

GENERAL EDUCATION COUNCIL

Report to Senate

March 28, 2014

The GEC proposes that the University create the following program and make the following two additions to the curriculum to be implemented in Fall 2015:

Recommendation 1. Approve a General Education Program with Learning Outcomes

Recommendation 2. Approve a Written English Competency as a University Graduation Requirement

Recommendation 3. Approve a Mathematics Competency as a University Graduation Requirement

RATIONALE FOR PROPOSAL

I. DESCRIPTION OF GENERAL EDUCATION PROGRAM

The General Education program needs to have clear, assessable learning outcomes linked to the university mission and institutional learning outcomes. We are proposing eight learning outcomes featuring a mix of metacognitive development and disciplinary breadth for our students.

The General Education Program will provide students with the following eight Learning Outcomes:

- Demonstrates critical thinking
- Demonstrates communication skills that express and convey ideas clearly and effectively
- Demonstrates interpretation of quantitative data leading to conclusions
- Demonstrates engagement with cultural diversity
- Demonstrates integrative thinking by synthesizing disciplinary knowledge and applying this synthesis to new contexts
- Demonstrates analysis and evaluation of artistic, literary or rhetorical expression
- Demonstrates synthesis and analysis of major social issues
- Demonstrates use of scientific processes to investigate and report knowledge about natural or social phenomena

The recommended new General Education program will be comprised of seven Components and students will complete ten courses in the program. Each Component will be tied to a specific learning outcome from the above list. In addition, all courses in the program will be expected to meet the Critical Thinking learning outcome. Students will complete each Component by taking one or two courses of at least three credits. Courses may be at any level and will be assigned to a Component based upon the judgment of their home department and the ability of the course to adhere to the criteria of the learning outcomes associated with the Component. It is expected that there will be multiple courses in each category from which students may choose based on their interests and academic needs. Courses may not appear in more than one Component and may not be double counted between Components. General Education courses may be double counted in majors as needed. A minimum grade of "C" (2.0) will be required of all courses that are counted in the program in order to assure attainment of the program Learning Outcomes covered by each course.

The Components of the recommended General Education Program are as follows:

Effective Communication (2 courses): Students will demonstrate communication skills that express and convey ideas clearly and effectively

(The learning outcome rubric for this component will be based upon the LEAP VALUE Rubrics for Written Communication and Oral Communication)

Quantitative Reasoning and Analysis (1 course): Students will demonstrate interpretation of quantitative data leading to conclusions

(The learning outcome rubric for this component will be based upon the LEAP VALUE Rubrics for Quantitative Reasoning and Problem Solving)

Social Responsibility in a Diverse World (1 course): Students will demonstrate engagement with cultural diversity

(The learning outcome rubric for this component will be based upon the LEAP VALUE Rubrics for Ethical Reasoning, Intercultural Competence and Diverse World).

Integrative Thinking (1 course): Students will demonstrate integrative thinking by synthesizing disciplinary knowledge and applying this synthesis to new contexts

The learning outcome rubric for this component will be based upon the LEAP VALUE Rubric for Integrative Thinking.

Human Expression (1 course): Students will demonstrate analysis and evaluation of artistic, literary or rhetorical expression

The learning outcome rubric for this component will be based upon the LEAP VALUE Rubric for Creative Thinking and includes Artistic Evaluation.

Perspectives on Society (2 courses): Students will demonstrate synthesis and analysis of major social issues

The learning outcome rubric for this component will be based upon the LEAP VALUE Rubric for Ethical Reasoning and include analysis of social issues in the topic

Scientific Inquiry (2 courses): Students will demonstrate use of scientific processes to investigate and report knowledge about natural or social phenomena.

The learning outcome rubric for this component will be based upon the LEAP VALUE Rubric for Problem Solving with the application of the Scientific Method

Further notes on the program:

- This program, when combined with the University Requirements, easily matches the Michigan Transfer Agreement.
- University Graduation Requirement courses will be selected according to existing standards and these courses may appear in any Component as long as they meet the Learning Outcomes for that Component. They will be marked with an indicator in the bulletin.

II. WRITTEN ENGLISH COMPETENCY UNIVERSITY REQUIREMENT

GEC recommends that NMU establish a Written English Competency as a University Graduation Requirement which must be completed by all students prior to graduation. This proposal was developed in collaboration with the English Department (see attached letter). The recommendation for the requirement stems from our understanding of the importance of written English competency for success within the University and as a sustained life skill.

Recommendation for a Written English Competency Requirement at NMU

To satisfy Northern Michigan University's Written English Competency Requirement, students must complete two separate, but related, tasks:

A. First-Year Composition

Students should satisfy this requirement during their first or second semester in college. Students can satisfy this requirement in one of three ways.

1. Earning a B (3.0) in EN 109, *Intensive College Composition*, and its co-requisite, EN 109W, *Intensive College Composition Workshop*, **OR**
2. Earning a C (2.0) or better in EN 111, *College Composition I*, **OR**
3. Successfully completing one of the following:
 - a. CLEP – CLEP English Composition General Examination with Essay with a score of 50 or higher
 - b. AP – English Literature and Composition or English Language and Composition with a score of 3 or higher
 - c. IB – International Baccalaureate English Language Examination in English with a score of 5 or higher
 - d. Compass e-Write Exam score of 11 (*this exam would be available to all students*)

B. Intermediate Composition

Students should satisfy this requirement soon after completing the First-Year Composition requirement. To fulfill the Intermediate Composition Requirement, students have two options:

1. Students may complete EN 211, *College Composition II*; this requirement is met by earning a grade of C (2.0) or better. **OR**
2. Students may complete a) HON 101 and HON 111 or HON 112, or b) another course approved by the English Department. This requirement is met by earning grades of C (2.0) or better.

These courses will also satisfy General Education outcomes and be assessed through the General Education assessment process.

III. MATHEMATICS COMPETENCY UNIVERSITY REQUIREMENT

GEC recommends that NMU establish a Mathematics Competency as a University Graduation Requirement which must be completed by all students prior to graduation. This proposal was developed with input from the Mathematics and Computer Science Department (see attached letter). This requirement is recommended because mathematics literacy is a necessary competency for life-long success.

Recommendation for a Mathematics Competency Requirement at NMU

Students can satisfy this requirement in one of four ways.

1. Earning a C (2.0) in a quantitative literacy course (to be developed by Math/CS in summer 2014)
OR
2. Earning a C (2.0) in MA104 **OR**
3. Earning a B (3.0) in quantitatively-oriented courses as approved by Math/CS (possible examples include MA171, PH201, PH202, PH220, PH221, CH111, CH112, EC101, EC 201, EC 202) **OR**
4. Successfully completing one of the following:
 - a. CLEP Calculus or Precalculus score of 50 or greater
 - b. CLEP College Algebra or Mathematics score of 63 or greater
 - c. AP Calculus (AB or BC) score of 3 or greater
 - d. IB Mathematics Studies or Mathematics (SL or HL) score of 5 or greater
 - e. ACT Mathematics score of 25 or greater
 - f. SAT Mathematics score of 600 or greater
 - g. SAT subject test in Mathematics (Level 1 or 2) score of 650 or greater
 - h. Proctored Math Placement Exam placement into MA111, MA 115, MA 161, or MA 163

These courses will also satisfy General Education outcomes and be assessed through the General Education assessment process.

Report respectfully submitted by,

Dr. Jill Leonard

NMU General Education Council chair

March 28, 2014

APPENDIX I

BULLETIN LANGUAGE

I. DESCRIPTION OF GENERAL EDUCATION PROGRAM

MISSION AND GOALS OF THE GENERAL EDUCATION PROGRAM

Through the general education program, the faculty of Northern Michigan University seeks to help our students develop the skills necessary for becoming independent lifelong learners and effective citizens of a challenging and rapidly changing world. The General Education Program is designed to complement a student's academic major by promoting the integration of knowledge derived from multiple perspectives and stresses the development of problem-solving skills and intellectual creativity through the exploration of a broad range of disciplines and fields. In pursuit of these goals, we encourage our students to be rigorous and systematic in their thought and reflective about their learning, their lives and their world. The General Education Program will provide students with eight Learning Outcomes based on critically important skills and knowledge. These include,

- Demonstrates critical thinking
- Demonstrates communication skills that express and convey ideas clearly and effectively
- Demonstrates interpretation of quantitative data leading to conclusions
- Demonstrates engagement with cultural diversity
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To successfully complete the General Education Program, students must complete ten (10) courses from the Components listed below. Courses must be selected from the list that follows each Component. Students must achieve a "C" (2.0) or better in each course for it to count toward the General Education Program requirements. All courses in this program are at least 3 credits. The number of courses that are required to meet each Component are indicated in parentheses following the Component title. Courses in the program may be used in the student's major or minor programs. Courses that also meet University Requirements are indicated by the following symbols: *World Cultures, +Laboratory Science, ‡ Written English competency, □ Mathematics competency.

Effective Communication (2 courses required): Students demonstrate communication skills that express and convey ideas clearly and effectively

(List of approved courses will appear here)

Quantitative Reasoning and Analysis (1 course required): Students will demonstrate interpretation of quantitative data leading to conclusions

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Social Responsibility in a Diverse World (1 course required): Students will demonstrate engagement with cultural diversity

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Integrative Thinking (1 course required): Students will demonstrate integrative thinking by synthesizing disciplinary knowledge and applying this synthesis to new contexts

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To: Jill Leonard, Chair of the General Education Committee

From: Ray Ventre, Department Head of English *Raymond J. Ventre*

Date: March 18, 2014

RE: Composition Graduation Requirement and Placement

The English Department very much appreciates the cooperation of the General Education Committee in fine tuning a proposal for Written English Competency as a university requirement. The English Department has voted unanimously to support this proposal.

To ensure that our students are properly prepared for the writing demands of their college courses and future careers, the English Department proposed this competency requirement.

The proposed Written English Competency Requirement proposal allows the university to place students into the appropriate initial writing course, depending on their level of writing proficiency. In addition, it provides students who feel they should be placed in a higher level course, including starting with EN211, an option to demonstrate their level of writing ability and be placed accordingly.

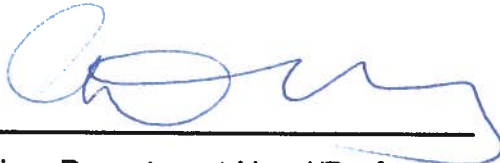
Furthermore, the English Department intends to propose the EN109, EN111, and EN211 as courses which can fulfill the "Effective Communication" requirements of the emerging General Education Program considering that the category does not automatically necessitate composition courses.

Thank you for including this proposal with the General Education Committee recommendations. My colleagues and I trust that Senate will support the importance of a written English competency also.

March 25, 2014

TO: General Education Council (GEC)
FROM: Mathematics and Computer Science Department
RE: Universal Mathematics Requirement

The Mathematics and Computer Science Department supports the idea, in principle, of a "universal mathematics" requirement (voted on at department meeting, 18 March 2014.)



J.D. Phillips, Department Head/Professor



Andrew Poe, Professor