[Approved October 27, 2004, by the General Education Committee]

Descriptions/Goals and Objectives/Assessment Gen Ed E, D, and G Requirements

Ethics (E)

Description:

Courses in this category will examine the human value ideologies (ethical and moral systems and concepts) that are associated with societies, institutions, and individuals in the modern world. Students will be offered comparative perspectives on questions of value in human experience and will examine value ideologies in cultural, social, and/or personal contexts.

The Ethics (E) requirement is designed to help students improve their awareness of the values that inform their and others' choices and actions, and to develop students' abilities to understand and resolve problems and conflict in their personal and social lives.

Goals:

Students will learn:

- about moral and ethical causes and effects of personal choices, actions, and decisions
- how contextual and experiential factors influence values and value systems
- how personal values relate to larger social contexts

Objectives:

Students will be able to:

- compare value systems by examining their likely or actual influence upon specific situations to which people respond differently
- analyze how personal values affect communal experience, locally and beyond
- relate personal values to social responsibility

Assessment:

Students' performance of the objectives of the E requirement of the General Education Program will be assessed by:

1. pre-, interim, and post-testing using writing samples and/or other qualitative assessment instruments *and/or*
2. a core writing assignment (or assignments) common to all Gen Ed E courses and involving concepts and terms common to all E offerings

The assessment instrument(s) will:

- pose a moral or ethical question or situation with practical application to students' personal experience
- require students to present and explain a problem-solving response to the question/situation
- require a comparative perspective by asking for two or more practicable responses to the question/situation, either by the student (at different stages of experience or learning) or by respondents from different cultures (and/or times)

Diversity (D)

Description:

Courses in this category will examine one or more diverse subcultures of the United States of America, focusing on selected contemporary examples. A subculture is a social group sharing values, behaviors, and a history that distinguishes it within the larger American society. Subcultures may be based on such factors as origins, race, religion, belief, class, gender, occupation, region, sexual orientation, age, or other factors.

Students will be offered comparative perspectives on questions of cultural identity and will examine influences and practices that shape subcultures, contribute to American diversity, and identify American experience within the global community.

The Diversity (D) requirement is designed to help students become more aware of the social diversity that informs American life, and of some of the ways in which Americans are seen in other cultures and countries.

Goals:

Students will learn:

- about one or more specific subcultures of the United States of America
- the terms and practices by which the subcultures identify themselves
- the ways in which the subcultures are viewed by the larger American public
- the ways in which the subcultures help shape a view of Americans and American experience in the world outside the United States

Objectives:

Students will be able to:

- define the subcultures by describing their practices, values, and histories
- describe the ways in which the subcultures function within the larger American culture and contribute to American diversity
- understand diversity as a function of American identity
- understand how diversity contributes to the views that other societies have of Americans and American culture

Assessment:

Students' performance of the objectives of the D requirement of the General Education Program will be assessed by:

1) pre-, interim, and post-testing using writing samples and/or other qualitative assessment instruments *and/or*
2) a core writing assignment (or assignments) common to all Gen Ed D courses and involving concepts and terms common to all D offerings

The assessment instrument(s) will:

- require students to define American subcultures, by articulating their signal practices, histories, contributions, and problems
- require students to relate subcultures to the larger American culture by explaining how the values and practices of the subcultures work within the larger contexts of American law and custom
- ask students to describe how the identity or actions of specific subcultures influence the ways Americans are viewed by other cultures, societies, or nations

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Global Awareness (G)

Description:

Courses in this category will examine one (or more) culture(s) of the contemporary world outside the United States of America, exploring history, social practices, art, literature, economics, politics, sciences, religions, professional practices, and/or other aspects of cultural experience.

Study will involve comparing aspects of other culture(s) to aspects of American culture and experience, to promote understanding of the nature and causes of cultural differences, as well as a sense of how global communities are connected through common human experiences.

The Global Awareness (G) requirement is designed to help students better understand the world beyond familiar borders, culturally and geographically, and to improve students' knowledge of the global issues that link different peoples and places.

Goals:

Students will learn:

- about one (or more) specific cultures and places outside the United States
- the terms and practices by which that culture identifies itself
- how American experience and practice compares with or relates to that of the focus culture
- what human experiences connect and/or divide American experience and the experience of the focus culture

Objectives:

Students will be able to:

- identify the geographies of place associated with the focus culture
- describe the ways in which the focus culture identifies itself through practices and experiences distinct from those of other cultures and/or times
- compare the focus culture with American culture, both practically and conceptually
- understand some of the global concerns that connect world communities, and the nature and causes of different cultural responses to them

Assessment:

Students' performance of the objectives of the G requirement of the General Education Program will be assessed by:

1) a core writing assignment (or assignments) common to all Gen Ed G courses and involving concepts and terms common to all G offerings *and/or*
2) objective, short-answer examination(s) of student's knowledge of appropriate geographies, histories, concepts, terms, *etc*.

The assessment instrument(s) will:

- ascertain students' understanding of global geography by comparing their knowledge at different stages of learning in the course
- require students to define a focus culture by articulating its signal practices, viewpoints, histories, contributions, problems, *etc*.
- require students to relate this culture to American culture by understanding how the values and practices of the culture work within larger global contexts