A WINTHROP UNIVERSITY

GENERAL EDUCATION PROPOSAL

General Education Task Force as of 2001/2002

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EXECUTIVE SUMMARY

In 1997, the Academic Council accepted a proposal from the General Education Committee to study Winthrop University's existing general education program. In 1999, the General Education Committee received approval from Academic Council to expand the Committee and convert it to a Task Force. The committee believed that it was time to add additional voices and opinions to the discussion.

The Task Force used a variety of methods to assess the faculty and staff's attitudes toward the existing program. A set of "Guiding Principles for the Creation of a New Program" was developed based on the research. The principles were distributed to Faculty Conference in spring 1999.

The Task Force developed five models of general education reform that reflected the "Guiding Principles" and the Winthrop Culture. Feedback on these models resulted in a single model that was distributed to Faculty Conference in fall 1999. The present proposal is a variation of that plan. The general education program is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspectives. The proposal recognizes that high school requirements across the nation have been enhanced and that a growing number of students are entering Winthrop with Advanced Placement credits. The program is composed of three core areas: critical skills, skills for a common experience and thinking across disciplines, and; developing critical skills and applying them to disciplines. Faculty groups developed the competencies that all Winthrop University students should master in writing, quantitative analysis, critical thinking, technology, oral and expressive communication, and the physical and natural sciences. In addition, four multi-disciplinary courses were developed and three of the courses were pilot tested. Two of the four courses are included in this proposed program. One course, critical thinking, is incorporated into the writing requirement. Emphasis is placed on ensuring that freshmen have a common learning experience. The program will succeed only if it has a cohesive structure, built-in assessment and faculty development. The program needs to be directed by a faculty member with skills in curriculum development, assessment and leadership. Faculty teaching GNED 102 will be drawn from across the university. No department or college will be singled out for more than its share of the teaching load in this interdisciplinary course. Teaching a general education class must be considered a valuable contribution to the student's educational experience. It should be recognized and rewarded monetarily and through tenure and promotion.

A summary of the proposed program follows:

SUMMARY OF THE PROPOSED PROGRAM

Critical Skills		**15-21**
Writing and Critical Thinking[1]	6	
Mathematics	3	
Technology[2]	0-3	
Oral and Expressive Communication[3]	0-3	
Logic/Language/Semiotics[4]	6	
Skills for a Common Experience and Thinking Across Disciplines[5]		**9**
GNED 102	3	
Global Perspectives[6]	3	
Historical Perspectives[7]	3	

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[1]Ideally, this requirement would be met through the two freshman writing courses with additional emphasis on critical thinking. Students can receive AP or IB credit for WRI 101. The 'new' writing and critical thinking course will be required of all students and transfers.

[2]Students must meet this requirement by taking and passing a technology test or completing a course designated as meeting this requirement. This requirement must be satisfied by the end of 54 hours taken at Winthrop. Transfer students must meet this requirement before 30 hours are completed.

[3]Several courses may be used to address this competency. A department or program of study could submit a statement outlining how this requirement would be fulfilled in terms of meeting the competencies.

[4]Courses/areas which will fulfill this requirement include: CSCI, Foreign Language, PHIL 220 or PHIL 225; SPCH 201, mathematics, quantitative methods, and other courses as approved by the appropriate committee. Courses taken in this area could satisfy oral and/or technology requirements.

[5]A writing component would be included in all of these courses.

[6]Courses to be selected from an approved list.

[7]Courses to be selected from an approved list.

Developing Critical Skills and
Applying Them to Disciplines[8]   **22-28**

   Social Science, Humanities and Arts[9] 15

      Social Science 6-9[10]

      Humanities and Arts 6-9[11]

   Science[12]   7

   Intensive Writing[13]   0-3

   Constitution Requirement[14] 0-3

Total   **46-58**

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[8]A writing component would be included in all of these courses.

[9]Must have two designators under Social Science and two designators under Humanities and Arts. Courses to be selected from an approved list.

[10]Two designators must be included. Courses from the major or minor could be counted.

[11]Two designators must be included. Courses from the major or minor could be counted.

[12]Two designators that must come from earth, life or physical science. Must include a lab science.

[13]This requirement could be met in the major. A department or program of study could submit a statement outlining how this requirement would be fulfilled in terms of meeting the writing objectives.

[14]A designated course may be used to satisfy other general education requirements. Courses to be selected from an approved list.

PHILOSOPHY

The proposed general education program is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspectives. The program is centered on students involved in a community of learners. No matter what their career goals or specific educational interests, students need a breadth of knowledge, a diversity of experiences and perspectives, and a range of competencies to live a productive, fulfilling life in the 21st Century. The proposal recognizes that high school requirements across the nation have been enhanced and that a growing number of students are entering Winthrop with Advanced Placement and International Baccalaureate /college credits.[15] The program is designed to insure that students engage in cumulative and transferable learning through all four years, enabling them to gain knowledge and develop abilities coherently and systematically. Emphasis is placed on ensuring that freshmen have a common learning experience through the writing and critical thinking course and GNED 102, Human Experience.

The program is built on the following premises:

1. Each college has its own mission. However, a university-wide general education program should provide a foundation for each student regardless of his or her area of study. Each college may build upon this foundation to create a unique general education program for its students.

2. General education courses should provide students with the tools to analyze, criticize, and appreciate diverse perspectives. General education is not designed to prepare students for particular majors.

3. A general education program should promote integration of knowledge across disciplines to foster an appreciation for the interconnectiveness of ideas and events.

4. A general education program should be built on competencies that may be assessed using a variety of means including testing, course work, and experiential learning.

5. A general education program should encourage a variety of pedagogical approaches (experiential learning, group discussion, individual projects, simulations, self-pacing, etc.) and delivery modes.

6. A general education program should be flexible and provide multiple paths to accommodate accreditation standards, articulation agreements and transfer students, and course work required by programs of study.

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[15]In fall 2001, 30% of Winthrop's freshmen entered with some form of advanced credit - 118 with only AP credits; 130 with only college credits; 4 with only IB credits; 34 with IB/college credits. For instance, the total AP writing credits were 276 credit hours; mathematics 174 credit hours; and history 171 credit hours.

7. A general education program should address the breadth vs. depth dichotomy with a structure that includes required courses, course sequences, and interdisciplinary courses that emphasize the integration of knowledge and complement work in the major.

8. Assessment is fundamental to the continued evaluation and improvement of a general education program.

GENERAL EDUCATION GOALS IN THE PROPOSED PROGRAM

The proposed program must meet the existing goals of general education. The goals may be met in five different ways through the three core areas, the major, Student Life programs, required University activities, for example, cultural events and orientation activities.

The following chart demonstrates where those goals would be accomplished in the proposed general education program. The Task Force recognizes this chart will need to be modified as the program is further developed and reviewed.

Goal 1: To communicate effectively in Standard English	
Goal 1.1 Read, write and speak standard English	Gen Ed requirements and Major
1.2 Analyze written, spoken, and nonverbal messages from a variety of disciplines	Writing and critical thinking course
1.3 Understand and practice rhetorical techniques and styles by writing and giving oral presentations	Writing and critical thinking course, Major
Goal 2 To acquire and appreciate quantitative skills	
2.1 Solve mathematical problems of the type necessary for living in today's and tomorrow's age	Critical Skills: Mathematics
2.2 Make valid inferences from data	Critical Skills: Mathematics, Science, Social Science, Major
2.3 Understand that quantitative analysis is important to almost every endeavor of mankind.	Critical Skills: Mathematics, Science , Social Science , Major
2.4 Understand the concept and application of quantitative relationships	Critical Skills: Mathematics, Quantitative Methods, Science, Social Science, Major
Goal 3: To use critical thinking, problem-solving skills and a variety of research methods.	
3.1 Identify sound and unsound reasoning	Critical Skills: Writing and critical thinking course, Majors

3.2 Analyze and use a variety of information gathering techniques	Critical Skills: Writing and critical thinking course, GNED 102, Global Experience, Historical Perspectives, Majors
3.3 Conduct independent research	Majors
3.4 Use computers competently	Critical Skills: Technology, Majors
3.5 Use the library and other information sources competently	Gen Ed requirements, Majors
Goal 4: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes and ethical principles	
4.1 Analyze diverse world culture, societies, languages, historical periods, and artistic expressions	Global Experience, Historical Perspectives, Humanities, Social Science
4.2 Understand cultures in their own terms and in terms of such factors	Global Experience, Historical Perspectives, Social Science
4.3 Understand the nature of social and cultural conflict and methods of resolution	Global Experience, Historical Perspectives, Social Science
Goal 5: To understand scientific knowledge in terms of its methods of acquisition, its specific quantitative nature, and its dynamic and contingent character.	
5.1 Study areas of science that affect everyday life	Science
5.2 Identify and develop hypothesis, design studies, and collect data in light of these hypothesis	Science, Major
5.3 Take accurate measurements and detailed observations to reach empirical conclusions	Science, Major
5.4 Understand how scientific theories change over time.	Science

Goal 6: To understand aesthetic values, the creative process, and the interconnectiveness of the literary, visual, and performing arts throughout the history of civilization	
6.1 Participate in and/or observe a variety of artistic expressions	Global Experience, Humanities, Cultural Events
6.2 Study the discipline and techniques involved in artistic expression	Humanities
6.3 Understand how and why people use artistic forms	Humanities
Goal 7: To examine values, attitudes, beliefs, and habits which define the nature and quality of life.	
7.1 Reflect on the role played in their lives by school, work, leisure and community involvement.	Writing and critical thinking course
7.2 Examine problems, issues, and choices that confront citizens and the world	Writing and critical thinking course, Social Science, Major
7.3 Pursue principles of wellness	Electives and Student Development
7.4 Take responsibility for the consequences of their actions and choices	GNED 102, Major
7.5 Articulate and assess their personal ethical principles	GNED 102

COMPETENCIES

Interdisciplinary teams appointed by the vice president of academic affairs with input from the General Education Task Force developed the following competencies. Originally, the competencies were developed to address critical skills but science competencies were added at the direction of Academic Council. The Task Force recognizes that these competencies are a basis for further discussion and revision; however, competencies remain a central focus of this proposal.

Writing

Winthrop University is committed to graduating students capable of writing effectively for a variety of audiences and purposes. As developing writing skills takes time, we share the responsibility for making students aware of their writing process (es) and knowledgeable about how content, styles and mechanics interact to produce effective writing.

Effective writing is composed of:

1. Content which
    a) Exhibits a clear sense of audience and purpose
    b) Is appropriately organized and documented
    c) Has substantive, specific, accurate, and well developed ideas
    d) Has germane details and examples that are connected and/or interrelated.

2. Style in which
    a) Sentences are varied, range in complexity, and are clear and coherent
    b) The diction and syntax are appropriate to the writing's purpose and audience
    c) The tone and voice are appropriate and deliberate and continuously controlled

3. Mechanics that demonstrate knowledge of Standard Written English including correct
    a) Grammar
    b) Spelling
    c) Punctuation
    d) Usage

Winthrop students, at all stages of their academic career, will have many writing experiences in which they gather information, develop and organize ideas, revise and edit, and write on demand. These experiences will include:

1. Discipline-specific papers and projects that integrate external sources with their own ideas and are properly documented.
2. Abstracts, summaries, précis
3. In-class writing (essay exams both planned and spontaneous, essays, thought papers,

response/reaction pieces, short answer pieces, note taking)
4.   Out of class writing (reports/ papers/reviews, note taking, presentations)
5.   Non-academic, informal, and spontaneous writing.

Quantitative Reasoning

Winthrop University is committed to ensuring that students have the quantitative skills necessary for understanding an increasingly technologically oriented world. Students need to be able to evaluate quantitative aspects of scientific, political and social issues. Finally, students need to be able to incorporate quantitative skills into their every day life as citizens and consumers.

To demonstrate competence in quantitative reasoning skills, students should be able to perform the following skills:

1.   Computation: can perform the basic mathematical operations (addition, subtraction, multiplication, division) without and with a calculator, a spreadsheet program, or mathematical software.

2.   Measurement: uses one set of measurement to compute other values of measurement, percentages, or ratios for use in the description and analysis of a problem or situation.

3.   Algebraic expressions and functions: can solve low-degree polynomial equations. Can transcribe word problems into mathematical equations, and then solve them.

4.   Logic and set theory: grasps the validity of an argument and recognizes logical fallacies in life, business/finance, politics, sciences, etc. Can specify sets, recognizes similarities and differences among sets, and thereby can define sets.

5.   Statistics and probability: awareness of the need for statistical analysis for understanding and interpreting information in common situations. Recognizes basic uses and misuses of statistical representation and inferences. Working knowledge of data gathering and use of data. Demonstrates appropriate use of statistics to analyze data and to make inferences about their meaning.

Oral And Expressive Communication

Beyond written communication, all students should be able to communicate through oral and expressive means. Expressive communication as applied in this competency includes visual, musical, and kinesthetic modalities.   Students need to be comfortable, articulate speakers in one-to-one situations as well as in the public arena. Students need to know how to identify the appropriate communication vehicles to fit their goals.

To demonstrate competence in oral and expressive communications, a Winthrop student should be able to:

1.   Identify the variables involved in the process of human communication including the role of the communicator, the medium, and the audience in the process.

2.   Use oral and/or expressive communication as a means to clarify and communicate thoughts, feelings, experiences and opinions.

3.   In oral arguments, identify the thesis, the essential supporting evidence, and the conclusions. In expressive communication, identify the underlying message, mood or intention and the means by which this is conveyed.

4.   Demonstrate the ability to produce and deliver an effective message using appropriate message construction, content or expressive content, audience analysis and presentation styles.

5.   Demonstrate effective interpersonal communication skills in group work by defining problems, identifying and utilizing members' strengths, eliciting and recognizing members' contributions, synthesizing opinions, mediating conflicts, and reaching consensus.

6.   Demonstrate the ability to meet an audience's standards for formal communication, using appropriate varieties of language and/or media effectively.

7.   Demonstrate high standards of formal communication skills using eye contact, body and vocal expression and/or visual or musical expression as appropriate.

Technology

        Winthrop University believes students must be prepared to participate in an increasingly more technological society. They must not only have the skills to use technology but also must be able to determine how and when to use technology. In addition, they must have a grasp of the effect of technology on the way we work, play, and conduct our everyday lives.

To demonstrate competence in technology, a Winthrop University student should be able to work in the following areas:

1.   Information platforms: demonstrate an understanding of how a computer works

2.   Communication: demonstrate an understanding of a network

3.   Verbal and visual information: demonstrate how to present verbal and visual

information.

4. Data management: demonstrate how to use software to present data.

5. Research: demonstrate how to use technology to do research.

6. Technology at Winthrop: demonstrate an understanding of how to use Winthrop technology.

7. Language: demonstrate knowledge of terminology.

8. Impact: demonstrate an understanding of the ethical issues of technology and its impact on our lives, society and culture.

Critical Thinking

Winthrop University believes that critical thinking is an essential skill not only in all disciplines but also in all areas of our lives. It involves a careful and conscious examination of the beliefs, values, and judgments we bring to bear on various situations, problems and texts.

To demonstrate competence in critical thinking, a Winthrop student should:

1. Understand that critical thinking is a constructed concept based on such factors as culture, race, gender, and environment and that it requires considerable practice throughout one's lifetime.

2. Identify issues, ideas, and problems in particular situations or texts.

3. Explore a variety of perspectives on the issues, ideas, or problems, as well as a variety of interpretations of the information gathered.

4. Design coherent and reasonable solutions or positions that directly address the issues, situations or texts.

5. Take action based on the selected design, solution, or position.

6. Consider the implications of the proposed design, solution or position.

7. Generate new sets of questions, ideas and hypotheses.

8. Discover the joy of critical thinking, the "job of being wrong" and the confidence that comes from the ability to think critically.

Physical And Natural Sciences

Winthrop University believes that the educated student understands how scientific inquiry has altered our view of the world and brought about great changes as well as risks. An understanding of who we are or what we can aspire to be is not possible without an understanding of science. We believe students need to understand and appreciate science both as an incomplete, ever-changing body of knowledge, and as a disciplined, analytical and creative approach for understanding our universe.

To demonstrate competence in physical and natural sciences, graduates of Winthrop University should be:

1.   Conversant with a few fundamental concepts spanning the main areas of science including the life and physical sciences.

2.   Able to apply the scientific methodologies of inquiry.

3.   Able to discuss the strengths and limitations of science.

4.   Able to demonstrate an understanding of the history of scientific discovery.

5.   Able to discuss the social and ethical contexts of science.

6.   Able to communicate both in written and oral formats about scientific subjects including the defense of conclusions based on one's own investigations.

7.   Able to discuss the relevance of scientific knowledge to other non-science disciplines.

PROGRAM

As stated in the philosophy, the general education program is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspectives. The Task Force recognizes the importance of building connections in the first semester of the freshmen year. Research on the freshmen experience indicates that cohort groups assist in socialization and increased academic performance, thus, positively affecting retention. The Task Force recommends the University investigate using freshmen cohort groups. Under this proposal, all freshmen would take the writing and critical thinking course and GNED 102, the Human Experience course.

The program is composed of three core areas: the critical skills, skills for a common experience and thinking across disciplines, and developing critical skills and applying them to disciplines.

1.   *Critical Skills*: In general education courses, and subsequent courses of every major program, students develop the following abilities important to success in college and life-long learning:
   - !   Writing and Critical Thinking course
   - !   Quantitative Reasoning Competency (mathematics)
   - !   Technology Competency
   - !   Oral and Expressive Communication Competency
   - !   Logic/Language/Semiotics

   Recommendations and Concerns
   - !   Entering students will be encouraged to take placement tests to demonstrate their competencies in critical skills.
   - !   Many entering students will meet the recommended competencies in technology. Assessment and placement methods need to be identified or developed to test for these competencies.
   - !   Winthrop needs to be consistent in its evaluation process when a student tests out of a course or passes a higher-level course than the basic requirement(s). Currently there are two models. In the foreign language model, a student gets credit for lower level courses if he/she passes the higher-level course. In the other model, testing is used just for placement (i.e. mathematics).
   - !   The Logic/Language/Semiotics requirement is designed to encourage students in logic, foreign languages, and linguistic and symbiotic systems.

2.   ***Skills for a common experience:*** The GNED 102, Human Experience course, is required of all students regardless of their major fields of study or their career goals. The Task Force believes general education is a formative and transformative process. It provides students with a permanent foundation for learning through the development of basic human capacities. The Task Force recommends two courses to be taken at the freshmen level, the writing and critical thinking course and Human Experience I, and one course, Global Experience, to be taken at the upper division level. These courses help students to integrate knowledge from different disciplines, and to recognize ways the diversity of educational experiences provided by the university relate directly to their lives. The Task Force recognizes that these courses will evolve over time to meet the needs of students and the University program.

Recommendations and Concerns

Writing and Critical Thinking
!   This requirement should be met in the freshman year. Transfer students should be required to take the writing and critical thinking course.

Human Experience
!   GNED 102 was developed to specifically address this theme.
!   This requirement should be met in the freshman year. Transfer students should be required to take GNED 102

Historical Perspectives
A course designed to examine knowledge and ideas through a historical perspective.

Global Experience
!   A list of courses that provide a view of the world outside the U.S. will be developed to meet the goals of the Global Experience criteria. Course criteria:
   $ Must require the designated writing and critical thinking course as a prerequisite.
   $ Designated courses may involve appropriate cultural events and guest speakers as outlined in the program proposal
!   Students participating in a foreign exchange program will be exempt from this requirement.

3. ***Developing Critical Skills and Applying Them to Disciplines:*** This part of the general education proposal is designed to broaden the student's base of knowledge by focusing on specific disciplinary perspectives. This area maintains a majority of courses from the existing general education program but reduces the number of required hours. This area is divided into the following:

    !   Science: earth, life or physical science: Including an experience each in life sciences and physical sciences. Must include a laboratory experience.

    !   Social Science: Courses in the social sciences.

    !   Humanities: Courses designed to provide the student with an appreciation of the humanities and their contributions to the human condition

    !   Intensive Writing: This requirement could be met in the major. A department or program of study could submit to the Intensive Writing Committee a statement outlining how this requirement would be fulfilled in terms of meeting the writing objectives.

SUMMARY OF THE PROPOSED PROGRAM

Critical Skills		**15-21**
Writing and Critical Thinking[16]	6	
Mathematics	3	
Technology[17]	0-3	
Oral and Expressive Communication[18]	0-3	
Logic/Language/Semiotics[19]	6	
Skills for a Common Experience and Thinking Across Disciplines[20]		**9**
GNED 102	3	
Global Perspectives[21]	3	
Historical Perspectives[22]	3	

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[16]Ideally, this requirement would be met through the two freshman writing courses with additional emphasis on critical thinking. Students can receive AP or IB credit for WRI 101. The 'new'writing and critical thinking course will be required of all students and transfers.

[17]Students must meet this requirement by taking and passing a technology test or completing a course designated as meeting this requirement. This requirement must be satisfied by the end of 54 hours taken at Winthrop. Transfer students must meet this requirement before 30 hours are completed.

[18]Several courses may be used to address this competency. A department or program of study could submit a statement outlining how this requirement would be fulfilled in terms of meeting the competencies.

[19]Courses/areas which will fulfill this requirement include: CSCI, Foreign Language, PHIL 220 or PHIL 225; SPCH 201, mathematics, quantitative methods, and other courses as approved by the appropriate committee. Courses taken in this area could satisfy oral and/or technology requirements.

[20]A writing component would be included in all of these courses.

[21]Courses to be selected from an approved list.

[22]Courses to be selected from an approved list.

Developing Critical Skills and
Applying Them to Disciplines[23]   **22-28**

       Social Science, Humanities and Arts[24] 15

            Social Science 6-9[25]

            Humanities and Arts   6-9[26]

       Science[27]   7

       Intensive Writing[28]   0-3

       Constitution Requirement[29]   0-3

Total   **46-58**

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[23]A writing component would be included in all of these courses.

[24]Must have two designators under Social Science and two designators under Humanities and Arts. Courses to be selected from an approved list.

[25]Two designators must be included. Courses from the major or minor could be counted.

[26]Two designators must be included. Courses from the major or minor could be counted.

[27]Two designators that must come from earth, life or physical science. Must include a lab science.

[28]This requirement could be met in the major. A department or program of study could submit a statement outlining how this requirement would be fulfilled in terms of meeting the writing objectives.

[29]A designated course may be used to satisfy other general education requirements. Courses to be selected from an approved list.

ADMINISTRATION

The program will succeed only if it has a cohesive structure, built-in assessment and faculty development. To insure a successful general education program, the Task Force recommends the following:

1.   The program needs to be directed by a faculty member with skills in curriculum development, assessment and leadership. This director should teach in the general education program.

2.   The director of the general education program should be at least half-time, and should report to the Academic Vice President. Selection of this individual will be based on an open search.

3.   Faculty teaching GNED 102 will be drawn from across the university. No department or college will be singled out for more than its share of the teaching load in the interdisciplinary courses. An effective example of this model is the Center for Pedagogy in the College of Education. In the proposed general education plan, faculty become co-learners with students, exemplifying the value of inquiry and lifelong learning, while also demonstrating ways of approaching new knowledge in a disciplined and rigorous manner.

4.   A policy for the assignment of FTE credit for GNED 102 must be decided by the Deans and Academic Vice President in consultation with department chairs.

5.   The program must be supported by faculty development in the form of workshops and other training, class time release, or work release.

6.   Teaching a general education class must be considered a valuable contribution to the student's educational experience. It should be recognized and rewarded monetarily and through tenure and promotion.

7.   A protocol for the implementation of the program, the development of competencies, and the definition of criteria to be used in designating a course for the general education program will be set in motion. (see appendix)

        Courses to be designated as satisfying general education requirements must be reviewed by the General Education Committee, working in conjunction with the director of the general education program. Courses will then be considered by the Academic Council and Faculty Conference, in accordance with normal faculty governance procedure. (see appendix)

8.   Assessment will be required of all general education courses. In conjunction with the Office of Assessment, the General Education Committee will review the assessment of

the general education program.

9.   "Major inflation" will be watched closely by Academic Council and Undergraduate Instruction Committee.

10.   An assessment lab should be provided and supported with hardware, expertise, and appropriate supervision.

COMPETENCY OBJECTIVES

Quantitative Reasoning Goals

1.   *Computation*: knows how to perform the basic mathematical operations without and with a calculator, a spreadsheet program, or mathematical software.

1a.   *Measurement:* use one set of measurements to compute other values of measurement, percentages, or ratios for use in the description and analysis of a problem or situation.

    Objectives
    The student should know how to:
    1. Use exponent laws
    2. Represent roots by exponents
    3. Calculate percentages
    4. Represent large numbers in scientific or exponential notation
    5. Apply the above concepts and techniques to solve problems

2.   *Algebraic expressions and functions*: ability to solve low-degree polynomial equations. Ability to transcribe word problems into mathematical concepts, and then solve them.

    Objectives
    The student should know how to:
    1. Represent lines as algebraic functions
    2. Graph lines
    3. Represent and graph quadratic functions
    4. Represent and graph simple exponential functions
    5. Solve linear equations
    6. Solve quadratic equations
    7. Represent an exponential equation as a logarithmic equation

3.   *Logic and Set Theory*: ability to grasp the validity of an argument and to recognize logical fallacies in life, business/finance, science, politics, etc.

4.   *Logic and Set Theory:* ability to specify sets, to recognize similarities and differences among sets, and to thereby define sets.

    Objectives
    The student should know how to
    1. State truth tables for elementary logical operations
    2. Compute truth tables for simple logical expressions or propositions
    3. Represent a logical statement or argument symbolically and graphically (Venn diagrams)

    4. Determine when an argument is valid
    5. Know the form of some fundamental logical fallacies
    6. Use set union, set intersection, and set complement operations

5.   *Statistics:* awareness of the need for statistical analysis for understanding and interpreting information in common situations. Ability to recognize basic uses and misuses of statistical representation and inferences. Working knowledge of data gathering and use of data. Demonstrate appropriate use of statistics to analyze data and to make inferences about their meaning.

6.   *Probability:* understanding and use of basic principles of probability in its role of predicting future events such as economic forecasts, business outcomes, election results, etc.

    Objectives
    The student should know how to (by hand, calculator or spreadsheet, as appropriate)
    1. Provide basic definitions of probability (equally likely outcomes)
    2. Compute probability of simple event
    3. Compute and use tables of joint probability
    4. Construct a table of frequencies (relative, cumulative)
    5. Compute the mean
    6. Compute the median
    7. Evaluate the advantage/disadvantage of using mean or median
    8. Compute standard deviation
    9. Use standard deviation to measure variability
    10. Compute the mean plus or minus k standard deviation for intervals of population
    11. Compute the least squares of estimates of (alpha) and (beta) for regression equation $y=\alpha+\beta x$
    12. From the regression equation, compute estimate of y given value of x

Technology

1.   *Information platforms*: demonstrates an understanding of how the computer works.

    Objectives: The student can demonstrate the ability to:
    1.   Show how hardware components are linked together, and the relationship between hardware and software.
    2.   Decipher and act on instructions in a technical manual
    3.   Show how, when and why of launching programs, creating directories, and performing operations (e.g. save, copy, find, rename, delete, and back up files)

2.   *Communication:* demonstrates an understanding of the functions of a computer network

        Objectives: The student can demonstrate the ability to:
        1.   Show how, when and why to use E-mail (sending, opening, forwarding attachments, downloading, understanding addresses, mail management) and the Internet (URLs, web pages, downloading, filters, security issues, virus issues)

        2.   Present verbal and visual information (knows how to use software to present verbal and visual information)

        Objectives: The student can demonstrate the ability to:
        1.   Create, open, save, close and import documents
        2.   Insert graphics
        3.   Cut and paste
        4.   Use the print option
        5.   Use standard templates

3.   *Data management:* knows how to use hardware and software to manage data.

        Objectives: The student can demonstrate the ability to:
        1.   Work with spreadsheets (columns, equations, labeling, templates, entering and changing data, changing formulae)
        2.   Work with databases (set up tables, edit records, conduct simple queries, construct simple forms or reports, import/export data)

4.   *Research:* can apply software to conduct research.

        Objectives: The student can demonstrate the ability to:
        1.   Use databases and the Internet
        2.   Critically evaluate information obtained by computer for reliability, ephemerality, timeliness, bias, etc.
        3.   Use search engines and can search for information using descriptors, synonyms, and search term options.

5.   *Technology at Winthrop*: knows what the university currently offers in terms of varieties of hardware and software.

        Objectives: The student can demonstrate the ability to:
        1.   Identify how computing fits into academics, students life and administration (e.g. how to retrieve grades from the Internet, how to register, how to get E- mail, and how to establish a Web account)
        2.   Use the Dacus Library- computers.

6.   *Language*: demonstrates knowledge of terminology.

        Objectives: The student can demonstrate:
        1.   Knowledge of major events in the integration of computers into our major world and culture
        2.   Understanding (in broad terms) how computing will change (and change us) in the future
        3.   Understandings how computers affect the ways individuals interact with the world.

7.   *Impact*: demonstrate an understanding of the ethical issues of technology and its impact on our lives, society and culture.

        Objectives: The student can demonstrate
        1.   Understanding of such issues as privacy, appropriate use policies, copyright restrictions, virus protection, computer etiquette, etc.
        2.   Understanding of impact issues such as interpretation of technology into all phases of our lives-from public records to fuel injectors to using the Internet over a cell phone-and power issues such as monopolizing potentials of certain kinds of hardware or software platforms
        3.   Understanding the roles of citizens in an electronic democracy.

Critical Thinking

1.   *To understand* that critical thinking is a constructed concept based on such factors as culture, class, race, gender, and environment and that it requires considerable practice throughout one's lifetime.

        Objectives:
        1.   Define critical thinking and its elements
        2.   Discuss critical thinking as a processes
        3.   Identify factors that influence critical thinking
        4.   Identify essential traits of effective critical thinking
        5.   Identify and explain the types of reasoning and thinking (convergent, divergent, inductive, deductive) which can be utilized in critical thinking.

2.   *To identify* issues, ideas, and problems in particular situations or texts.

        Objectives
        1.   Extract from situations or texts the ideas or problems that require exploration
        2.   Practice the techniques of informal logic to help identify issues, ideas, and problems
        3.   Identify claims, assumptions, and backing extant in situations and texts

    4.   Use deductive, inductive, and imaginative thinking
    5.   Frame the issue, idea, or problem in relevant metaphors and theories.

3.   *To explore* a variety of perspectives on the issues, ideas, or problems, as well as a variety of interpretations of the information gathered.

    Objectives:
    1.   Gather relevant information from a variety of sources
    2.   Evaluate and assess the credibility of information, including the strengths and weaknesses of that information of perspective.
    3.   Actively listen to other people.
    4.   Organize information
    5.   Recognize personal and others' perspectives on the issues, ideas, or problems.

4.   *To design* coherent and reasonable solutions or positions which directly address the issues, situations or texts.

    Objectives:
    1.   Establish criteria for evaluating solutions or positions; identify factors that influence how individuals judge proposed solutions.
    2.   Identify a relevant solution or position, using divergent and convergent thinking.
    3.   Determine the effect of intended audience and other constraints on the solution or position.
    4.   Consider possible criticism from other perspectives.
    5.   To take action based on the selected design, solution or position.

    Objectives:
    1.   Test the proposed design, solution or position
    2.   Evaluate its validity in the context of alternative responses.
    3.   Articulate effectively the design, solution, or position in writing and speech.
    4.   Refine or reject the design, solution, or position and to learn from incomplete or ineffective ones.

5.   *To consider* the implications of the proposed design, solution or position

    Objectives
    1.   Assess the effectiveness of the process.
    2.   Make adjustments based on the outcomes.
    3.   Revise the process structure.
    4.   Connect new knowledge to extant knowledge.
    5.   Extend findings into new areas of exploration
    6.   Apply new knowledge in personal life situations and in specific course work.

6.   *To generate* new sets of questions, ideas and hypotheses.

       Objectives:
       1.   Recognize that the accepted answer may leave gaps or questions.
       2.   Identify areas for future research
       3.   Develop strategies to fill in the gaps and answer the questions.

7.   *To discover* the joy of critical analysis, the "joy of being wrong", and the confidence that comes from the ability to think critically.

       Objectives:
       1.   Strive for openness.
       2.   Draw analogies.
       3.   Synthesize knowledge from experience and abstract general principles.

GNED 102: HUMAN EXPERIENCE I - Who Am I?

The Human Experience I explores ways of defining, describing, discussing, thinking about, and understanding the "self". It focuses on questions that are critical to students' understanding of themselves and how they become part of a university. To begin the course, students will explore and reflect on notions (myths) of education and "self" with which they come to college. Beyond this introductory section of Concept of Self, the course has three sections: The Self and Nature; The Self and Community; and The Self and the Sacred. As students and faculty investigate different topics, they will use and develop skills and attitudes essential to building and participating in a learning community.

The Self and Nature explores the biological aspects of the self. The section begins by looking at the isolated individual as a DNA replicating machine, explores the individual as part of the ongoing evolution of biological forms, and finishes by considering the self as embedded in a complex ecosystem. In shorthand, these categories are the isolated self, the evolved self, and the ecological self. Notions of the "individual self" versus the "connected self" are established in this section and recur as a major theme of the course.

The Self and Community deals with the tension between individual rights and freedoms and the common good. We will explore how the self is defined, described, and constructed by the communities of which we are part. Issues such as nationality, family, ethnicity, and gender compose this section. How are individuals shaped by and how do they shape the various communities to which they belong? What responsibilities do we have as members of various communities? The theme of the "individual self" versus the "connected self" is central to this section.

The Self and the Sacred draws on Paul Tillich's definition of the sacred as the objects or issues of ultimate concern. We will explore how the sacred exists for everyone and is revealed through the attitudes and behaviors of individuals and communities. Students will reflect on their own priorities and values and consider what is sacred to them based on decisions they have made and attitudes they hold. The course will conclude with exploration of what is sacred in and to an academic (learning) community, and how a university exhibits its ideals.

The course works on several levels. The material flows from the isolated individual "self" to a "self" imbedded in various communities with different "sacred" ideals. As we explore the various topics, students must engage in the fundamental academic activity of "trying on" different perspectives and opinions and understanding how things look from "over there." They must confront and deal with substantive material that often challenges the attitudes and beliefs with which they come to us. They must apply and develop the critical thinking abilities articulated as goals of the critical thinking course. The classroom becomes a place where they question, discuss, and argue without being threatened (more than cannot be avoided), and a learning community develops as we come to trust and understand each other. The class must model and demand the requirements for participation in a university community.

Goals

A major goal of "The Human Experience I: Who Am I?" is to use and develop the skills and abilities acquired in "Critical Thinking" as they apply to various perspectives and ideas of the "self." A second major goal is to use and develop both written and oral communication skills. The goals stated below are desired outcomes for students as they develop and apply these thinking and communication skills in this course.

Goal 1: Students will be active engaged learners. As they treat the "self" as the subject of study, students will consider how various perspectives and bodies of thought bear on their own identities. They will "try on" different lenses for understanding the self and their own identities. They will engage in this study at a personal level and reflect on how they can use their college experience to grow and develop.

Goal 2: Students will understand the self as both isolated and connected. Students will consider and reflect on notions of the self that include individual and communal definitions. They will be challenged to articulate perspectives on the self that range from the isolated organism to the self as constructed within various communities. The commonalities among various selves and the unique characteristics of each self comprise a major theme of the course, and students will develop and demonstrate understanding of the origins, strengths, and limitations of each perspective.

Goal 3: Students will understand that knowledge is constructed. By examining various methods of understanding and notions of the self, students will come to understand how any given perspective both reveals and conceals. Students will see how foundational assumptions within a given perspective both enhance and limit the value of that perspective. Students will see knowledge as arising from particular points of view within various communities rather than as autonomous chunks of objective information.

Goal 4: Students will see knowledge as connected and related. By studying and understanding materials in various formats from multiple disciplines, students will see that subjects such as the self must be explored from many viewpoints. They will understand that neither a naturalistic nor a humanistic understanding of the self is, in itself, sufficient. They will understand that other perspectives enrich each perspective, even when the different perspectives seem to contradict each other.

Goal 5: Students will develop the abilities for reflective participation in a university community. By engaging in reflective, critical thought, communication, and discussion on a question of central importance, such as the nature of the self, students will learn to value multiple perspectives on issues. They will witness and appreciate how, as members of a learning community, we benefit from drawing upon various perspectives and learning from each other. They will develop greater capacity for tolerance and respect.

GLOBAL EXPERIENCE REQUIREMENT

1.   Master Objectives:
   - !   To expose students to multiple perspectives such as the influences of historical, economic, political, social, and cultural forces in the development of a society
   - !   To study the effects of such forces on a particular country or geographic region
   - !   To apply critical thinking and analytical skills to the examination of a country and/or geographic region
   - !   To recognize and appreciate human diversity (both past and present).

2.   Satisfying Courses: Courses that satisfy the above objectives and are in the region of the year's theme will meet the Global Experience requirement. They will be so designated in the catalog.

3.   Course Description: Some of the 3 hr. existing courses that address the regional theme will be selected to participate in the Global Experience requirement. Teaching faculty members must plan to include some campus events in their course. The volunteering faculty member will receive a stipend for participating and will be a member of a committee to suggest campus events that will bring together students and faculty to address pertinent global issues. The committee will also plan regional themes for subsequent years.

4.   Pre-requisites: The student must have sophomore, junior, or senior status and have completed the Critical Thinking course.

5.   Alternatives: Students completing study abroad or semester trips for academic credit will have fulfilled the Global Experience requirement.

6.   Possible Geographic Regions: Courses would be placed into the following geographic regions: Asia, Africa and/or Middle East; Latin and/or Central America, and Europe.

Appendix - Committees for Competencies and Areas

Membership

-General Education Committee creates a list of candidates for each committee and gives list to the Academic Council for approval and/or modification.
-Academic Council forwards list to Academic Vice President
-Academic Vice President appoints a chair and sends the list to the chair;
-Chair determines a meeting schedule (time, day, frequency, etc.) and invites the persons on the list depending upon their ability to attend the scheduled meetings.
-List for each committee will consist of one person from each College plus two persons who are considered experts in the subject.

Competency Committees

The Competency Committees are charged with examining their specific competency requirement and determining methods that allow the student to demonstrate that they have mastered the competency such as tests existing or new courses (existing or new), and any other methods. The competencies requiring committees are:

-Writing
-Quantitative Reasoning
-Technology
-Oral and Expressive Communication
-Constitutional Requirement.

The committees will also determine the assessment methods to insure the "competency demonstrating method" continues to adequately evaluate the students.

Area Committees

The Area Committees are charged with defining the criteria to be used to include a course in this perspective. Different courses in the same discipline-oriented department may fit in different perspectives depending upon the criteria defined and the course content. It is possible for a course may be included in multiple perspectives, meeting multiple criteria. The areas requiring committees are:
-Science
-Historical
-Social Science
-Humanities
-Global

The committees will also determine the assessment methods to insure the course continues to meet the criteria.

Appendix - Process for Implementing the General Education Program

General Education Committee
-Approval of Endorsements of Competency and
Perspective Standing Committees
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Competency and Area Standing Committee
-Select initial courses.
-Conduct review of potential courses and endorse for
approval by General Education Committee.
-Conduct review of perspective criteria and courses
after two(2) years; thereafter every five (5) years.
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University C.U.I.
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College C.U.I.s
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Departments
-Approval of course proposals