GENERAL EDUCATION REFORM

April 2022

Four Action Items for the April 2022 Faculty Meeting:

1. Course Expansion
2. Skill Focus in Every General Education Course
3. Enhancement of ILO 1: Effective Communication
4. Enhancement of ILO 5: Critical Thinking

Approved by Faculty Council on March 8, 2022

1. Course Expansion

The proposed curriculum expands course options for students and invites faculty to create new general education courses in their area of expertise.

You are voting on the following proposal for General Education requirements:

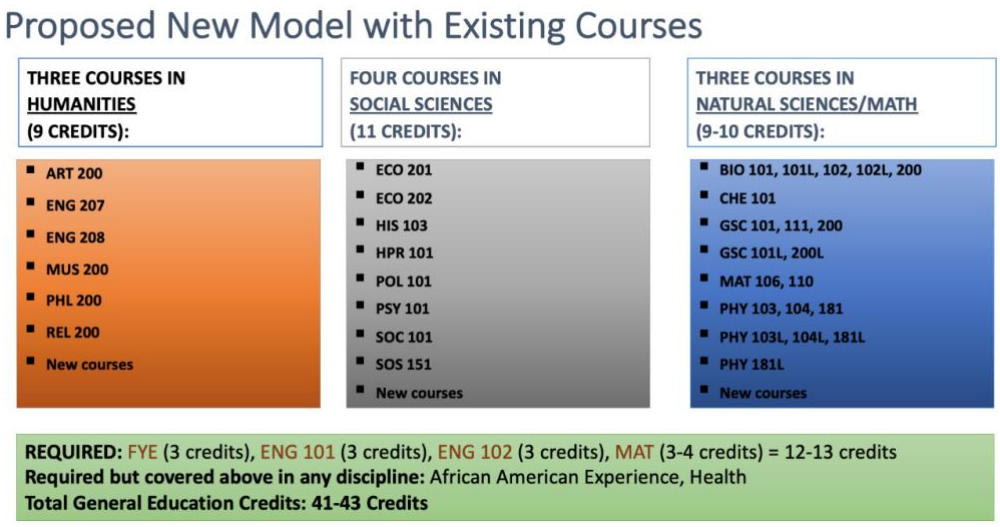
- **Required Core Courses:**
  - FYE 101 (3 credits),
  - ENG 101 (3 credits)
  - ENG 102 (3 credits)
  - One MAT class (3-4 credits)

- **Other Required Courses that can be taken in any discipline area:**
  - One Health Class in any discipline (2-3 credits)
  - One African American Experience class in any discipline (3 credits)

- **Take three additional classes in the Humanities** (9 credits)

- **Take four classes in the Social Science** (11 credits)

- **Take three additional courses in the Natural Sciences and Mathematics:** one must be a science class and one must have a lab. (9-10 credits)



Once this proposal is approved, the committee, with broad faculty input, will develop guidelines and criteria for courses to qualify as African American Experience courses and Health courses.

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Comparison of Current and Proposed General Education Class Selections

Current General Education Curriculum

Courses	Credits
FYE 101 First Year Experience	3
Humanities (five courses)	15
ENG 101 Eng. Comp. I	3
ENG 102 Eng. Comp. II	3
ENG 207 or 208 Literature class	3
ART 200 or MUS 200 Introduction to art of music	3
PHL 200 or REL 200 Introduction to philosophy or religion	3
Social Sciences (four courses)	11
SOS 151 African American Experience	3
HPR 101 Dimensions of Wellness	2
Select any two of the following: • ECO 201 Macroeconomics • ECO 202 Microeconomics • HIS 103 Contemp. World His. • POL 101 Am. Natl. Gov. • PSY 101 Gen. Psychology • SOC 101 Intro to Sociology	6
Natural Sciences and Mathematics (three courses)	12-14
MAT 106 (Math for Liberal Arts) or higher	3-4
Select any two of the following suggested classes: One must include a lab • BIO 101 Hum. Biology (Lab) • BIO 102 Hum. Health and Disease (Lab) • BIO 105 Bio for Health Sci. (Lab) • BIO 200 HIV-AIDS • CHE 101 Intro. to Chemistry • CHE 120 Chemistry for Health Sci. (Lab) • GSC 101 Physical Science I (Lab) • GSC 102 Physical Science II (Lab) • GSC 111 Environmental Science • GSC 200 Climate Studies • PHY 103 Intro Physics I (Lab) • PHY 104 Intro Physics II (Lab) • PHY 181 Astronomy (Lab)	7
Total:	41-43

Note: The Foreign Language requirement falls outside of the General Education curriculum and is not included in these models. There are no proposed changes to the current foreign language/computer science requirement.

Proposed General Education Curriculum

Courses	Credits
FYE 101 First Year Experience	3
African American Experience (in any of the three disciplines below)	
Health (in any of the three disciplines below)	
Humanities (five courses)	15
ENG 101 Eng. Comp. I	3
ENG 102 Eng. Comp. II	3
Select any three of the following (additional classes to be added) • ART 200 Intro. to Art • ENG 207 World Literature I • ENG 208 World Literature II • MUS 200 Intro. to Music • PHL 200 Intro. to Philosophy • REL 200 Intro. to Religion • **Additional future class choices**	9
Social Sciences (four courses)	11
Select any four of the following (additional classes to be added): • ECO 201 Macroeconomics • ECO 202 Microeconomics • HIS 103 Contemp. World His. • HPR 101 Dimensions of Wellness • POL 101 Am. Natl. Gov. • PSY 101 Gen. Psychology • SOC 101 Intro to Sociology • SOS 151 African American Exper. • **Additional future class choices**	11-12
Natural Sciences and Mathematics (four courses)	12-14
One Math class (minimum requirement determined by major)	3
Select three, at least one natural science with lab • BIO 101 Hum. Biology (Lab) • BIO 102 Hum. Health and Disease (Lab) • BIO 105 Bio for Health Sci. (Lab) • BIO 200 HIV-AIDS • CHE 101 Intro. to Chemistry • CHE 120 Chemistry for Health Sci. (Lab) • GSC 101 Physical Science I (Lab) • GSC 102 Physical Science II (Lab) • GSC 111 Environmental Science • GSC 200 Climate Studies (Lab) • MAT 110 or higher • PHY 103 Intro Physics I (Lab) • PHY 104 Intro Physics II (Lab) • PHY 181 Astronomy (Lab) • **Additional future class choices**	10
Total:	41-43

Approved by Faculty Council on March 8, 2022

2. Skill Focus in Every General Education Course

You are voting on the following proposal for General Education requirements:

- **All general education courses must be Writing, Critical Reading, or Quantitative Reasoning intensive.** The courses can teach content, emphasize additional skills, like information literacy, Lincoln Legacy, or critical thinking, but must focus on one of the three main essential skills of writing, critical reading, and quantitative reasoning.
- **All students must take at least three writing intensive, three critical reading intensive, and three quantitative reasoning** intensive general education courses.

The proposal aims to increase student essential skill development in writing, critical reading, and quantitative reasoning by making these skills the focus in all general education courses. The overarching goal is to evenly distribute the responsibility across all disciplines to develop students with strong foundational academic skills necessary for success in the major and beyond college.

Once this proposal is approved, the committee, with broad faculty input, will develop guidelines for writing, critical reading, and quantitative reasoning course approvals.

Approved by Faculty Council on March 8, 2022

3. Enhancement of ILO 1: Effective Communication

You are voting on the following proposal to change the wording of ILO 1:

From:

ILO 1: Effective Communication
Effectively and clearly communicate through verbal, written, and visual means to increase knowledge and understanding or to promote change in a listener, reader, or observer respectively.

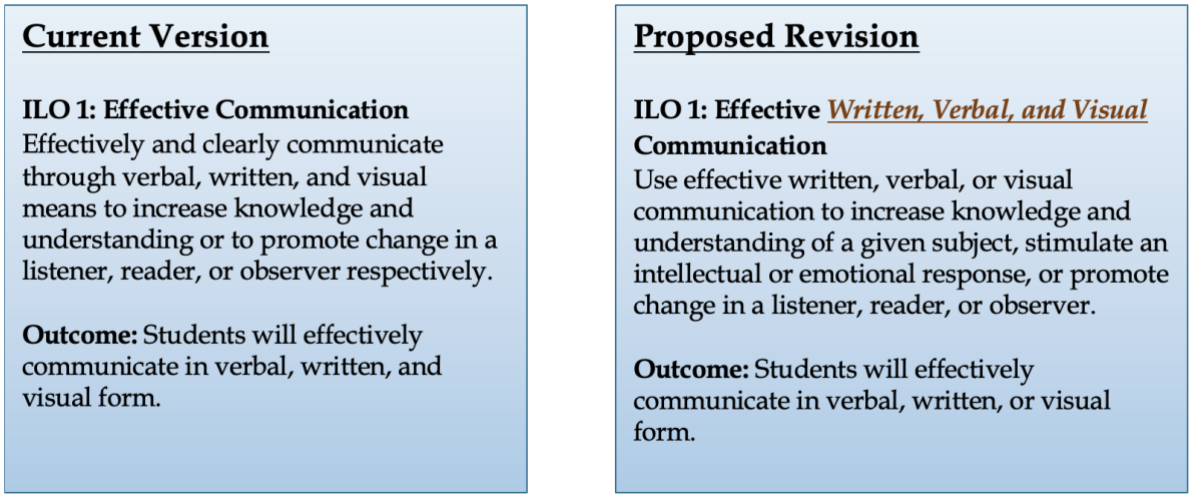
Outcome: Students will effectively communicate in verbal, written, and visual form.

To:

ILO 1: Effective *Written, Verbal, and Visual* Communication
Use effective written, verbal, or visual communication to increase knowledge and understanding of a given subject, stimulate an intellectual or emotional response, or promote change in a listener, reader, or observer.

Outcome: Students will effectively communicate in verbal, written, or visual form.

ILO 1



Current Version

ILO 1: Effective Communication
Effectively and clearly communicate through verbal, written, and visual means to increase knowledge and understanding or to promote change in a listener, reader, or observer respectively.

Outcome: Students will effectively communicate in verbal, written, and visual form.

Proposed Revision

ILO 1: Effective *Written, Verbal, and Visual* Communication
Use effective written, verbal, or visual communication to increase knowledge and understanding of a given subject, stimulate an intellectual or emotional response, or promote change in a listener, reader, or observer.

Outcome: Students will effectively communicate in verbal, written, or visual form.

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4. Enhancement of ILO 5: Critical Thinking

You are voting on the following proposal to change the wording of ILO 5:

From:

ILO 5: Critical Thinking

Critical thinking is a comprehensive and systematic exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion and making inferences between concepts. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

To:

ILO 5: Critical Thinking *and Reading*

Critical thinking is the habit of exploring a phenomenon (e.g., an event, artifact, story, or issue) and applying certain criteria to determine its value and legitimacy. It involves analyzing and synthesizing often contradictory pieces of information and logically connecting ideas to make sound, well-reasoned judgments. Critical thinkers favor ambiguity, welcome counterarguments, and routinely revise their own assumptions in response to the world around them.

Critical reading occurs when readers actively engage with a written, visual, or auditory text, going beyond its surface-level characteristics to identify and evaluate its deeper structural elements, such as purpose, tone, organization, and meaning. Those who read critically assume an objective point of view, and interact with a text by making annotations, posing questions, and forming their own opinions about what they've read.

Outcomes:

Students will

- use an array of critical thinking strategies to make meaningful connections between divergent ideas and to observe, recognize, and solve novel problems.
- adopt an unbiased approach to the act of reading, probing a variety of different texts to identify and explain their key elements and to uncover both the strengths and weaknesses in their deep structure.

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ILO 5

Current Version

ILO 5: Critical Thinking
Critical thinking is a comprehensive and systematic exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion and making inferences between concepts. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

Proposed Revision

ILO 5: Critical Thinking *and Reading*
Critical thinking is the habit of exploring a phenomenon (e.g., an event, artifact, story, or issue) and applying certain criteria to determine its value and legitimacy. It involves analyzing and synthesizing often contradictory pieces of information and logically connecting ideas to make sound, well-reasoned judgments. Critical thinkers favor ambiguity, welcome counterarguments, and routinely revise their own assumptions in response to the world around them.

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