

General Education Proposal

Dickinson State University

September 30, 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: effective communication, citizenship, critical and creative thinking, and integrative learning. In meeting these proficiencies, students mature into independent life-long learners.

¹ 39 TOTAL CREDITS REQUIRED

General Education Learning Outcomes

Communication²

² 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 one.

Table 1: 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*³³ 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 two.

Table 2: 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*⁴⁴ 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 three.

Table 3: 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 220: <i>Introduction To Literature</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 232: <i>Mythology</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 236 <i>Literature of Women</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 240: <i>Masterpieces of World Literature</i> | HUM | 3 | + | + | + | + | + |

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|---|--------|---------|----------|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| B | ENGL 250: <i>Masterpieces of British Literature</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 260: <i>Masterpieces of American Literature</i> | HUM | 3 | + | + | + | + | + |
| B | ENGL 265: <i>Native American Literature</i> | HUM | 3 | + | + | + | + | + |
| B | MUSC 100: <i>Music Appreciation</i> | HUM | 3 | + | + | + | + | + |
| B | THEA 110: <i>Introduction to the 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 | GEOL 105/L: <i>Physical Geology</i> | LABSC | 4 | + | + | + | + | + |

| List | Course | GERTA | Credits | Outcomes | | | | |
|------|--|-------|---------|----------|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 |
| 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 | + | - | + | + | + |
| 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 | + | + | + | + | + |

*Integrative Learning*⁵

⁵ 6 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 six credits of integrative learning coursework from table four. These courses can also contribute towards the critical and creative thinking requirements.

Table 4: Integrated Learning Courses

| Courses | GERTA | Credits | Learning | Objectives | |
|---------|-------|---------|----------|------------|---|
| | | | 1 | 2 | 3 |
| TBD | ANY | 3 | + | + | + |

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 |