MEMORANDUM

TO: Faculty Senate
FROM: Ad Hoc General Education Committee
DATE: February 2, 2002
SUBJECT: FYI – Revised Proposed Model for the General Education Program

Pleased find enclosed, for information purposes only, a copy of the working draft of the model for the proposed revision of the general education program. This latest version of the working draft is the result of the Committee’s work during a retreat held this last Saturday (February 5th). In addition, there is a copy of the schedule for focus groups to be used to obtain feedback about the proposed model. The newly revised general education materials, plus the schedule for focus groups, will also be posted to the General Education Discussion Area (http://www.academicallairs.eku.edu/gened/) at the end of this week and sent to all the academic department chairs.

It is hoped that you will share this information with your colleagues. Thank you for your help in making this information available to the university community.
General Education Focus Groups
2002 Spring Semester

Goal: To allow the campus community the opportunity to provide constructive feedback regarding the General Education proposal.

Focus Group Members: Each department chair will be asked to assign one member of his/her department to attend one of the focus groups listed below. This person will be representing his/her department and is encouraged to get their colleagues’ input regarding the proposal before the scheduled focus group. More than one member from each department may attend a focus group if he or she chooses. The person charged with attending the focus group from each department, and any other interested party, should e-mail Amy Thieme (Amy.Thieme@eku.edu), no later than February 19th with your 1st, 2nd, and 3rd choices for times and dates to attend. A completed schedule, indicating your scheduled time, date and location of the focus group will be distributed to all participants by February 21st.

Focus Group Times and Dates*:

* A member from the Ad Hoc General Education Committee will be in attendance at each meeting to serve as a resource person.

Monday, February 25
12:30-1:30 pm – Facilitator, Steve Haggerty
1:30-2:30 pm – Facilitator, Karen Rudick

Tuesday, February 26
9:30-10:30 am – Facilitator, Kathy Werking
3:30-4:30 pm – Facilitator, Amy Thieme

Wednesday, February 27
12:00-1:00 pm Facilitator, Amy Thieme
1:30-2:30 pm Facilitator, Karen Rudick

Thursday, February 28
3:30-4:30 pm – Facilitator, Amy Thieme (RESERVED FOR SGA ONLY)

Friday, March 1
10:00-11:00 am – Facilitator, Amy Thieme
GLOBAL OBJECTIVES

Some objectives represent foundational skills that should be practiced and improved throughout the General Education Program. Therefore, the objectives designated as global should constitute a significant part of the General Education Program.

Students will:

A. Practice standard conventions of written and spoken English
B. Examine their own thoughts, beliefs, and assumptions and those of others
C. Locate and evaluate the many sources of information that provide the basis for personal and social judgment
D. Enhance their critical reading, listening, thinking, and writing skills in the direction of sustained reasoning
E. Apply imaginative thinking to explore possible courses of action or generate new ideas or generate hypotheses
F. Select and use appropriate research methods

UNIVERSITY SEMINAR (3 Credit Hours)

The university seminar is a basic writing course that introduces students to the intellectual challenges and opportunities of the university. Through common readings and extensive writing assignments, students begin to appreciate the complexity of most human problems and the need to bring the resources of many scholarly disciplines to bear on them. The course emphasizes the structure and value of a liberal arts education as the foundation of a baccalaureate degree and of lifelong learning.

Students will:

A. Explore the purposes of a university education and the links between a liberal arts education, career development, and lifelong learning
B. Understand why human problems require careful reflection, continual research, and provisional resolution
C. Recognize the importance of examining their own value systems
D. Create texts and presentations that include clear theses, adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions
COMMUNICATION: RESEARCH WRITING (3 Credit Hours).
[Prerequisite: University Seminar]
This communication course is designed to enhance critical reading, thinking, and writing skills. Students use a variety of technologies to formulate and carry out a research project.

Students will:
A. Examine the principles and techniques of organization, style, delivery, and audience awareness that shape effective written communication
B. Create texts and presentations that include clear theses, adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions
C. Use various forms of technology to support research and to enhance written compositions

COMMUNICATION: SPEECH (3 hours credit)
[Prerequisite: University Seminar]
This communication course is designed to enhance critical reading, thinking, and speaking skills. Emphasis is on techniques, principles, and practice of oral communication in a variety of formats, including public speaking.

Students will:
A. Examine the principles and techniques of organization, style, delivery, and audience awareness that shape effective oral communication
B. Create presentations that include clear theses, adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions
C. Practice techniques of interpersonal, small group, and public speaking
D. Use various forms of technology to support research and to enhance oral presentations

QUANTITATIVE REASONING (3 Credit Hours)
The quantitative reasoning course demonstrates how mathematics can be used to solve a wide variety of problems in the real world. Both quantitative literacy and the aesthetic quality of mathematics will be explored.

Students will:
A. Recognize and use a variety of mathematical forms, structures, and operations
B. Interpret and use tables, graphs, statistics, and mathematical models
C. Apply logic, critical thinking, and numerical methods (such as estimation) to enhance problem-solving methods
NATURAL WORLD I and II (6 Credit Hours)
[Prerequisite: Quantitative Reasoning]
These two laboratory-based courses introduce the methods of inquiry associated with science, the basic principles used to explain natural phenomena, and the connection between science and real-world problems and societal issues.

Students will:

A. Examine how to evaluate the evidence and reasoning used in scientific discourse and learn to distinguish science methods from other ways of obtaining knowledge
B. Explore the natural composition of the world
C. Investigate the mechanisms by which the natural world functions
D. Use mathematics to model scientific phenomena
E. Apply scientific knowledge to matters of human concern

HUMAN EXPERIENCE I and II (6 Credit Hours)
These chronologically organized courses examine the contexts in which human cultures and civilizations have developed. They consider the systems that shape the public and private lives of human beings, generate their values, and enhance and extend human possibilities. Students reflect on the fact that the local interactions of these several elements produce the many distinct cultures that today constitute a global context for any single culture, including the students’ own.

Students will:

A. Describe the factors that characterize human interconnections and interactions
B. Examine the contexts in which human beings live and illustrate the significance of time and place in human experience
C. Use information about the past to understand the present and envision the future
D. Develop appropriate criteria for comparing their own ideological commitments with those of others, both historical and contemporary

HUMAN VALUES I and II (6 Credit Hours)
In this two-course sequence students examine their own and others’ ideas about central moral and political values. Instructors draw upon a variety of sources to encourage students to reflect on their own value judgments and on the thoughts and feelings that can be used to support or challenge their judgments.

Students will:

A. Recognize the importance of examining their own value systems
B. Demonstrate ability to understand and critique value judgments and attitudes concerning significant elements of human life and matters of public and private morality
C. Demonstrate the ability to make informed, sensitive, aesthetic judgments
WELLNESS (3 Credit Hours)
[Prerequisite: 60 credit hours earned.]
This interdisciplinary course explores the physiological, psychological, and social well-being of the individual. Drawing on the knowledge and skills acquired in lower division general education courses, it examines the relationship between the well-being of individuals and that of the local and global communities in which they live.

Students will:
A. Explore factors that affect personal wellness and public health
B. Apply methods from different disciplines to address health and wellness issues

UPPER-DIVISION OPTIONS (9 Credit Hours)
[Prerequisite: 60 credit hours earned.]
Building on knowledge acquired in the first two years of general education, these courses are intended to add more depth and breadth to students' liberal arts experience. Students explore, from a disciplinary perspective, topics introduced in the core sequences. Students have two options: (1) choose one upper division course (numbered 300 and above) from each of the current general education categories 07, 12 and 15, or (2) take two consecutive courses from a second language, at their appropriate level, and one upper division course from either category 12 or 15. Additional courses may be considered for inclusion in these menus if they meet designated guidelines.

Students will:
A. Become familiar with and effectively apply the content, methods or skills of various disciplines
B. Exercise written, oral, research and/or creative skills in a disciplinary context
C. Communicate and interact effectively with people from other cultures (second language objective)

CAPSTONE SEMINAR (3 Credit Hours)
[Prerequisite: 75 credit hours earned. Course must be taken in a department other than the student's major.]
This seminar integrates knowledge from several disciplines and applies it to a contemporary societal issue. The course emphasizes research and problem-solving skills and involves intensive reading, writing, and discussion. Through group or individual effort, students produce a final paper, project, policy proposal, or performance.

Students will:
A. Apply knowledge from a variety of disciplines to address significant human concerns
B. Demonstrate an understanding of how their major disciplines contribute to the larger body of human knowledge and experience