass eight credits of citizenship coursework with at least one course from each list in table three.

Table 3: Citizenship Courses

| List | Course | GERTA | Credits | Outcomes | | | |
|------|--|--------|---------|----------|---|---|---|
| | | | | 1 | 2 | 3 | 4 |
| A | CSCI 101: <i>Introduction to Computers</i> | COMPSC | 3 | + | - | - | + |
| B | COMM 216: <i>Intercultural Communica- tions</i> | SS | 3 | + | + | + | + |
| B | POLS 115: <i>American Government</i> | SS | 3 | + | + | + | + |
| B | PSYC 111: <i>Introduction to Psychology</i> | SS | 3 | ? | ? | ? | ? |
| B | SOC 110: <i>Introduction to Sociology</i> | SS | 3 | - | - | + | + |
| B | SOC 115: <i>Social Problems</i> | SS | 3 | ? | ? | ? | ? |
| C | HPER 100: <i>Concepts of Health & Wellness</i> | | 2 | + | + | - | - |
| C | NURS 240: <i>Fundamentals of Nutirition</i> | | 2 | + | + | - | - |

*Critical and Creative Thinking*⁵⁵ 16 CREDITS REQUIRED

DEFINITION: Critical and creative thinking are intellectual skills in which knowledge and literacy are used to process information, construct understanding, apply knowledge, solve problems, and conduct inquiry.

GOAL STATEMENT: Upon completion of the General Education curriculum, students will consciously and correctly use critical and creative thinking skills while gaining knowledge of the Arts and Humanities, Mathematics, Natural Sciences, and Social Sciences.

STUDENT OUTCOMES:

1. Process information by collecting, generating, organizing, retrieving, recognizing underlying assumptions, or validating evidence
2. Construct understanding by analyzing, synthesizing, revealing meaning, or validating knowledge
3. Apply knowledge by performing, modeling, being creative in a new context, or validating results
4. Solve problems by identifying components, structuring information, anticipating consequences, or creating and improving solutions
5. Conduct inquiry by formulating research questions, obtaining evidence, explaining knowledge, depicting knowledge, validating or evaluating scholarship

REQUIRED COURSEWORK: Students are required to pass 16 credits of critical and creative thinking coursework with at least one course from each list in table four.

Table 4: Critical and Creative Courses

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|--|-------|---------|----------|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| A | ART 122: <i>2-Dimensional Design</i> | FA | 3 | + | + | + | + | + |
| A | ART 130: <i>Drawing I</i> | FA | 3 | + | + | + | + | + |
| A | ART 250: <i>Ceramics 1</i> | FA | 3 | + | + | + | + | + |
| A | MUSC 140-440A: <i>Chorale</i> | FA | 3 | ? | ? | ? | ? | ? |
| A | MUSC 141-441B: <i>Concert Band</i> | FA | 3 | ? | ? | ? | ? | ? |
| A | THEA 201-301: <i>Theatre Practicum</i> | FA | 3 | ? | ? | ? | ? | ? |
| B | ART 110: <i>Introduction to the Visual Arts</i> | HUM | 3 | + | + | + | + | + |
| B | COMM 211: <i>Oral Interpretation</i> | HUM | 3 | ? | ? | ? | ? | ? |
| B | COMM 280: <i>Understanding Film and TV</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 232: <i>Mythology</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 220: <i>Introduction To Literature</i> | HUM | 3 | ? | ? | ? | ? | ? |
| B | ENGL 240: <i>Masterpieces of World Literature</i> | HUM | 3 | ? | ? | ? | ? | ? |
| B | MUSC 100: <i>Music Appreciation</i> | HUM | 3 | ? | ? | ? | ? | ? |

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|--|--------|---------|----------|---|-----|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| B | THEA 110: <i>Introduction to Theatre Arts</i> | HUM | 3 | ? ? | | ? ? | ? | |
| C | MATH 103: <i>College Algebra</i> | MATH | 4 | + | + | + | + | + |
| C | MATH 110: <i>Liberal Arts Mathematics</i> | MATH* | 3 | ? | ? | ? | ? | ? |
| C | MATH 146: <i>Applied Calculus I</i> | MATH | 3 | ? | ? | ? | ? | ? |
| C | MATH 165: <i>Calculus I</i> | MATH | 4 | ? | ? | ? | ? | ? |
| C | MATH 305: <i>Probability & Statistics</i> | MATH | 4 | + | + | + | + | + |
| D | BIOL 111/L: <i>Concepts of Biology</i> | LABSC | 4 | + | + | + | + | + |
| D | BIOL 151/L: <i>General Biology II</i> | LABSC* | 4 | + | + | + | + | + |
| D | PHYS 211/L: <i>College Physics I</i> | LABSC | 4 | + | + | + | + | + |
| D | PHYS 251/L: <i>University Physics I</i> | LABSC | 4 | + | + | + | + | + |
| D | SCNC 105: <i>Physical Science</i> | LABSC | 4 | + | + | + | + | + |
| E | ECON 105: <i>Elements of Economics</i> | SS | 3 | + | + | + | + | + |
| E | ECON 106: <i>Global Economics</i> | SS | 3 | + | + | + | - | - |
| E | ECON 201: <i>Principles of Microeconomics</i> | SS | 3 | + | - | + | + | + |

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|--|-------|---------|----------|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| E | ECON 202: <i>Principles of Macroeconomics</i> | SS* | 3 | + | + | + | + | + |
| E | HIST 103: <i>United States To 1877</i> | HIST | 3 | + | + | + | + | + |
| E | HIST 104: <i>United States Since 1877</i> | HIST | 3 | + | + | + | + | + |
| E | HIST 211: <i>World Civilizations To 1500</i> | HIST | 3 | + | + | + | - | - |
| E | HIST 212: <i>World Civilizations Since 1500</i> | HIST | 3 | + | + | + | + | + |

*Broadening Perspective Electives*⁶⁶ 3 CREDITS REQUIRED

DEFINITION: TBD

GOAL STATEMENT: TBD

REQUIRED COURSEWORK: Students are required to pass three elective credits in GERTA general education areas⁷ that are not hosted by their major department. If a student changes their major, then they may need to take additional electives to fulfill the broadening perspective elective requirements.

⁷ COMM, FA, HUM, SS, MATH, LABSC, or COMPSC

General Education Assessment

All instructors and departments that teach or host courses for the General Education Program are required to participate in the assessment of student learning within the General Education Program. The General Education Council is responsible for recommending changes to the assessment framework for ultimate approval by Faculty Senate. The Assessment Committee under the supervision of Academic Affairs is responsible for implementing the General Education Assessment framework adopted by Faculty Senate.

APPENDIX

GERTA Alignment

Table 5: Comparison of GERTA and DSU General Education Credit Requirements

| General Education Area | Minimal GERTA | Credits DSU |
|--------------------------------------|------------------|----------------|
| Communications | 9 | 9 |
| Arts & Humanities | 6 | 6 |
| Social Sciences | 6 | 6 |
| Mathematics, Science, and Technology | 9 | 10 |
| Institution Specific | 6 | 6 |
| Health & Wellness | 0 | 2 |
| Total | 36 | 39 |

Interstate Passport Alignment

Table 6: Mapping of Interstate Passport foundation-skill blocks to DSU general education learning outcomes

| Foundation Skills | DSU General Education Category | List(s) |
|------------------------|--------------------------------|---------|
| Oral Communications | Communication | C |
| Written Communications | Communication | A & B |
| Quantitative Literacy | Critical & Creative Thinking | C |

Table 7: Mapping of Interstate Passport knowledge-area blocks to DSU general education learning outcomes

| Knowledge Areas | DSU General Education Category | List(s) |
|---------------------|--------------------------------|---------|
| Natural Sciences | Critical & Creative Thinking | D |
| Human Cultures | Critical & Creative Thinking | B & E |
| Human Society | Citizenship | B |
| Creative Expression | Critical & Creative Thinking | A |

Table 8: Mapping of Interstate Passport crosscutting-skill blocks to DSU General Education learning outcomes

| Knowledge Areas | DSU General Education Category | List(s) |
|-------------------|--------------------------------|---------|
| Critical Thinking | Critical & Creative Thinking | All |
| Teamwork & Values | Communications | D |