

University of the District of Columbia General Education Initiative

A report on general education reform at the University of the District of Columbia

Prepared by

The University-wide General Education Reform Committee

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A Summary of the University of the District of Columbia's Newly Adopted General Education Program

The outcomes of the process of general education reform at the University of the District of Columbia answer to needs of the institution's mission and goals, best practices across higher education, and shifting contexts for living and working in the 21st Century and beyond. The process is an outgrowth of faculty and administration interest in strengthening the institution's baccalaureate offerings and is framed in alignment with the University's commitment to preparing its graduates for immediate entry into the workforce, the next level of education, specialized employment opportunities, and life-long learning. The UDC general education reform effort embraces the 14 core learning outcomes delineated in Association of American Colleges and Universities' (AAC&U) "Liberal Education and America's Promise (LEAP)" as priorities for all baccalaureate graduates.

A cross-University committee was tasked with reviewing the current general education curriculum in the context of changing approaches to educating undergraduate students, and developing a renewed curriculum that addresses the expectations of the evolving University of the District of Columbia System. The committee's efforts are defined via a 21-item task plan. Action items 1 -19 were executed over 15 months beginning March 2009 and covered by oversight practices that supported transparency, accountability, and community participation. The final action items of the plan are to be implemented beginning summer 2010 and forward.

The implementation of the new General Education Program will begin in Fall 2010. UDC's new General Education Program is characterized by curricula that encompass both the goals we have for UDC graduates and the LEAP core learning outcomes. Curricula are geared toward addressing and achieving bundles of theme-driven learning outcomes, called "Strands." The learning Strands (n = 9) are developmentally ordered, and accompanied by measurable Student Learning Objectives. These Student Learning Objectives, in concert with the Rubrics derived from them, function as guidelines for course development, delivery, assessment, and revision.

All students entering the University beginning fall 2010 and forward will be required to take 37 credit hours in the General Education core, across the four-year academic degree. Courses will be taken within the stand-alone, interdisciplinary General Education Program, rather than satisfying University-wide requirements by "sampling" courses within existing academic departments. Students will complete the General Education core in a developmental sequence. The implementation plan for the curriculum includes dictates for faculty training and staged release of courses. The program's initial implementation will be a pilot that evaluates traditional practices for course delivery against new, collaborative course delivery options that allow student choice. The four-year prototype for the new curriculum follows:

Freshman Year

- Semester 1 *Foundation Writing in the Arts and Humanities 3, Foundation Oral Communication 3, *
 **Foundation Quantitative Reasoning 3
- Semester 2 Foundation Writing in the Social and Natural Sciences 3, Discovery Quantitative and
 Economic Reasoning 3

Sophomore Year

- Semester 1 Discovery Expository Writing in the Arts and Sciences 3, Foundation Ethics & Values 3,
 Discovery Effective Use of Technology 3
- Semester 2 **Discovery Science and Environmental Consciousness + Lab 4

 Discovery Local/Global Cultural Diversity 3

Junior Year

- Semester 1 Discovery Civics/Service/Teamwork 3
- Semester 2

Senior Year

- Semester 1 Frontier Exploration & Inquiry Capstone 1.5
- Semester 2 Frontier Exploration & Inquiry Capstone 1.5

***Students may test out of this course.**

****Substitutions by major program will be allowed, e.g., disciplines that require higher level and extended math and science study – Mathematics, Computer Information Sciences Technology, Chemistry. Students must meet like learning outcomes.**

Additionally the general education core will be supported by the following:

- As a part of the Freshman Year Experience, all students will complete a Freshman Orientation course. (A three contact hour course is recommended with modules to include personal health and effective use of technology.)
- One Writing Intensive course in the major and as appropriate by major discipline (e.g., Music majors may satisfy by alternate course) is required. Writing Intensive courses will be supported by an English Writing Team.
- Students may elect, or programs may recommend, six to nine (6 -9) credit hours from one or more of the following concentrations within the general education program:

| | |
|------------------------|---------------------------------|
| Languages and Cultures | Applied Sciences and Technology |
| Natural Sciences | Business and Economics |
| Literature | Health and Conditioning |
| Fine Arts | Behavioral Sciences |
| History | Politics and Social Justice |

I. Introduction:

The undertaking of general education reform at the University of the District of Columbia responds to requirements of the institution's mission and goals, best practices across higher education, and shifting contexts for living and working in the 21st Century and beyond. It is framed in alignment with the University's commitment to preparing its graduates for immediate entry into the workforce, the next level of education, specialized employment opportunities, and life-long learning. The liberal arts and science core of the baccalaureate experience is foundational to the mastery of issues related to occupational preparedness and flux, technological advances that reframe boundaries of geography and time, sustainable and green environments, economic volatility, social justice, safe food and water supplies, and an increasingly "flat" world. The draft slogan for marketing this effort is, "The University of the District of Columbia: Local priorities, global opportunities." The UDC general education reform effort embraces the 14 core learning outcomes delineated in Association of American Colleges and Universities' (AAC&U) "Liberal Education and America's Promise (LEAP)" as priorities for all baccalaureate graduates. These desired outcomes are in concert with the guideposts of the UDC mission -- access to higher education; market-relevant program offerings; and excellence in delivery of educational programs, research, and related services. The LEAP core learning outcomes are:

- Inquiry
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Civic knowledge and engagement – local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning

This document captures the University of the District of Columbia's road to revision of its General Education curriculum. It reflects and responds to the concerns and interests of University faculty and holds the best interests of UDC students paramount.

II. The Charge:

The UDC general education reform effort is an outgrowth of faculty and administration interest in strengthening the institution's baccalaureate offerings. A cross-University committee was tasked with reviewing the current general education curriculum in the context of changing approaches to educating undergraduate students, and developing a renewed curriculum that addresses the expectations of the evolving University of the District of Columbia System. The

implementation of the new General Education Program will begin in Fall 2010. Its initial introduction will be a pilot that casts traditional formats for delivering the liberal arts and sciences foundation against a newly developed collaborative design that engages students in inter-disciplinary learning across the four-year baccalaureate experience. The reform effort leading to the development of the new curriculum supports discipline-specific training missions and generates a curriculum that includes knowledge, skills, abilities, service, and ethics components. The new curriculum is broad and interdisciplinary, and relevant to the current and future life and work of students. Within these points of reference, a set of standards was developed to direct the committee's work. The standards that follow define the format and delivery scheme for the newly developed general education core curriculum:

1. The core will be integrated across the four-year baccalaureate experience.
2. The core will be dynamic, and driven by institution-wide assessment and retooling schemes that are meaningful, manageable, and sustainable.
3. Program development, delivery, assessment, and revision will be guided by faculty, staff, and students.
4. The delivery of core content will be standardized and require that:
 - Content across the curriculum is developmentally ordered.
 - Methodologies for the teaching of content are tied to its developmental order.
 - Within the developmental levels of the framework, delivery of core content is driven by "high impact" educational practices.
 - Practice at each developmental level is foundational to skill, knowledge, ability acquisition, and information transfer to new contexts.
 - Assessment of learning – by students and faculty – is provided at each level, for each course using direct and indirect methodologies.
 - Learning experiences are guided, modeled, independent, and group processed.

III. The Process

The committee's efforts are defined via a 21-item task plan. Action items 1 -19 were executed over 15 months beginning March 2009 and covered by oversight practices that supported transparency, accountability, and community participation. The final action items of the plan are to be implemented beginning summer 2010 and forward.

The committee met weekly, and, between meetings, members completed weekly assignments individually and in groups. Face-to-face meetings were supplemented by virtual interactions via Blackboard and Wimba. The Blackboard portal was also used to disseminate and archive documents. A summary of the committee's tasks and initial timeline follows. Details of next steps for finalizing the curriculum, training faculty for participation in the implementation of the curriculum, launching the curriculum, and assessing and retooling the curriculum (Action items 20 and forward) are provided in later sections of this document.

| General Education Action Plan and Timeline | | | | |
|--|---|--|--|--|
| May 2009 | 1. Ensure committee composition is representative of all constituents; Discuss mechanisms for disseminating work to University community and inviting feedback across process | | | |
| | 2. Review and discuss GE research, UDC GE reform efforts | | | |
| | 3. Develop a preliminary conceptual framework, work plan and meeting schedule | | | |
| | 4. Create virtual workspaces to aid committee work including sharing of information and discussion | | | |
| | 5. Develop schemes for assessing the committee's work | | | |
| | 6. Establish record keeping protocols that allow cataloging of all committee work, including minutes/transcripts of meetings | | | |
| June 2009 | 7. Formalize mechanisms for engaging University stakeholders—reports, publications, town hall meetings, focus groups | | | |
| | 8. Achieve consensus regarding theoretical underpinnings of the GE reform process and resulting curriculum | | | |
| July 2009 | 9. Define the essential characteristics of a UDC graduate in keeping with institution's mission and higher education best practices | | | |
| | 10. Draft UDC GE core mission statement | | | |
| August 2009 | 11. Provide support (theoretical and data-based) for proposed GE changes | | | |
| | 12. Refine conceptual framework; show necessary alignment across institution mission and GE curriculum | | | |
| September 2009 | 13. Develop a strategy and timeline for implementation of curriculum | | | |
| | 14. Establish a process for course development | | | |
| October 2009 | 15. Develop a process for vetting courses (existing and new) to be included in new curriculum | | | |
| November 2009 | 16. Develop an assessment scheme to inform future directions and ongoing programmatic adjustments | | | |
| December 2009 | 17. Institutionalize GE committee (or some reasonable facsimile) and provide incentives and administrative support | | | |
| January 2010 | 18. Identify/establish funding streams to sustain program | | | |
| February – May 2010 | 19. Provide draft curriculum to faculty for review and comment. Review faculty comment and incorporate in program. Establish and implement GE Fellows Program for course development, review, revision, and pilot | | | |

| | implementation | | | |
|-------------------------------|---|-----|-----|-----|
| June – August 2010 | 20. Finalize pilot GE curriculum for implementation FA10 | | | |
| August – December 2010 | 21. Launch pilot core, assess pilot launch, retool curriculum, prepare for Spring 2011 implementation | | | |
| >>>> | Repeat assessment, retooling, and implementation. Repeat GE fellows program | 22. | 23. | 24. |

Faculty feedback was gathered and responded to in writing as well as in face-to-face interactions at the Senate, School, and department levels. A snapshot of the concerns highlighted by faculty and the Committee response include:

1. Excessive requirement for writing intensive courses in the major – Writing in the Major has been reduced to one required course and exemptions/modifications by discipline considered (e.g., Music).
2. Overlap of requirements across GE and major program -- Science has been reviewed against major program needs and substitutions by discipline considered (e.g., CIST).
3. Foreign language requirement has been removed – SBPA, SEAS, and CAS considering foreign language concentration requirement by unit and/or majors.
4. Cultural Studies course is placed too late in curriculum to allow time for second language study – Cultural Studies course has been moved from year three to two.
5. Suggested course topics/titles for new curriculum offended some and suggested disregard for existing courses and course content – A preliminary list of existing University courses and topics has been created, aligned with the Strands of the new curriculum, and replaces the previous list.
6. No evidence that the tenets of the new curriculum will offer the benefits projected; assumption traditional methods would not be highlighted in new curriculum – The pilot to introduce the new curriculum has been redefined and includes controls and measureable outcomes that cast new practices against traditional ones.
7. Concern over how faculty will receive training for participation in the new curriculum’s implementation – Formats and timelines for faculty training, course development, course review and approval, and course assessment have been developed and appended to the this curriculum summary.
8. The new curriculum does not accommodate programs with increased major requirements – Program flexibility has been considered and varied formats by major programs have been suggested (e.g., Graphic Communications).
9. Questions regarding the research basis for the new curriculum – The research that undergirds the new curriculum is summarized below.

Research in support of the work followed four strains summarized below.

| | | | |
|---|---|--|--|
| <p>National GE Data and Best Practices Research</p> <ul style="list-style-type: none"> -Mission -Centrality -Alignment -Core content -Established outcomes -Assessment -Communication -Institutionalized structure -Retooling | <p>UDC GE History</p> <ul style="list-style-type: none"> -Origin of current program -Intent of current program (Mission, goals, objectives) -Intended and measurable outcomes -Evidence of program success -Retooling -Renewal efforts | <p>Correlational Study of HBCU GE Practices and Retention Outcomes</p> <ul style="list-style-type: none"> -Research goals -Research design -Research variables -Targeted institutions -Findings -Significance -Implications -Applications -Peer feedback | <p>PSU GE Case Study, Parallels – Process, Pitfalls, Outcomes, Lessons Learned</p> <ul style="list-style-type: none"> -Institutional Hhistory, mission, student population, uniqueness, curriculur needs -Institution process, guideposts, oversights -Institution outcomes, lessons learned, best practices created, reinforced, promoted |
|---|---|--|--|

The FA10 pilot launch of the new curriculum will be captured as research strain five and results cast against the historical information, local and national, highlighted in strains one through four. Dr. Guy Shroyer will direct the pilot research project.

IV. Program Structure:

University of the District of Columbia General Education Mission Statement

Preamble. For students to succeed in our fast-changing and increasingly complex world, they must develop a variety of intellectual, social, and ethical insights and tools. General education at the University of the District of Columbia recognizes that the challenges of the 21st Century must be met with solutions gathered from many disciplines. It is guided by the University’s Urban Land Grant function, and thus embraces issues of importance to the District of Columbia. The General Education Program is the foundation and the framework for all programs in the University system.

Mission. The mission of the General Education Program at the University of the District of Columbia is to provide all students with the knowledge, skills, and abilities that will serve them in their efforts to become lifelong learners, community leaders, and fruitfully engaged professionals in rewarding and evolving careers and endeavors.

The Experience. Students learn to ask relevant questions, find and evaluate answers to those questions, and use the answers to make informed intellectual, social, and ethical decisions about local, national, global, and professional issues. Their responses are supported by familiarity with creative, humanistic, analytical, and scientific modes of inquiry. University programs include experiences that cross boundaries of discipline, language, culture, history, and geography.

The Process. Students explore issues and explain their responses using skilled oral and written communication, technology, and information media skills with precision and clarity. The curriculum places emphasis on students developing the skills of independent inquiry and group process. Utilizing integrated, high impact learning practices with an emphasis on faculty-student collaboration, the University of the District of Columbia General Education Program reaches across the undergraduate collegiate experience and provides support and context at every level of the academic program.

Characteristics of the University of the District of Columbia Graduate

Graduates of the University of the District of Columbia:

- Are intellectually curious
- Are able to access information using a variety of formal and informal methods
- Possess skills in coping with unfamiliar material and approach new situations analytically, logically, and creatively
- Are knowledgeable about a wide variety of subjects and their applied knowledge reflects insights gained from exposure to the arts, humanities, social sciences, natural sciences, and business
- Use technology efficiently to obtain and evaluate information
- Communicate orally and in writing with proficiency and ease; choose appropriate platforms for communicating their ideas
- Embrace service, civic responsibility, and teamwork
- Champion environmental consciousness
- Are economically literate
- Are tolerant of and can adapt to the natural diversity of peoples, their ideas, and cultures
- Are aware of the ethical implications of actions and make values-driven decisions
- Consider learning to be a lifelong process

Curriculum Strands

UDC's new General Education Program is characterized by curricula that encompass both the goals we have for UDC graduates and the LEAP core learning outcomes. Curricula are geared toward addressing and achieving bundles of theme-driven learning outcomes, called "Strands." Among the benefits of a thematic approach to General Education is that themes cut across

academic disciplines, supporting both interdisciplinary cooperation among faculty, and a plethora of choices for students. The learning Strands are developmentally ordered, and accompanied by measurable Student Learning Objectives. These Student Learning Objectives, in concert with the Rubrics derived from them, function as guidelines for course development, delivery, assessment, and revision. The Strands, Strand Definitions, and Student Learning Objectives follow in Table 1. Strand definitions, Student Learning Objectives, and Rubrics serve to structure course syllabi. Model syllabi for year one, semester one courses are appended to this document as are Strand Rubrics.

The curriculum's stability is characterized by:

- Operationally defined knowledge/skill/ability outcomes
- Student learning objectives
- Assessment rubrics
- Developmental order of curriculum and corresponding instructional practices

The curriculum's flexibility is supported by:

- Topical delivery of knowledge/skill/ability content
- Responsiveness of curriculum content to shifting social/cultural/political/geographic factors
- Collaborative delivery of courses
- Opportunities for concentrated study

Students will be required to take 37 credit hours in the General Education core, across the four-year academic degree. Courses will be taken within the stand-alone, interdisciplinary General Education Program, rather than satisfying University-wide requirements by “sampling” courses within existing academic departments. Students will complete the General Education core in a developmental sequence:

- Foundation Courses serve as introductions to the pillars of the college learning experience.
- Discovery Courses extend and generalize knowledge and skills acquired in Foundations Courses.
- Frontier Courses serve as springboards for success in the major and beyond.

A comparison of the content, number of courses, and credit hour requirements of the proposed curriculum and the current University-wide requirements follows:

Newly Adopted Curriculum:

Current University-wide System:

| Content | Courses | Credit Hours | Content | Courses | Credit Hours |
|----------------------------------|--|--------------|-----------------------------------|---|--------------|
| English | Foundation Writing I + II | 3 | English | Comp I | 3 |
| | Discovery Expos | 3 | | Comp II | 3 |
| | Writing in the Major | 3 | | Lit I | 3 |
| | | Lit II | | 3 | |
| Math | Quantitative Reasoning I | 3 | Math | College Math I > | 3 |
| | Quantitative Reasoning II | 3 | | College Math II > | 3 |
| Social Sciences | Service/Civics/Teamwork | 3 | Social Sciences | Two courses required | 6 |
| Humanities (Cultural Studies) | Local/Global/Cultural Diversity | 3 | Humanities (Foreign Languages) | Two consecutive courses conversation | 6 |
| Natural Science | Discovery Science + Lab | 4 | Natural Science | Two required courses + lab | 8 |
| | Embedded in Foundation Writing Social and Natural Sciences | — | | | |
| Philosophy | Foundation Ethics | 3 | Philosophy | Intro to Logic | 3 |
| Technology | Effective Use of Technology | 3 | _____ | _____ | _____ |
| Public Speaking | Oral Communications | 3 | Not Required | May complete as part of Health category | 3 |
| Health/ Phys Ed | See reference to Freshman Orientation modules | — | Not Required | May complete as part of Health category | 1 – 3 |
| Fine Arts | Embedded in Foundation Writing in the Arts and Humanities | — | One course from approved options | One course | 3 |

Total Credits = 37

Total Credits = 44 - 48

| Table 1: | | |
|---|---|---|
| STRAND NAME | STRAND DEFINITION | STUDENT LEARNING OUTCOME |
| ETHICS AND VALUES: | Make values-based decisions grounded in an awareness of the ethical implications of one's actions | <ol style="list-style-type: none"> 1. Articulate the personal sets of values they bring with them to college. 2. Identify 21st-century ethical problems and describe how they relate to historical and global debates. 3. Demonstrate recognition that there is not always an absolute answer to every ethical question by arguing multiple perspectives. 4. Describe an array of moral concepts, principles and codes used frequently in the discussions of ethics and apply them to everyday issues. 5. Describe the relationship between ethical principles and social responsibility. |
| SERVICE/CIVICS/TEAMWORK: | Understand the importance of civic responsibility; demonstrate the ability to engage in teamwork and community service | <ol style="list-style-type: none"> 1. Describe the skills required for active, community membership at the local, national, and global levels. 2. Describe institutional structures, powers, and practice of government at all governmental levels and the impact of these on populations. 3. Define and articulate the concepts "public good" and "public goods" and the responsibility of persons to contribute to these by engaging in community-oriented community service activity. 4. Specify the rights, liberties, and intrinsic value of all persons living in a free society. |
| ORAL COMMUNICATION: | Communicate orally with proficiency and ease in professional and interpersonal interactions; develop through practice knowledge of the relation between speech genres, performance and the different cultural, institutional, ethical, and professional expectations for discursive proficiency | <ol style="list-style-type: none"> 1. Identify the variety of purpose of the interaction (narration, persuasion, description, etc.) 2. Describe the impact of the setting and audience variables on the delivery of the message. 3. Construct and deliver messages that respond to intent, audience, and feedback variables. 4. Use listener variables that contribute to a positive interactive event to adapt and adjust the message and response to feedback. 5. Demonstrate comfort and confidence in expressing one's views, based on reasoned argument. 6. Recognize effective verbal and non-verbal communication techniques (including eye-contact, voice projection, volume, mannerism) 7. Apply ethical standards in speech (communication) events. 8. Exhibit confidence utilizing supplemental materials, presentation tools, and techniques |
| CRITICAL READING and WRITTEN LANGUAGE: | <p>Read and write with skill and ease.</p> <p>Express ideas and thoughts using a range of written forms that consider content and audience and professional standards.</p> <p>Comprehend a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension.</p> | <ol style="list-style-type: none"> 1. Demonstrate a base level understanding of written material by identification of text features. 2. Demonstrate complex comprehension of written material by using inference and deduction (e.g. questioning, paraphrasing, cross-referencing, constructive argumentation) 3. Demonstrate ability to shift reader perspective/register in response to type of material and reading task. 4. Demonstrate ability to monitor reading behavior using deliberate and reflective analysis strategies to enhance one's comprehension and satisfaction. 5. Demonstrate the ability to identify and develop content that responds to the writing task (e.g. audience and purpose). 6. Demonstrate knowledge of genre conventions in writing. 7. Demonstrate the ability to apply the rules of writing as dictated by the writing task and genre (e.g. formal and informal rules and discipline specific conventions, text type). 8. Demonstrate the ability to supply adequate evidence to support ideas in text. 9. Demonstrate the ability to cite sources used in research. |
| QUANTITATIVE REASONING: | The process by which students come to know and are able to reason using the language of mathematics. Students who have mastered quantitative reasoning skills will be able to solve problems and analyze data in various contexts including applications demonstrating personal economic literacy. They will also be able to represent and communicate understanding of connections among and between quantitative relationships. | <ol style="list-style-type: none"> 1. Solve problems using various problem-solving strategies such as estimation, trial-and-error, use of manipulatives, pattern recognition, etc. 2. Collect, organize, and analyze data using various conditions. 3. Use inductive or deductive reasoning to reach a logical conclusion. 4. Communicate processes and findings using a variety of formats within different setting and to diverse audiences. 5. Establish connections between real-world quantitative relationships. 6. Represent and report relationships (similarities and differences) between different data sets using charts, graphs, tables, etc. 7. Apply problem-solving strategies to understanding basic economic issues. |

| | | |
|--|--|--|
| EFFECTIVE USE OF TECHNOLOGY: | Understand and demonstrate effective use of (basic and specialized) technologies to obtain, evaluate, organize, and present information. | <ol style="list-style-type: none"> 1. Discuss, select, and apply appropriate technology for given tasks. 2. Locate, retrieve, and evaluate information obtained from a variety of sources. 3. Articulate ethical concerns in the use of databases and data mining, and apply that knowledge in decision-making. 4. Describe and apply strategies for secure and ethical use of the Internet. 5. Select and apply technology to a major field of study. 6. Use computer problem-solving for end-user solutions. |
| LOCAL AND GLOBAL DIVERSITY: | Demonstrate an understanding and appreciation of the global and local diversity of people, ideas, languages, and cultures | <ol style="list-style-type: none"> 1. Define concepts of culture and diversity. 2. Examine diverse social groups and compare cultural variations among them. 3. Identify and critique attributions and behaviors based on stereotypes. 4. Identify cues that signal intercultural misunderstanding. 5. Identify and compare diverse aesthetics, traditions, and practices. |
| ENVIRONMENTAL CONSCIOUSNESS: | Develop an awareness of the interrelationships of humanity and the natural world and the impact of those relationships on a sustainable planet. | <ol style="list-style-type: none"> 1. Describe the relationship between humans and the natural environment. 2. Describe the impact of recycling and failure to recycle on the local, national, and global environments. 3. Identify specific potential actions one can take personally or collectively to favorably impact the environment. 4. Utilize scientific inquiry to collect, analyze, and discuss information related to practices and policies that impact the environment. |
| EXPLORATION OF NEW IDEAS ACROSS THE LIFESPAN: | <p>Demonstrate effective coping with new situations, information, and experiences, using skills in critical thinking, problem solving, and creativity:</p> <p>Following exposure to a wide variety of scholarly subjects, demonstrate through academic work the ability to access and appropriately utilize information obtained through many formal and informal methods.</p> <p>Development of an ongoing intellectual curiosity connected to critical thinking, inquiry, information literacy, problem solving, and learning for learning's sake.</p> | <ol style="list-style-type: none"> 1. Articulate benefits of the arts, humanities, mathematics, social sciences, business, natural sciences, computer science, engineering and applied sciences and other fields. 2. Demonstrate an ability to analyze unfamiliar material in familiar and unfamiliar fields. This will include the ability to: <ol style="list-style-type: none"> (a) plan an orientation and research process, (b) learn new vocabulary, (c) obtain relevant information, (d) reference new exposures against known information and draw parallels, (e) identify patterns and draw conclusions, (f) generate new questions based on learning, and recommend further study. 3. Utilize scientific methods to collect, analyze, and discuss information across a wide variety of subjects. |

The Program layout over the four-year experience follows below. The developmental General Education layout will be combined with programs of study for all majors/degree options to develop curriculum maps that connect General Education and major curricular requirements in single documents that create seamless advising guideposts for University students. Some modifications to the GE layout will be necessary to accommodate major degree requirements, but the developmental expectations of the GE curriculum will be maintained. Instruction in development of curriculum maps will be included in faculty trainings. Norfolk State University offers a recent model (AACU 2010) that will inform development of a UDC prototype.

Freshman Year

- | | |
|------------|--|
| Semester 1 | *Foundation Writing in the Arts and Humanities 3, Foundation Oral Communication 3, * **Foundation Quantitative Reasoning 3 |
| Semester 2 | Foundation Writing in the Social and Natural Sciences 3, Discovery Quantitative and Economic Reasoning 3 |

Sophomore Year

- | | |
|------------|--|
| Semester 1 | Discovery Expository Writing in the Arts and Sciences 3, Foundation Ethics & Values 3, Discovery Effective Use of Technology 3 |
| Semester 2 | **Discovery Science and Environmental Consciousness + Lab 4 Discovery Local/Global Cultural Diversity 3 |

Junior Year

- | | |
|------------|-------------------------------------|
| Semester 1 | Discovery Civics/Service/Teamwork 3 |
| Semester 2 | |

Senior Year

- | | |
|------------|---|
| Semester 1 | Frontier Exploration & Inquiry Capstone 1.5 |
| Semester 2 | Frontier Exploration & Inquiry Capstone 1.5 |

*Students may test out of this course.

**Substitutions by major program will be allowed, e.g., disciplines that require higher level and extended math and science study – Mathematics, Computer Information Sciences Technology, Chemistry. Students must meet like learning outcomes.

Additionally the general education core will be supported by the following:

- As a part of the Freshman Year Experience, all students will complete a Freshman Orientation course. (A three contact hour course is recommended with modules to include personal health and effective use of technology.)
- One Writing Intensive course in the major and as appropriate by major discipline (e.g., Music majors may satisfy by alternate course) is required. Writing Intensive courses will be supported by an English Writing Team.

- Students may elect, or programs may recommend, six to nine (6 -9) credit hours from one or more of the following concentrations within the general education program:

| | |
|------------------------|---------------------------------|
| Languages and Cultures | Applied Sciences and Technology |
| Natural Sciences | Business and Economics |
| Literature | Health and Conditioning |
| Fine Arts | Behavioral Sciences |
| History | Politics and Social Justice |

A foreign language concentration (six credit hours of entry level conversational instruction in a second language) is being considered for all School of Business and Public Administration majors as a part of the Business core. Similar consideration is being discussed at the program level in the College of Arts and Sciences and the School of Engineering and Applied Sciences. The new Center for Urban Agriculture and Sustainability will be asked to give like consideration for its students/programs. The University has historically allowed exemption of SEAS majors and baccalaureate Nursing and Graphic Communications majors from the foreign language requirement. The expanded cultural studies course is intended to embed cultural-linguistic explorations and link opportunities for focused language study and cultural and linguistic immersions. The senior year capstones are designed to extend the themes of the ethics, civics, and cultural studies courses and provide students immersed service- based opportunities for learning at home and abroad.

The newly adopted General Education core will be required of all students entering the University FA2010 and forward. The courses in the new curriculum will be available to all University students. The schedule for introducing, by pilot and phases, the new curriculum follows:

| | |
|------------------------|--|
| Fa10, yr1/sem1 | 3 new courses |
| Sp11 yr1/sem 2 | 2 new courses; repeat yr 1/sem 1 courses; repeat all previous; n = 5 |
| Fa11 yr2/sem1 | 3 new courses; repeat all previous; n = 8 |
| Sp12 yr2/sem2 | 2 new courses; repeat all previous; n = 10 |
| Fa12 yr 3/sem 1 | 1 new course; repeat all previous; n = 11 |
| Sp13 yr 3/sem 2 | No new courses; repeat all previous; n = 11 |

| | |
|-----------------|---|
| Fa13 yr 4/sem 1 | 1 new course; repeat all previous; n = 12 |
| Sp14 yr 4/sem2 | 1 new course; repeat all previous; n = 13 |

Implications for University Constituents:

Requirements and opportunities for students –

1. Students admitted fall 2010 and forward will be required to complete the new General Education curriculum.
2. Continuing students will complete the University-wide requirements currently in place. Teach-out schemes and timelines are being developed to determine the frequency and quantity of courses needed and to ensure that all students are able to complete necessary requirements. The needs of full and part-time, transfer, and readmitted students are being reviewed.
3. The new curriculum will be available to continuing students. As determined by program faculty in concert with current and ongoing program review efforts, courses may be used to satisfy electives and/or program requirements.
4. Curriculum maps by major program will be developed for student advising.
(Dr. Lena Walton will develop enrollment projections for new and continuing courses and preliminary transfer agreements for CCDC and other CC transfers in across the months of June and July of the summer 2010 term.)

Requirements and opportunities for faculty –

1. Faculty will be provided training for course development, collaborative teaching, student advising, and transfer evaluation. The course development training design is addressed in a later section of this document. Dr. Matthew Petti will direct the course development training component. Dr. [redacted] will direct the curriculum knowledge, curriculum mapping, and advising training components for faculty. The Provost has pledged fiscal and personnel supports for faculty training. Collaborative teaching models currently in use at the University (SOAR 4, Biology, etc) and in practice across higher education broadly will be reviewed across the month of May 2010 and a summary of model types, benefits and limitations created to guide course development workshops. The University will employ multiple strategies for collaborative teaching that respect best fit needs for the delivery of the varied content of the curriculum. Detailed review of course bases and expected student learning outcomes will support training for advising and transcript reviews for course transfer. Development of curriculum maps will facilitate advising of UDC students. The preliminary timetable for training follows:

| | | |
|--|-----------------------------|---|
| Cycle 1 | SU10 – Late May to Mid June | -Course Development -Year 1, Sem 1 & 2 courses -Curriculum Knowledge -Curriculum Mapping -Faculty and Staff Advising |
| Cycle 2 | FA10 – August 16 -20 | Professional Development Week Short Courses -Course Development-Year 2, Sem 1 & 2 courses -Faculty and Staff Advising |
| Cycle 3 | Sp11 – January 2011 | Professional Development Week Short Courses -Course Development –General Overview -Faculty and Staff Advising |
| Cycle 4 | Fa11 – August 2011 | Professional Development Week Short Courses -Course Development-Year 3, Sem 1 & 2 courses Faculty and Staff Advising |
| Cycle 5 | Sp12 – January 2012 | Professional Development Week Short Courses -Course Development –Year 4, Sem 1 & 2 courses -Faculty and Staff Advising |
| General training recurs annually during fall and spring Professional Development Week | | |
| Course development workshops will offer each spring (January) | | |

-
2. For faculty participating in the development and delivery of new General Education courses, the weighting of collaborative teaching and new course development will have significant impact on the development of their workloads. The Sixth Master Agreement will be respected and direct development of teaching load assignments that accurately represent the scope and depth of work.

Requirements and opportunities for staff:

1. Training of Academic Advisors will occur in concert with faculty training beginning Su10.

2. Training of Admissions Transfer Evaluators will occur concurrent with SU10 training for faculty and staff and recur following the faculty training schedule.
3. Consultation with Office of the Registrar RE: graduation audits will begin SU10.
4. Consultation with Office of Registrar to develop call and course numbers for GE core. Course numbers will be assigned SU10.
5. Collaboration with Student Affairs for identifying and establishing co-curricular supplements to the core will occur during faculty Training Cycles 4 and 5.

Course Development

All faculty are invited to develop innovative, engaging, and collaborative courses within the new General Education Program. Strand Rubrics define the guidelines for course development. New course proposals will be vetted annually by a General Education Review Committee. Faculty interest will be facilitated by annual course development workshops (see guidelines for participation described below) in the spring semester of every year. Course proposals developed across the summer, and submitted early in the fall semester, will be reviewed across the fall semester, with final decisions being made by January for courses launched in the following academic year. While other aspects of training related to implementing the new GE curriculum are open to all faculty and staff, participation in course development trainings will be by application only. Current capacity for a training class is 15 members. Interested faculty will be required to submit one-page proposals for consideration. Exceptions to this schedule for year one implementation follow.

The first course development training will be held this summer, June 2010. Applications for Training Cycle One will be accepted for year one, semester one and two courses only, traditional and collaborative tracks. Course proposals must:

1. Include a course title and description;
2. Identify the course as traditional or collaborative (all collaborators must participate in the training);
3. If a proposed course is collaborative, propose a collaborative model for the course and identify all collaborators;
4. Demonstrate alignment with the appropriate GE curriculum Strand;
5. Embed the student learning objectives identified for the Strand;
6. Define the relevance of course topics/content to the intent of the Strand and broader GE curriculum mission;
7. Identify developmentally ordered teaching/learning engagements that correlate with the Strand definition and learning objectives and that produce measureable results;
8. Describe assessments and assessment schedules intended to capture student learning and satisfaction;
9. Describe contingent learning opportunities for students who fail to meet benchmarks; and

10. Describe plans for using student and course assessment data for retooling the course.

Faculty participating in course development trainings will receive stipends and a certification of training completion. Faculty will be required to commit to the entire training program. Courses developed from proposals accepted for the Course Development Training are not guaranteed inclusion in the GE curriculum. They will be required to undergo review and approval. For the year one courses, this process will occur in concert with SU10 trainings. Faculty for courses that are approved must agree to participate in a group assessment process following the semester that their course is offered. Proposals for the first training will be accepted through June 1 by electronic submission only to Dr. Matthew Petti (mpetti@udc.edu). Acceptances will be indicated by email not later than June 3 COB.

Ideal courses will expose students to bridges between old and new, individual and global, technique and creativity. Existing courses/topics that may be tailored to fit the proposed General Education curriculum (including topics for writing courses) and the proposed Strand that they may fit with include:

| Existing Course or Topic | Proposed GE Strand |
|------------------------------------|------------------------------|
| Chemical Analysis of Water Quality | Environ Consciousness |
| Justice Issues in Society | Service, Civics, Teamwork |
| Urban Government | “ “ “ |
| Dyn of Human Relations | Local/Global Diversity |
| World Cultural Geography | “ “ “ |
| Museums & Archives in DC | Found Writing Arts&Human |
| Civil Rights & Liberties | Found Writing in the Soc Sci |
| Gen Y Youth Risks/Res | Explor of New Ideas |
| Ethics & Pub Service | Ethics and Values |
| Power & Equality | “ “ “ |
| Foundations of Computing | Technology |
| Money and Banking | Ethics, Quan Reasoning |
| Haiti: People, Cult, & Creole | Local/Global Diversity |
| People and Culture of West Afr | “ “ “ |
| Social Marketing | Ethics; Service, Civics |

Ongoing Assessment and Program Review

Consistent ongoing assessment and program review are vital to the quality and sustainability of the General Education Program. As mentioned earlier, Strand Rubrics guide generalized development of course offerings, and Student Learning Objectives inform assessment at the course level. Courses included in the Program will be assessed annually by a General Education Review Committee. Course assessment will include instruments collecting student feedback, peer review, and external review. This assessment serves as a starting point for systematic Program renewal. The research design for the piloted and phased implementation of the new curriculum will be responsive to these data needs.

Program Implementation

The implementation plan for the curriculum includes dictates for faculty training (See Above) and staged release of courses (See Above). The program's initial implementation will be a pilot that evaluates traditional practices for course delivery against new, collaborative course delivery options that allow student choice. Two tracks will run concurrently.

Track 1 will engage students in traditional formats for delivering courses. The courses will be purist, taught by discipline experts solely, and align with teaching practices traditional to the disciplines. The courses will conform to the mandates of the new GE curriculum Strands and Rubrics. The Traditional Track will include dedicated liberal arts and sciences courses including a Survey of Arts course in year three or four.

Track 2, the Topical/Collaborative Track, will be developed and taught jointly. Course sections will vary by topic. Courses will teach dedicated skills and provide students broad introductions to varied knowledge areas, both current and historical.

The objectives and variables for the pilot launch are defined by the Student Learning Objectives for Strands and will be impacted by student placement on Tracks and in courses and measured across teaching contexts. There will be assigned and experimental groups for scheduling/course selection that include self-selection and assigned options. Common assessment schemes across Tracks 1 and 2 will include common diagnostics monthly, common midterm assessments, and common final assessments. Additionally, the research pilot will embed common schemes and timelines for evaluation of outcomes for students on both tracks and common course retooling schemes and timelines. The GE curriculum's ultimate format, Traditional, Topical, or Hybrid, will be determined following a complete cycle of curriculum offerings and evaluation of student outcomes.

Timelines for new course vetting and adoption, and schedules for course assessment and retooling follow:

Timeline for New Course Development and Vetting

•New Courses Developed

–Year 1: June 2010

–Year 2: December 2010

–Year 3: December 2011

–Year 4: March 2012

–All courses in any sequence (yr/sem) that follow its pilot – September

•New Courses Reviewed

–Year 1: June 2010

–Year 2: January 2011

–Year 3: January 2012

–Year 4: April 2012

–All courses in any sequence (yr/sem) that follow its pilot –November/December

•New Courses Approved

–Year 1: June 2010

–Year 2: January 2011

- Year 3: January 2012
- Year 4: April 2012
- All courses in any sequence (yr/sem) that follow its pilot – January

Timeline for Assessment and Retooling of Newly Introduced Courses

- Midterm Review –
 - Student
 - Instructor
 - Peer
 - End of the Semester Course Evaluation in keeping with Union Contract
 - Student
 - Instructor
 - Annual Course Review as a part of Course Development and Vetting described above.
- Any course in the sequence that repeats will be subjected to the annual peer review and approval process.

Projections of the newly adopted curriculum in action follow and include programs of study for part-time scenarios, GE modifications to fit program requirements, and a suggested GE curriculum for the CCDC.

| Proposed Part-time Format 1: 6 year completion, No skills remediation | |
|--|----------------------|
| Yr1/sem1 | Writing 1, Math 1 |
| Yr 1/sem 2 | Writing 2, Math 2 |
| Yr 2/sem 1 | Oral Comm, Writing 3 |
| Yr2/sem 2 | Ethics, Technology |
| Yr3/sem1 | Science |
| Yr3/sem2 | Local/Global |
| Yr4/sem1 | Teamwork |
| Yr4/sem2 | |
| Yr5/sem1 | Cap I |
| Y5/sem2 | |
| Yr6/sem1 | Cap II |
| Yr6/sem2 | |

| Proposed Part-time Format 2: 6 year completion, skills remediation needed | |
|--|-------------------------|
| Yr1/sem1 | Basic math, Writing 1 |
| Yr1/sem2 | Basic math 2, Writing 2 |
| Yr2/sem1 | Math 1, Writing 3 |
| Yr2/sem 2 | Math 2, Oral Comm |
| Yr3/sem1 | Ethics, Technology |
| Yr 3/sem 2 | Science |
| Yr4/sem1 | Local/Global |
| Yr4/sem2 | Teamwork |
| Yr5/sem1 | Cap I |
| Yr5/sem2 | |
| Yr6/sem1 | Cap II |
| Yr6/sem2 | |

Example of an altered format to fit discipline requirements – Graphic Communications

- *Freshman Year –*
 - Semester 1 >> Writing 1, Math 1 (Total =6 credits)
 - Semester 2 >> Writing 2, Math 2 (Total =6 credits)
 - *Sophomore Year –*
 - Semester 3 >> Science + Lab (Total=4 credits)
 - Semester 4 >> Ethics (Total=3 credits)
 - *Junior Year –*
 - Semester 5 >> Writing 3 (Total=3 credits)
 - Semester 6 >> Oral Com (Total=3 credits)
 - *Senior Year –*
 - Semester 7 >> Local/Global, Cap I (Total=4.5 credits)*
 - Semester 8 >> Service/Teamwork, Cap II (Total=4.5 credits)

**Suggested modification to major curriculum > move one core elective to spring of senior year (semester 8)*

***Suggested modification to GE curriculum > exempt Technology course or tie content to a required core elective*
-

Suggested GE Curriculum for CCDC

Writing:

Foundation Writing 1 and 2 (6 credits)

Math:

Foundation Quantitative Reasoning 1 and 2 (6 credits)

Science:

Discovery Science + Lab (4 credits)

Social Science:

Foundation Ethics and Values (3 credits)

Oral Communications:

Foundation Oral Communications (3 credits)

Total courses proposed = 7; Total credits = 21

V. Additional Considerations and Next Steps:

As the new General Education Program is transitioned to permanency within the institution, additional consideration will be given to the following issues:

Transferability of course credits (out/in)

Expectations of CCDC and other CC transfers in – local articulation agreements

Teach out projections for University-Wide Requirements

Enrollment projections for new GE Courses

Fiscal impact projections – GE program staff, faculty training, and course staffing

Definition for the ongoing role of the/a GE Committee

Cooperative agreements for internships, practica, etc

Interface of GE with FYE and other first year programs

Interface of GE with Service Learning and International programs

Advertisement of the new GE requirements -- circulation of the finalized program description, launch of a GE web link on the main UDC webpage, and development and circulation of an addendum to the FA10 schedule

In order to ensure a smooth transition to the new GE curriculum, a search for a Director of General Education must begin immediately. A scope of responsibility for the new director with a salary recommendation is appended to this document (See Appendix E). Additionally, before the 30th of June, the first cycle of faculty training will be complete and the development and selection of all first year courses finalized. The research design for the piloted implementation of the core will be complete and the initial stages of the design (e.g., course assignments to Tracks and student assignments to Tracks and courses) prepped for execution.

VI. Summary:

The new General Education Program represents a dynamic, creative shift away from a now 34-year-old model of delivering General Education courses at UDC, and brings us a cutting edge approach that will serve our students well as they negotiate 21st century challenges. It is a skills-based approach, wholistic and interdisciplinary in nature, and forward-thinking in its focus. It is designed to support and flex with the needs of academic programs while delivering a consistent knowledge base across University graduates. Students will be afforded a wide variety of interesting, innovative, and relevant courses taught by faculty newly energized by opportunities for creativity and

originality in course development. As UDC continues its journey toward excellence, the new General Education Program will lead the way, providing the foundation upon which outstanding academic achievement is built. This curricular advance is evidence to internal and external constituents that the University has the academic infrastructure to support and promote relevant and specialized undergraduate education.

Appendices A – E

A – Foundation Oral Communications Syllabus

B – Foundation Writing Syllabus

C – Foundation Quantitative Reasoning Syllabus

D – Strand Rubrics

E – Proposed Scope of Responsibility for the New GE Director

F – Fiscal Impact Projections

University of the District of Columbia
General Education Program

Tier: Foundation

Strand: Oral Communication

Course Objective: Communicate orally with proficiency and ease in professional and interpersonal interactions. Develop through practice, knowledge of the relationship between speech genres, and performance in different cultural, institutional, and professional settings.

Course Title: **Speaking as a Valued Tradition**

Course number:

Semester/Year:

Meeting schedule/format:

Instructor information – name, contact information, office information, including hours:

Course Description: (pre and co-requisites)

Speaking is a valued part of social and political interaction in modern and ancient cultures worldwide. The vast majority of human communication is oral. Thus knowing how to create and deliver messages using appropriate mechanisms to achieve desired results is important in human interaction. This foundation course introduces students to the components of oral communication and prepares them to deliver successful oral messages in a variety of communication settings.

Pre and co-requisites: College-level standing.

Course Delivery:

Students will learn through a combination of theory and practice. The course will be delivered face-to-face. The Blackboard portal will be used for submission of all assignments. Course content will be shared via out of class assigned readings, in-class lectures, facilitated discussions, and review of audio and video material.

Role of course in Curriculum:

This course provides students foundation-level skills in oral communication.

Student Learning Objectives:

Upon completion of this course students will:

1. Describe different types of interactions.
2. Discuss how context, including audience and feedback, affect message delivery.
3. Construct intended message and alter it based on audience, feedback and other variables.
4. Demonstrate a degree of ease in expressing views.
6. Demonstrate limited use of effective verbal and non-verbal communication techniques (including eye-contact, voice projection, and volume).
7. Use appropriate ethical standards in speech (communication) events.
8. Demonstrate limited ability to integrate supplemental materials, presentation tools, and techniques into a communication event.

Philosophy of Teaching Statement: Varies by instructor

Expectations for Attendance and Classroom Decorum:

Assignments, Assessments, Appraisals, Grading (Use information from course delivery)

Students will be given a range of assignments which focus on course topics including communication practices in selected contemporary and pre-contemporary societies; forms of speech and how each works in a particular communications setting. Students will be assessed on their knowledge and understanding of how variables including audience, feedback and setting affect the creation and delivery of messages. They will be graded on presentation skills including use of appropriate interpersonal verbal and non-verbal communication techniques, supplemental materials and tools.

PLACE RUBRIC HERE.

Required Text and Materials – Varies by course

Expectations for Professionalism and Ethics

Cheating, Plagiarism Statement

Students enrolling at the University of the District of Columbia assume the obligation to maintain standards of academic integrity. Violations of academic obligations include: unethical practice and acts of academic dishonesty such as cheating, plagiarism (i.e. copying, illegal use, lifting, stealing, breach of copyright of somebody's work or idea), falsification, and the facilitation of such acts.

Cheating includes the actual giving and receiving of aid or assistance or the actual giving or receiving of any unfair advantage in any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of source.

University sanctions for academic misconduct are detailed in the student handbook.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

GENERAL EDUCATION PROGRAM

Tier -Foundation

Strand – Critical Reading and Written Language

Course Objectives – Read and write with skill and ease. Express ideas and thoughts using a range of written forms that consider content, audience, and professional standards. Comprehend a variety of graphic and textual material using multiple approaches to reading, interpretation, and comprehension.

Course Title – FRESHMAN WRITING SEMINAR (see attached for course listings)

Course number

Semester/Year

Meeting schedule/format

Instructor information – name, contact information, office information, including hours

Course Description:

Critical reading and writing skills are crucial to future college success. A primary goal of Freshman Writing Seminars is to develop in students both a positive attitude and an expectation of success when they are approaching reading and writing tasks. They should learn, to as great a degree as possible, to enjoy writing and to be proud of their productions.

Pre and co-requisites- College-level standing

Course Delivery

The Writing Seminars are interdisciplinary, team-taught, 3-credit courses that focus on improving students' writing and critical reading skills. The seminars are theme-based: students will be exposed to content surrounding a particular academic theme, and produce weekly short essays utilizing a variety of rhetorical modes.

Student Learning Objectives:

In addition to being introduced to the thematic content of each course, students can expect to develop greater facility with:

- Basic sentence structure,
- The interplay of sentences to form cohesive paragraph
- Essay Organization and Awareness of Audience
- Effective use of rhetorical strategies, including:
 - producing strong, clear thesis statements and appropriate, adequate support
 - developing essays in the following modalities: persuasion, narration, description, comparison and contrast, exemplification, classification, definition, process analysis, and cause and effect analysis.
- Developing a personal writing style

Students will also learn to read essays critically, recognizing in what they read the differential uses of:

- general and specific information
- opinion and fact
- thesis and support
- the variety of rhetorical styles

Role of course in Curriculum: Provide students foundation-level skills in critical reading and writing.

Philosophy of Teaching Statement – Varies by instructor

Expectations for Attendance and Classroom Decorum -

Assignments, Assessments, Appraisals, Grading.

Required Text and Materials – Varies by course

Expectations for Professionalism and Ethics

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POTENTIAL FOUNDATION WRITING SEMINARS

Caribbean Culture: This course serves as an introduction to traditional lifestyles, cuisine, mythology, clothing, literature, art, religion, and music found in the Caribbean Islands. Students will explore the rich variety of cultural expression in the region and will be invited to examine Caribbean culture comparatively and historically.

Supreme Court Decisions: Students taking this course will read and generate opinions about some of the critical decisions handed down by the US Supreme Court over the last several centuries. Arguments leading to these decisions and arguments leading to dissenting decisions will be actively researched and debated. The implications of crucial Supreme Court decisions on American society will also be examined.

The Fortune 500: Students in this course will learn about the people and business practices behind the most profitable corporations in the US. The selling of commodities and services, global competition for consumer dollars, and corporate management styles will be examined from historical and ethical perspectives, and students will be afforded the opportunity to collaboratively build fictitious corporations.

All That Jazz: This course involves reading about and listening to jazz, tracing the historical roots of this truly American art form. The importance of jazz and blues to American culture will be explored through the voices of musicians and singers who developed the form, and by examining the historical events that fueled their creativity.

Contemporary Issues in Science: The focus of this course is the role of science in the functioning of society. The impact of scientific discoveries on social functioning, the ethics of scientific research, and the scientific method of inquiry will be addressed on the way towards discussing impact of scientific research on the future of human life on this planet.

The Psychology of Advertising: What are the hidden persuaders? This course will expose students to the psychological and aesthetic principles advertisers use to influence our consumption of goods in ways we are not normally aware of. Print, television, radio, and internet media will be examined, and students will try their hand at mounting an advertising campaign.

Writing about Sports: Some of the greatest essay writing in American letters comes from sportswriters who rhapsodize and report on their favorite sports. Students taking this course will read and write about sports from the social, human interest, and competitive drama point of view.

Writing about Film: This is a course for movie lovers. Students will read reviews and analysis and discuss their experiences viewing movies in a variety of genres from different time periods. Movies will be examined with regard to their place in American culture. Students will learn to write movie reviews and in-depth analyses. Students taking this course will also need to be available for bi-weekly screenings on _____ evenings from _____ -- _____.

African-American Short Stories: Students in this course will read, discuss, and write about African-American masters of the short story form, including Zora Neale Hurston, Langston Hughes, James Baldwin, Alice Walker, Edward P. Jones, ZZ Packer, and Edwidge Danticat, and others. Students will write (individually or collaboratively) an original short story of their own as their final writing project.

Short Stories From Around the World: Students in this course will explore world culture by reading the works of international masters of the short story form, including Anton Chekov, V.S. Pritchett, Elizabeth Bowen, Amos Oz, James Joyce, Ha Jin, Chinua Achebe, Jhumpa Lahiri, and others. Students will write (individually or collaboratively) an original short story of their own as their final writing project.

American Short Stories: Students in this course will read, discuss, and write about American masters of the short story form, including Zora Neale Hurston, James Baldwin, Ernest Hemingway, F. Scott Fitzgerald, Flannery O'Connor, Edward P. Jones, Junot Diaz, Sherman Alexie, and others. Students will write (individually or collaboratively) an original short story of their own as their final writing project.

Hip-Hop in American Culture: Since its birth in the Bronx in the late 1970's, hip hop has traveled around the world as a major cultural movement. This class will trace the history and social impact of the major aspects of this movement, including rap, breakdancing, graffiti, fashion, DJing and MCing, and slang.

World Mythology: This course will examine and compare the myths, legends, and sacred stories from around the world. A particular culture's myths tell us something about the history, lifestyle, obstacles, and aspirations of that culture. Students in this course will discuss and write about the social and psychological implications of creation myths, legendary heroes, and stories about the afterlife of a variety of world cultures.

Revolution and the Language of Change: This course will expose students to the historical implications of major political and cultural revolutions. The communicative tactics of revolutionary change (posters, speeches, marches, passive resistance, etc.) will be discussed and debated and the mechanisms for persuasion and grass-roots participation in a revolutionary will be explored.

Parapsychology and the Supernatural: This course will examine narratives of "otherworldly" experiences, including déjà vu, hypnotism, extrasensory perception, psychokinesis, séances,

“channeling,” and near-death experiences. The use and misuse of the scientific method to investigate reports of these experiences will be discussed and debated.

The Healing Profession: This course will discuss the training and practice of the healing professions in different parts of the world. From the shaman to the psychotherapist, from the registered nurse to the physician, healers have always held a special place in societies around the world. Students will read unusual case studies, and the cultural implications of healing practices will be explored.

University of the District of Columbia

General Education Program

Tier: Foundation

Strand: Quantitative Reasoning

Course Objective: The primary goals for this course are informed by the outcome of Refocused Algebra that centered on empowering students to become exploratory learners, not to master a list of algebraic rules. Exercises that explicitly ask students to explore or what-if situations, to make up examples, to further investigate a worked example, to iterate for the purpose of recognizing a pattern and developing a sense for the behavior of a solution, and to graphically fit a curve to a data set are some of the means used to establish an exploratory environment for the students.

Course Title: Contemporary Algebra: Applications and Modeling

Text and Materials: Contemporary College Algebra: Data, Functions, and Models by Don Smalls; Graphing Calculator

Course number:

Semester/Year: FA2010

Meeting schedule/format: 3 contact hours

Instructor information – name, contact information, office information, including hours:

Course Description: This course teaches the processes by which students come to know and are able to reason using the language of mathematics. Students who have mastered quantitative reasoning skills will be able to solve problems and analyze data in various contexts including applications demonstrating personal economic literacy. They will also be able to represent and communicate understanding of connections among and between quantitative relationships.

Pre and co-requisites: College-level standing.

Course Delivery:

Students will learn through a combination of theory and practice. The course will be delivered face-to-face. The large majority of the exercises are presented in the “story problem” format in order to address the reading aspect of this goal. The “story problem” format also addresses the applicability thread as real-life situations are usually described verbally or in written form rather than in terms of equations.

Students will:

- 1) Be **exploratory learners** (primary goal).

- 2) Work in small **groups** on in-class group activities and out-of-class group projects. In-class activities culminate in student presentations to the class and out-of-class projects culminate in both a written report and student presentation.
- 3) Improve **communication** skills – reading, writing, presenting, and listening.
- 4) Use of **technology** – every student is expected to have daily access to a graphing calculator and/or computer. The ability to use technology for visualization and computation is a very important skill.
- 5) Develop of a sense for and an appreciation of the applicability of mathematics in addressing real-world problems. **Modeling** is the central theme that underlies the development of topics in this course.
- 6) Develop personal **confidence** as a problem solver. Develop confidence in the iterative process: “Try something, note the errors, modify the previous attempt to lessen the errors and try again,” until a satisfactory approximation has been obtained. The initial attempt is usually informed by sketching a picture.
- 7) **Enjoy** applying mathematics to meaningful situations.

Role of course in Curriculum:

This course provides students foundation-level skills in quantitative reasoning and is prerequisite to higher order mathematics courses.

Student Learning Objectives:

Upon completion of the course, the student will be able to:

- 1) use the calculator and computer to query data functions and to arrive at a realistic model;
- 2) use technology to plot and compute linear, quadratic, and systems of equations;
- 3) use technology to express inequalities;
- 4) find the zeroes of first- and second-degree polynomial equations, using factoring, quadratic formula, and graphing;
- 5) find the asymptotes of rational functions;

- 6) estimate the x- and y-intercept, minimum and maximum values, and intervals where functions are increasing and decreasing;
- 7) estimate the function (model) representing a given set of data;
- 8) manipulate polynomials, rational expressions, exponentials in the same base;
- 9) use the graphic calculator and computer to plot, estimate, and model the behavior of data sets,
- 10) present and discuss the results of a small group project in written and oral form; and
- 11) apply problem-solving strategies to understanding basic economic issues.

Philosophy of Teaching Statement:

Expectations for Attendance and Classroom Decorum:

This course is very different from a traditional course in content, pedagogy, and student expectations. Students need to frequently review and discuss the course goals. Students are expected to prepare for new material and practice on old material in preparation for each class.

The student assessment plan will consist of six major components:

- 1) Pretest to determine student attitudes towards learning mathematics and a skills assessment component on mastery of introductory algebra course;
- 2) Frequent 5 – 10 minute quizzes;
- 3) Unit/section tests;
- 4) Assigned homework and “what if” sessions;
- 5) Fun projects (2 small group projects), and
- 6) Final examination (post-test) to assess changes in students’ attitudes towards mathematics and to determine whether students are ready for the next level of mathematics through a comprehensive final examination.

PLACE RUBRIC HERE.

Expectations for Professionalism and Ethics

Cheating, Plagiarism Statement

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Cheating includes the actual giving and receiving of aid or assistance or the actual giving or receiving of any unfair advantage in any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of source.

University sanctions for academic misconduct are detailed in the student handbook.

Appendix D -- GE Strand Rubrics

| | | | | |
|------------------------------------|------------------|------------------|------------------|-----------------|
| Strand 1: Ethics and Values | | | | |
| Student Learning Objective | Benchmark | Milestone | Milestone | Capstone |

| | | 2 | 3 | 4 |
|--|--|---|---|---|
| 1. Articulate the personal values they bring with them to college. | Identify and discuss their personal values. | Describe in detail and identify the origins of their personal values. | Describe in detail their personal beliefs and values, analyze them in terms of their development and compare them to alternative values and beliefs. | Argue for and explain value trade-offs; claim and defend an optimal value position. |
| 2. Identify 21 st Century ethical problems and describe how they relate to historical and global debates. | Identify basic ethical concerns in situations that require ethical thinking and decision making. | Identify ethical concerns embedded in complex personal and professional situations. | Identify global and historical contexts which impact 21 st Century ethical concerns. | Identify the ethical issues embedded in complex interpersonal relations including political, professional and personal situations and analyze these issues within their global and historical contexts. |
| 3. Demonstrate recognition that there is not always an absolute answer to every ethical question by arguing multiple perspectives. | Identify the ethical principle he/she would apply in a given situation. | Present clear, logical arguments for the ethical principle he/she would apply in a given situation. | Present clear logical arguments against the ethical principle he/she would apply in a given situation, and name an alternative applicable principle. | Present clear, logical arguments both for and against multiple ethical principles applicable when considering a given situation. |
| 4. Describe an array of moral concepts, principles and codes used frequently in discussions of ethics and apply them to everyday issues. | Identify ethical perspectives applicable to | Identify a variety of recognized ethical concepts, principles and codes that are applicable in given political, professional and personal situations. | Identify and explain the fundamental implications of applying a variety of recognized ethical concepts, principles and codes to everyday political, professional and personal situations. | Both critique and defend conventional ethical concepts, principles and codes in everyday political, professional and personal situations. |
| 5. Describe the relationship between ethical principles and social responsibility. | Describe the fundamental societal implications of applying a given ethical principle | Describe in-depth the societal implications of applying a variety of ethical principles. | Analyze, compare and contrast the short-and-long-term societal implications of applying a variety of ethical principles. | Recount the philosophical arguments supporting different ethical systems. |

| Strand 2 Service/Civics/Teamwork | Benchmark | Milestone | Milestone | Capstone |
|--|---|---|--|--|
| | 1 | 2 | 3 | 4 |
| Describe the skills required for active community membership at the local, national and global levels. | Define the concepts of "public issue" and individual and group civic participation. | Analyze issue origins and identify contending groups and their issue positions. | Articulate how institutional agendas, structures and environments create affordances and constraints for civic | Address a public issue by creating a value-based action strategy that links local, regional, national and global levels of |

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| | | | action. | analysis. |
| Describe the institutional structures, powers and practice of government at all governmental levels and the impact of these on populations. | Define the concepts of "power," "representative government," "civil rights," "and "civil liberties." | Accurately describe the constitutional structure of the U.S. Federal Government. Accurately describe the organizational structure of the state/local/District governments. | Accurately compare U.S. governmental structures to other sovereign state structures. | Employ comprehensive knowledge of government and politics to critique existing governmental institutions and offer structural and political alternatives. |
| Define and articulate the concepts "public good" and "public goods" and the responsibility of persons to contribute to these by engaging in community oriented service activity. | Define the concepts of "public good" and "public goods." | Participate in community service activity. Articulates the values of community service and teamwork. | Successfully leads community service teamwork. | Completes community service organizing and leadership tasks. |
| Specify the rights, liberties and intrinsic value of all persons living in a free society. | States the value of rights and liberties for one's own life. | Articulates the origin of a few rights and liberties in the Constitution, law and court decisions. | Enumerates most rights and liberties in the Constitution, law and court decisions. | Argues for the universality of rights and liberties and their protection for all persons. |
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| Strand 3: Oral Communication | | | | |
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| Student Learning Objective | Benchmark (1) | Milestone (2) | Milestone 3 | Capstone 4 |
| Identify the variety of purpose of the interaction (narrative, persuasion, description, etc) . | Defines concept of a speech situation. | Lists a variety of speech situations. | Defines generic characteristics of speech situations. | Identifies component characteristics of speaking appropriate for categories of speech situation. |
| Describe the impact of the setting and audience variables on the delivery of the message. | Defines concepts of setting and audience. | Lists variables of speech delivery. | Matches delivery variable qualities to particular settings and audiences. | Evaluates speech performances in terms of setting and audience. |
| Construct and deliver messages that respond to intent, audience and feedback variables. | Defines message intent, audience type and feedback. | Constructs coherent topic appropriate for setting and audience. | Constructs speech based on topic, setting and audience. | Performs speech event in a manner appropriate for setting and audience. |
| Use listener variables | List and define listener | Identify variation in | Develop tactical | Demonstrate mastery |

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| that contribute to a positive interactive event to adapt and adjust the message and response to feedback. | variables. | audience feedback. | responses to types of audience feedback. | of adapting to audience feedback. |
| Demonstrate comfort and confidence in expressing one's views, based on reasoned argument. | Define the concept of rhetorical argument. | List the characteristics of a reasoned argument. | Construct a reasoned argument. | Deliver a reasoned argument with confidence and coherence. |
| Recognize effective verbal and non-verbal communication techniques (including eye-contact, voice projection, volume, mannerism). | Define effective verbal communication and list indicators of effectiveness. | List verbal and non-verbal communication techniques. | Match successful verbal and non-verbal communication techniques to setting and audience. | Evaluate speech performance in terms of appropriate verbal and non-verbal communication techniques under various setting and audience conditions. |
| Apply ethical standards in speech (communication) events. | Asserts the importance of ethical considerations in verbal communication | Lists ethical issues in relation to verbal communication. | Evaluates ethical choices in speech communication situations. | Applies ethical principles in own oral communication. |
| Exhibit confidence utilizing supplemental materials, presentation tools and techniques. | Expresses understanding of the purposes of using supplemental materials, tools and techniques. | Matches materials, tools and techniques with appropriate speech situation. | Designs a speaking event using supplementary materials, tools and techniques. | Performs a speaking event appropriately utilizing supplemental materials, tools and techniques. |

Strand 4: Critical Reading and Written Language

| Student Learning Objective | Benchmark* (1) | Milestone** (2) | Milestone** (3) | Capstone⁺ (4) |
|--|--|--|---|---|
| 1. Demonstrate a basic level understanding of written material by identification of text features. | Demonstrates understanding of vocabulary included in text. | Demonstrates ability to paraphrase sections of text. | Demonstrates ability to identify text features (sentence structure, transitional phrases, sequence of paragraphs, tone, etc.) separate from the | Demonstrates understanding of the influence of text features on the text's essential meaning. |

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| | | | content. | |
| 2. Demonstrate complex comprehension of written material by using inference and deduction (e.g. questioning, paraphrasing, cross-referencing, constructive argumentation). | Demonstrates ability to paraphrase sections of text. | Demonstrates ability to relate prior knowledge to information presented in the text. | Demonstrates ability to draw basic inferences from the text. | Demonstrates ability to draw complex inferences from the text, relate the text to other knowledge, and make implications beyond the text. |
| 3. Demonstrate ability to shift reader perspective/register in response to type of material and reading task. | Demonstrates ability to read for enjoyment. | Demonstrates ability to read to gain knowledge. | Demonstrates ability to use texts to develop academic skills, competencies, and knowledge sets. | Demonstrates ability to evaluate and use texts in a scholarly way for research. |
| 4. Demonstrate ability to monitor reading behavior using deliberate and reflective analysis strategies to enhance one's comprehension and satisfaction. | Demonstrates ability to monitor satisfaction and comprehension level while reading. | Identifies strategies for improving reading satisfaction and comprehension. | Demonstrates ability to utilize strategies for improving reading satisfaction and comprehension. | Demonstrates ability to reflect on and analyze all aspects of the text to enhance reading comprehension and satisfaction. |
| 5. Demonstrate knowledge of genre conventions in writing. | Identifies a variety of writing genres. | Identifies salient aspects particular to specific writing genres. | Demonstrates ability to use strategies and conventions to produce writing in at least two genres. | Demonstrates ability to use strategies and conventions to produce writing in a variety of genres. |
| 6. Demonstrate the ability to apply the rules of writing as dictated by the writing task and genre (e.g. formal and informal rules and discipline | Writes short essays relatively free from errors in grammar, punctuation, sentence structure, spelling, etc. | Writes essays utilizing basic organizational strategies, written ideas are connected and follow one another in a logical fashion. | Writes well-organized essays with fluid transitions, well-developed introductions and conclusions. Writes demonstrating an | Writes clear, well-organized essays that demonstrate sophisticated audience awareness |

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| specific conventions, text type). | | | awareness of audience. | and the ability to develop seamless and persuasive arguments. |
| 7. Demonstrate the ability to supply adequate evidence to support ideas in text. | Identifies the differences between strong and weak support for thesis. | Demonstrates ability to support thesis with at least two pieces of relevant evidence. | Demonstrates ability to support thesis with sufficient, logically presented evidence. | Demonstrates ability to support thesis with appropriately strong, plentiful, and relevant evidence. |
| 8. Demonstrate the ability to reference sources used to expand their ideas. | Demonstrates ability to locate thesis support via research. | Demonstrates understanding of the need to cite sources to avoid plagiarism. | Uses citations when quoting or paraphrasing information gathered through research. | Correctly uses in-text citations and creates an appropriate Works Cited or Bibliography Page for essays utilizing researched information. |

Strand 5: Quantitative Reasoning

| Student Learning Objective | Benchmark | Milestones | | Capstone |
|--|--|---------------------------------------|---|--|
| | (1) | (2) | (3) | (4) |
| 1. Solve problems using various strategies in the following four areas: concretely (manipulatives, drawing pictures, etc.), arithmetically (trial-and-error, estimation, | Solves problems using only one strategy. | Solves problems using two strategies. | Solves problems using three strategies. | Solves problems using all four strategies. |

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| <p>etc.), algebraically (identify unknown(s), write equation(s), etc.), and verbally (talk-aloud about processes that lead to results).</p> | | | | |
| <p>2. Collect, organize, and analyze data using various conditions.</p> | <p>Collects data. Computes measures of central tendency (mean, median, mode).</p> | <p>Computes measures of central tendency and measures of dispersion (range, variance, and standard deviation).</p> | <p>Utilizes measures of central tendency and dispersion to determine the statistics that best describe the data set.</p> | <p>Graphs and discusses trends or patterns observed in the data. Draws conclusions from the data and makes recommendations.</p> |
| <p>3. Uses inductive and deductive reasoning to reach logical conclusions in novel situations.</p> | <p>Identifies simple inductive and deductive reasoning statements.</p> | <p>Identifies counter examples to prove inductive statement(s) are false. Draws general conclusions deductively, based on a limited set of observations.</p> | <p>Makes inferences based on patterns or recursive relationships (inductive reasoning). Interpolates and extrapolates specific information in an attempt to formulate general outcomes or conclusions (deductive</p> | <p>Uses inductive and deductive reasoning to determine the validity of statements in novel situations.</p> |

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| | | | reasoning). | |
| 4. Communicates processes and findings using a variety of formats within different settings and to diverse audiences. | Able to communicate numeracy effectively one-on-one or to a familiar small group using one of the following formats, including but not limited to power-point, demonstration, handouts, poster, panel, etc. | Demonstrates ability to communicate numeracy effectively in a classroom setting or familiar small group, using two of the following formats including but not limited to power-point, demonstration, handouts, poster, panel, etc. | Demonstrates ability to communicate numeracy to a mid-sized, mixed audience (unfamiliar and familiar) using three of the following formats, including but not limited to power-point, demonstration, handouts, poster, panel, etc. | Demonstrates ability to communicate numeracy to a large, primarily unfamiliar audience, using four of the following formats, including but not limited to power-point, demonstration, handouts, poster, panel, etc. |
| 5. Establish connections between assorted real-world quantitative relationships. | Uses quantitative skills to compute mathematical relationships in one variable. | Identifies dependent and independent variables and their relationships. Uses quantitative skills to compute mathematical relationships between two variables. | Identifies the trends, comparisons, and relationships between the independent and dependent variables. | Identifies patterns and determine outcomes based on identified variables, or determine variables based on identified outcomes. Applies and discusses the trends, comparisons, and relationship between the independent and dependent variables. Uses quantitative skills to compute mathematical relationships |

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| | | | | among three or more variables. |
| 6. Represent and report relationships (similarities and differences) among different data sets using chart, graphs, tables, etc. | Organizes data in a table, graph, chart, or simple model. | Identifies the best representation (chart, graph, table, or a simple model) for a given data set. | Given charts, graphs, tables, or complex models, discusses the relationships in and among different data sets. | Creates charts, graphs, tables, or complex models that best represent the data and discusses the relationships in and among different data sets. |

Strand 6: Effective Use of Technology

-- Understand and demonstrate effective use of basic and specialized technologies to obtain, evaluate, organize, and present information.

| Student Learning Objective | Benchmark* (1) | Milestone** (2) | Milestone** (3) | Capstone+ (4) |
|--|--|---|---|---|
| 1. Discuss, select, and apply modern technology and describe its appropriate use. | Demonstrates basic knowledge of computer hardware and software. | Selects and applies appropriate software to transform data into useful information. | Describes the appropriate applications of computer hardware and software. | Selects and applies emerging non-traditional hardware and software to present information innovatively. |
| 2. Locate, retrieve, and evaluate information obtained from a variety of sources. | Locates and retrieves data from the Internet. | Identifies valid information by checking references and using strategies for vetting information in relevant contexts. | Identifies reliable information by checking references and questioning sources. | Presents appropriately cited research findings based upon reliable data and sources using optimal technological resources. |
| 3. Articulate ethical concerns in the use of databases and data mining; and apply that knowledge in decision-making. | Identifies privacy issues in data collection and storage | Understands the concept of data mining, in which data from a variety of sources is correlated to unintentionally reveal private information | Lists situations where privacy is critical and identifies the importance of access control in insuring privacy of personal data | Applies ethical standards to situations where data is released and/or accessed; makes appropriate decisions about access and release of information |
| 4. Describe and apply strategies for secure and ethical use of the Internet. | Uses strong passwords. Articulates the dangers of outsiders' access to | Articulates the legal issues of plagiarism and digital theft. | Articulates strategies for protection of personal information | Articulates strategies for secure use of the Internet. |

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| | one's personal computer. | | while using the Internet. | |
| 5. Select and apply technology to a major field of study. | Uses some specialized technology for major field | Selects and uses appropriate technology in a major field of study | Surveys and uses a variety of technologies in a major field of study | Adapts and applies current and emerging technology to specific problems in a major field of study |
| 6. Use computer problem-solving for end-user solutions. | Uses the computer for simple problem solving. | Uses simple programming strategies to express ideas and solve problems. | Uses the computer to solve a variety of complex problems. | Applies computer problem solving to end-user solutions, and adapts to emerging technologies. |

Strand: 7 Local and Global Diversity

| Student Learning Objective | Benchmark (1) | Milestone (2) | Milestone (3) | Capstone (4) |
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| 1. Define concepts of culture and diversity. | Provides basic definition of terms. | Cites several components of culture. | Cites many components of culture with concrete examples. | Identifies and evaluates competing definitions of culture |
| 2. Examine diverse social groups and compare cultural variations among them. | Articulates elements of own culture(s). | Compares and contrasts elements of at least two different cultures. | Applies concept of culture broadly to all relevant social groups. | Demonstrates complex, multidimensional knowledge of many cultural groups. |
| 3. Identify and critique attributions and behavior based on stereotypes | Can define a stereotype and list its basic categorical components. | Recognizes stereotypical attribution. | Recognizes universality of stereotypical perception, cognition and affect. | Recognizes and critiques own stereotyping behavior. |
| 4. Identify cues that signal intercultural misunderstanding. | Recognizes differences between intercultural misunderstanding and other sources of misunderstanding. | Shows value and respect for cultural diversity | Demonstrates knowledge of types of cultural cues. | Correctly analyzes in case analysis cues and causes of intercultural misunderstanding |

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| 5. Identify and compare diverse aesthetic traditions and practices. | Defines and distinguishes art and aesthetic practice. | Demonstrates knowledge of the historical development of an aesthetic tradition. | Identifies and analyzes components of aesthetic traditions within own culture. | Compares and contrasts elements of several aesthetic traditions across cultures. |
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Strand 8: Environmental Consciousness

| Student Learning Objective | Benchmark* (1) | Milestone** (2) | Milestone** (3) | Capstone⁺ (4) |
|---|--|--|---|--|
| 1. Describe the relationship between humans and natural environment | Defines the concept of "ecosystem." | Identifies examples of various relationships among elements of the ecosystem | Cites the changing characteristics of ecosystems and the possible influences. | Discusses basic environmental principals that controls or influences behaviors and actions within the ecosystem. |
| 2. Describe the impact of recycling and failure to recycle on the local, national, and global environments. | Provides basic argument in support of recycling. | Identifies sources, causes and effects of water, pollution, air pollution, soil pollution, etc.; | Cites probable effects when an ecosystem is altered. | Discusses the uses of natural resources with respect to renewability, depletion and recyclability. |
| 3. Identify specific potential actions one | Defines environmental pollution. | Gives examples of personal polluting | Initiates action when the opportunity is available for | Identifies opportunities and obstacles for collective action in support of the environment. |

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| can take personally or collectively to favorably impact the environment | | behavior. | modifying own behavior to be environmentally responsible. | |
| 4. Utilize scientific inquiry to collect, analyze, and discuss information related to practices and policies that impact the environment. | Lists topics of environmental concern. | Outlines steps of scientific research. | Creates research design. | Completes research project. |

Strand 9: Exploration of New Ideas across the Lifespan

| Student Learning Objective | Benchmark* (1) | Milestones** (2) | (3) | Capstone+ (4) |
|--|---|---|--|---|
| 1. Plan an orientation and research process. | Outlines preliminary research strategy. | Writes preliminary plan or research with some detail. | Writes considerably detailed plan of research, including revisions, extensions, and assessment plan. | Begins preliminary implementation and assessment of detailed research plan. |

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| 2. Learn new vocabulary. | Outlines new vocabulary to be learned. | Demonstrates some familiarity with new vocabulary. | Defines previously unfamiliar terms. | Appropriately utilizes special vocabulary, and demonstrates ability to simplify previously unfamiliar terms for others. |
| 3. Obtain relevant information. | Forms research questions drawn from previous knowledge base. | Identifies likely sources for new information and outlines preliminary plan of research action. | Begins preliminary exploration of previously unfamiliar subject matter. | Implements a well planned and developed exploration of previously unfamiliar subject matter. |
| 4. Reference new exposures against known information and draw parallels. | Demonstrate recognition of similarities and differences between new information and previous knowledge. | Record observation of comparison and contrast of new information with previous knowledge. | Classifies comparison and contrast of new information with previous knowledge using traditional concepts and taxonomies. | Insightfully analyzes new information and creatively synthesizes insights with previous knowledge. |
| 5. Identify patterns and draw conclusions. | Identifies new patterns based on research evidence. | Makes conclusions of fact based on research evidence. | Makes research conclusions offering new insights. | Makes research conclusions that include significant and useful recommendations. |
| 6. Generate new questions based on learning, and recommend further study. | Identifies knowledge gaps and questions not answered by current research. | Outlines areas where additional research is needed. | Identifies new questions prompted by current study. | Identifies new questions of high importance and suggests possibilities for further study. |

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