

SPECIAL MEETING
Wednesday, April 19, 2016, 3:10 p.m.
BARGE 412
Minutes

Meeting was called to order at 3:10 p.m.

ROLL CALL: All senators or their alternates were present except: Kim Bartel, Lori Braunstein, Matthieu Chapman, Chet Claar, Bobby Cummings, Susan Donahoe, Janet Finke, Cynthia Mitchell, Teresa Sloan, Darci Snowden and Ke Zhong

Guests: Magdalena Bialic-Davendra, Magdalene Metlicka, Carolyn Thurston, Richard DeShields, Carey Gazis, Morgan Leblanc, Kevin Archer, Christopher Boone, Aaron Brown, Gregg Schlanger, Lindsey Brown, Mike Harrod, Kathy Whitcomb, Tim Englund, Patricia Cutright and Rebecca Pearson.

CHANGES TO AND APPROVAL OF AGENDA - Approved

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

General Education Redesign Team

Motion No. 16-65(Approved 21 yea, 9 nay): Recommends approval of the General Education Program Rules as outlined in Exhibit A.

Senator Stoddard called the question on Motion 16-65. Motion was seconded and approved.

Motion No. 16-65a(Approved, 2 nay): Senator Norris moved to amend Academic Writing I and II to change 25 students to maximum of 20 students. George Drake indicated that this would require more staffing and would not show up as well under RCM.

Motion 16-65b(Approved): Senator Hickey moved to add a #7 to Knowledge Areas Rules for courses/department to read "Quantitative reasoning courses are to be capped at a maximum of thirty-five (35) students. Senator Bisgard seconded.

Motion No. 16-65c(Approved 2 nay,1 abstention): Senator Hickey moved to add a #8 to Knowledge Areas Rules for Courses/Departments to read "All classes in Physical and Natural World must include a lab component. Senator Pinkart seconded.

Motion No 16-65c1 (Approved, 3 nay): Senator Ge moved to amend Motion No. 16-65c to add the word component after lab. Senator Szegalia seconded.

Motion No. 16-65d(Failed, 1 yea,): Senator Hickey moved amend Knowledge Ares Rules for Courses/Department to read "Courses must be offered at least two (2) out of every three (3) years. Courses not meeting this minimum requirement will be automatically dropped from the program." Senator Pinkart seconded.

Motion No 65e(Failed, 5 yea, 5 abstentions): Senator Altman moved to amend #4 Knowledge Areas Rules for Course/Department to add "Course not meeting this minimum requirement may be dropped at the discretion of the General Education Committee." Motion was seconded.

Motion No. 16-65f (Failed): Senator Hickey moved to delete Culminating Experience courses from Exhibit A. Senator Erdman seconded.

Senator Stoddard called the Question. Approved, 1 nay.

Motion No. 16-66(Approved 27 yea, 9 nay): Recommends approval of the General Education Recommendations for Program Implementation as outlined in Exhibit B.

Motion No. 16-67(Approved 29 yea, 7 nay): Recommends approval of the General Education Outcomes as outlined in Exhibit C.

Motion No. 16-67a(Approved): Senator Hickey moved to amend Culminating Experience to read “Opportunities may include a department approved capstone course or a General Education capstone course. Senator Nolte seconded.

Motion No. 16-67b(Approved): Senator Harper moved to add a #6 to Academic Writing I outcomes to read “Cite and document sources precisely and effectively according to the guidelines of a specific style manual.” Erdman seconded.

NEW BUSINESS - Eric talked about the RFP and stipends for General Education proposals. There will be an email sent out to faculty with additional information. GERT will be in touch with department chairs on what departments are planning to propose.

Chair Rajendran reported 90 faculty have requested regalia for commencement. Faculty also need to register to participate in commencement. Chair Rajendran reminded Senators to take time to fill those out the Faculty Assessment of Academic Administrators and remind their department faculty.

Senator Temple reported that there will be Budget Summits on April 27, 28 and May 4 and 5. They will start at 1:30 p.m. and all overhead units will present their budgets for FY18. They are open to faculty to attend and ask questions. CWU budget website. www.cwu.edu/budget. There is also an open comment period for the non-academic side of the budget.

Meeting was adjourned at 4:56 p.m.

Exhibit A

General Education Program Rules

First Year Seminar Class

1. A given course within this area may change its topic, as long as the general education outcomes are still being met.
2. All first year students will be expected to complete the First Year Seminar.
3. The First Year Seminar classes will be capped at 20 students.
4. Transfer students who have not completed their General Education Requirements must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes). A version of this course will be offered specifically for transfer students.

Pathways

Rules for Students

1. The Pathways are meant to get students excited about and engaged in their General Education experience and to help them make connections between different disciplines and perspectives on a given topic. Students must take one course from each knowledge area. Three of these courses must be in a single pathway. If students choose to, they can take five courses within a pathway and their focus in that pathway will be recorded on their transcripts.
2. In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department may be counted toward this requirement (current policy). That is, a student may take courses from the same department in no more than 2 knowledge areas.

Rules for Courses/Departments

1. Courses in the Pathway must provide multiple opportunities for students to draw connections (engage in integrated learning) in the Pathway. There are no outcomes for the pathways, but there is a list of selection criteria. Each course within that pathway must address at least two of those criteria.
2. Courses may be offered in up to 3 Pathways.
3. Departments may offer as many as 3 courses per Pathway (3 knowledge areas).

Other Requirements

1. Online offerings must be provided such that online students are able to get a certificate (five courses) within at least one Pathway.

Knowledge Areas

Rules for Courses/Departments

1. Courses in the knowledge areas must address ALL outcomes in the Knowledge Area.
2. A given course may only be offered within 1 Knowledge Area (but, as stated above, it can be offered in up to 3 pathways).
3. There is no limit to the number of courses that a department can offer within a given knowledge area.
4. Courses must be offered at least once every other year.
5. The Academic Writing I and II courses are to be capped at twenty-five (25/20) students.
6. Knowledge Area courses must be four (4) or five (5) credits.
7. Quantitative reasoning course are to be capped at a maximum of thirty-five (35) students.
8. All classes in Physical and Natural World must include a lab component.

Recommended General Curriculum Outcomes

1. General curriculum outcomes represent basic skills, such as information literacy and critical thinking, that are to be covered throughout the curriculum.
2. It is recommended that each course address one of these skills. Some of these outcomes are incorporated into certain Knowledge Areas (e.g. Quantitative Reasoning outcomes in Physical and Natural Sciences).

Culminating Experience Courses

1. Capstone courses within majors can be submitted to meet the General Education Culminating Experience requirement, as long as they meet the General Education outcomes.
2. These courses must be at least 2 credits.
3. Culminating Experience courses can have prerequisites.
4. General culminating experience options will be offered in the case where students do not take them within their majors.
5. The maximum size of a non-major culminating experience course is 20 students.

Summary Requirements for Individual Courses within the Pathway/Knowledge Area Matrix

1. A course may be within only one Knowledge Area. The course must address ALL outcomes for that Knowledge Area.
2. A course may be in up to three Pathways. For each Pathway that the course is in, it must provide opportunities for students to make connections within the pathway by addressing two of the selection criteria.
3. It is recommended that courses in the Pathway/Knowledge Area matrix address one or more of the General Curriculum skills.

Exhibit B

Recommendations for General Education Program Implementation

These recommendations concern the implementation of the proposed General Education program, including population of the matrix and management of the program. Refinement of these rules and implementation will fall under the purview of the General Education Committee.

Populating the matrix

1. In the interest of populating the matrix, there is currently no limit on the number of courses within a box. However, prior to course planning and development, there will be a survey of departments to find out what they are thinking of offering. If it's determined that some boxes will not be well balanced, the General Education Committee will work with departments to rethink offerings in order to populate the matrix more evenly.
2. In the future, the General Education committee can make a recommendation to limit the number of courses in each box. If this is done, there must be a mechanism for a new course to be put in a box that is already "full" if it is more appropriate than an existing course in the box.
3. There is currently no limit on the number of courses that a given department can propose for the new General Education program. If this turns out to be a concern, the General Education committee has the authority to bring a proposal to the Faculty Senate to limit the number of courses.

Course Selection and Program Management

1. All submissions to the General Education program should include a syllabus, outcomes and assessment, and demonstrate how the course addresses the General Education outcomes and the Pathway Criteria.
2. Course selection recommendations
 - a. Submissions to be considered in the program must include an explanation of how the Pathway theme will be addressed within the content of the course.
 - b. Courses selected for each box should be determined based on their fit with the pathway criteria. Selections within a particular pathway should reflect a variety of interest areas.
 - c. A department must demonstrate that they have existing staffing and expertise to offer a proposed course.
3. Management of Pathways
 - a. In review of other General Education programs offering this pathway model, we recommend that each pathway be coordinated by one or more faculty Pathway Coordinators, who work in consultation with the General Education committee. Pathway Coordinators would be responsible for oversight of the pathway, ensuring that courses selected for the different pathways align with and meet objectives, and potentially other administrative duties related to the pathway such as assessment.
 - b. Faculty who regularly offer a course in a given Pathway must meet with other instructors offering courses in that Pathway at least once every two years. The Pathway Coordinators will work to create opportunities for these collaborations.
4. Courses within the General Education program should be assessed periodically to ensure that they continue to meet the program goals and outcomes.
5. Pathways could be added to the General Education program. Future pathways should provide a general theme and selection criteria that can be addressed across all knowledge areas. Pathways should be assessed periodically to ensure that they are meeting the General Education program goals.

Exhibit C

Outcomes for First Year

<p>Special Topics Seminar</p> <p><i>The special topics seminars will help students transition to college by introducing them to a scholarly approach to problem solving and methods of inquiry. These small classes will emphasize mentorship and focus on special topics developed by faculty. The special topics seminar should incorporate writing, critical thinking, oral communication, and information literacy.</i></p>	<p>Students will:</p> <ol style="list-style-type: none">1. Explore methods of academic inquiry through engaging subject matter.2. Discuss concepts effectively with peers.3. Use writing-to-learn strategies to clarify ideas and understand new concepts.4. Communicate effectively through oral presentation.5. Recognize and apply critical thinking strategies used in a discipline.6. Engage in a library-led information literacy session and apply best practices for evaluating information sources in scholarly research. <p>*UNIV101 has been removed from the General Education program. It can be maintained as a separate course, and part of University Requirements instead of General Education.</p>
<p>Academic Writing I: Critical Reading & Responding</p> <p><i>Academic Writing I prepares students with the skills necessary for critical reading and academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions, including grammar and mechanics.</i></p>	<p>Students will:</p> <ol style="list-style-type: none">1. Read college-level texts critically and rhetorically—distinguishing central ideas from evidence; identifying the author’s purpose, assumptions, and attitudes; and locating issues or topics in need of further research.2. Summarize college-level texts objectively, accurately, and ethically—referring to all key ideas and excluding unnecessary details.3. Respond to college-level texts—evaluating their reasoning, currency, thoroughness of research, or reliability of findings.4. Synthesize responses to issues, various perspectives on a topic, or solutions to a problem and draw reasonable conclusions based on this synthesis.5. Express ideas in clear and coherent sentences and paragraphs, following the conventions of Academic English—citing sources and demonstrating control of grammar, usage, and punctuation rules.6. <u>Cite and document sources precisely and effectively according to the guidelines of a specific style manual.</u>

Quantitative Reasoning

Courses in this category focus on quantitative reasoning and its application. Students will explore various quantitative and statistical processes in order to evaluate and interpret data. Students will develop the ability to identify, analyze, and apply different principles and empirical methods to concrete problems.

Students will:

1. Explain and interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures).
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures).
3. Make judgments and draw appropriate conclusions based on quantitative analysis.
4. Make and evaluate assumptions in estimation, modeling, and data analysis.
5. Analyze and critique claims involving quantitative information.
6. Perform college-level arithmetical and mathematical calculations.

Selection Criteria for Pathways

Health & Well-being Pathway

Courses in this pathway will focus on multiple perspectives related to individual and societal health and well-being. Courses may address a variety of types of health/wellbeing: intellectual, environmental, creative/artistic, spiritual, social, economic, financial, emotional, physical, etc.

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Develop the ability to find and evaluate health-related information.
2. Critically analyze issues of individual health in real-life problems.
3. Critically analyze issues related to public health and societal wellbeing.
4. Develop approaches to address individual and/or societal health and well-being issues.
5. Recognize the relationship between personal, social, professional, and economic well-being.
6. Appraise key factors and strategies that propagate an individual's personal, social, and professional future well-being.

Civic & Community Engagement Pathway

Courses in this pathway approach civic and community engagement from diverse academic perspectives. Students will develop intellectual and practical skills to engage as effective citizens in their communities and to become thoughtful, responsible members of society. Topics may include community diversity, involvement in the local, regional, national, and/or global communities, community programming, environmental or economic impacts, access to resources, and differing motivations for civic and community engagement (e.g., economic, political, social, cultural, environmental, etc.).

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Identify factors that define community and effective citizenship.
2. Apply theory and research knowledge to personal experiences in civic or community engagement activities.
3. Develop strategies to address civic and community issues.
4. Assess a community along multiple facets to identify its needs.
5. Compare multiple solutions for a community need and identify benefits and costs for the stakeholders impacted.
6. Demonstrate oral communication skills in effective expression and listening to advocate for issues of personal and public concern.
7. Develop connections between concepts and skills learned in an academic setting and out in the community
8. Apply what has been learned in class to address a civic or community issue.

Sustainability Pathway

Courses in this pathway address issues relating to sustainability, including social, cultural, economic, and environmental concerns. Course topics may include environmental issues, population studies, food security, economics, globalization, sustainable materials and practices, etc.

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Define sustainability and explain how sustainability topics (e.g. energy, ecology, environmental justice, economic development) can be approached from different perspectives and require input from different disciplines.
2. Explain how sustainability relates to our lives and values.
3. Explain how our actions impact issues of sustainability at individual, community, organizational, and societal levels.
4. Demonstrate proficiency with sustainability assessment tools (e.g. life cycle analysis, energy return on energy invested, carbon and ecological footprinting) and their application.
5. Demonstrate knowledge of how factors like energy, ecology, and the economy affect our ability to live in balance with our environment.
6. Use available information to create sustainable solutions for desired future conditions.

Social Justice Pathway

Courses in this pathway examine issues surrounding and influencing social justice. Students will be exposed to complex social issues and concerns related to power, diversity, justice, and equity in society. Courses may address equity in a variety of areas: social, cultural, historical, environmental, economic, legal, political, etc.

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Discuss social justice from multiple perspectives.
2. Explain the importance of gender, sexuality, race, ethnicity, and class in relation to social justice.
3. Identify methods people use to advocate for social justice at local, national, and international levels.
4. Recognize cultural and cognitive phenomena leading to social injustice
5. Analyze the ways equality and inequality are institutionalized in social, political, economic, and/or organizational structures.
6. Summarize the value of social justice and factors that make it difficult to maintain.
7. Connect their personal experiences to issues of social justice.

Perspectives on Current Issues Pathway

Courses in this pathway will use a variety of perspectives to explore and engage pressing issues of our world. Issues may be local, regional, national, and international in scope.

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Develop ability to identify, evaluate, and articulate underlying global, national, local, and personal issues.
2. Explore and analyze local-to-global dynamics and interdependent global systems as they relate to the contemporary world.
3. Develop the ability to articulate issues and processes that cross international boundaries.
4. Apply critical thinking in analyzing social, economic, and/or political, issues and processes.
5. Demonstrate an understanding of conceptual models reflecting complex challenges and real-world issues.
6. Determine credibility of information sources and understand elements that might temper this credibility.

Ways of Knowing Pathway

Courses in this pathway consider diverse ways of thinking about and understanding the world. A variety of subject areas introduce students to multiple academic methods and approaches to analyzing, synthesizing, evaluating, and interpreting.

Describe how your course provides multiple opportunities for students to draw connections (engage in integrated learning) in this Pathway through at least 2 of the following:

1. Demonstrate a basic understanding of fundamental concepts within an academic field.
2. Demonstrate knowledge of scholarly and creative methods used within an academic field.
3. Explore ways in which an academic field evaluates the validity of arguments and research.
4. Apply methods of inquiry and identify their value to a particular subject area.
5. Explore research methods and information resources applicable to a subject area

Academic Writing II: Reasoning & Research

The Academic Writing II courses prepare students with skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. Individual sections will be linked to specific pathway topics.

Students will:

1. Analyze and critique an argument, evaluating its rhetorical effectiveness and identifying underlying assumptions.
2. Identify and synthesize high-quality sources and use them effectively in support of an argument.
3. Take a position on an issue by developing a focused assertion based on a shared assumption, presenting evidence in support of a line of reasoning, addressing divergent stances on the issue, and using a variety of rhetorical appeals.
4. Cite and document sources precisely and effectively according to the guidelines of a specific style manual.
5. Describe the interrelationship between style and meaning and make adjustments to style to enhance meaning.
6. Craft prose that conforms to academic conventions and to expectations regarding clarity, coherence, and unity.

Outcomes for Knowledge Areas

<p>Physical & Natural World</p> <p><i>This Physical & Natural World perspective introduces the core practice of science: generating testable explanations. Students will be introduced to fundamental scientific concepts and will engage in scientific practices.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe how scientific discovery and research in a particular discipline contribute to society. 2. Describe how scientists generate testable hypotheses that are grounded in theories that explain and predict natural phenomena. 3. Make inquiry-driven laboratory and/or field observations and interpret them. 4. Rigorously describe and analyze fundamental processes and components of one or more system within the physical or natural world. 5. Analyze and critique claims involving quantitative information.
<p>Science & Technology</p> <p><i>The science and technology perspective focuses on scientific inquiry, intersections with technology, mathematical applications, and connections to the world around us.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe how scientific, technological, and/or mathematical developments contribute to our lives and create value. 2. Recognize social, political, and ethical implications of scientific and/or mathematical discoveries and technological advancements. 3. Formulate questions that can be addressed through scientific, mathematical, or technological solutions. 4. Apply mathematical and quantitative reasoning to solve problems.
<p>Individual & Society</p> <p><i>The individual and society perspective focuses on the relationship between people and their socialization. Students will be exposed to connections between behaviors, perspectives, psychology, and influences affecting everyday life.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify basic principles and institutions that underlie the cultures and traditions of groups, organizations, societies, or nations. 2. Describe theories about individuals, social processes, social networks, or the relationships between individuals and society. 3. Explain and apply diverse empirical methods to investigate and analyze individuals, groups, or societies. 4. Analyze human behavior, perspectives, or cultures using theory and research. 5. Articulate ways that social diversity shapes attitudes and values affecting the respect and equality of others.

<p>Community, Culture, & Citizenship</p> <p><i>The community, culture, and citizenship perspective engages students with historic and contemporary political, ethical, cultural, socioeconomic, and other emerging issues affecting society. By grappling with the intersection of social concerns, students will learn how societies are created and how to contribute to them as effective citizens.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Articulate the requirements of informed citizenship based on analyses of social, cultural, economic and/or political processes, issues, and/or events. 2. Explain how social, psychological, and/or culturally diverse experiences create value in a community. 3. Analyze relationships between local, national, regional, and/or global cultures and community, citizenship, politics, and/or government. 4. Describe how historical, social, economic, and/or cultural developments have affected communities, citizenship, politics, and/or government.
<p>Global Dynamics</p> <p><i>The global dynamics perspective focuses on how individuals, groups, communities, and nations function in a global society. Students will gain a cultural awareness and sensitivity that prepares them for citizenship in a diverse, global society by developing an understanding of how culture shapes human experience, an appreciation for diverse worldviews, and an awareness of the complexity of the interactions among local, regional, national, and global systems.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop ability to identify, analyze and evaluate underlying global, national, and local issues in the present or in a historical context. 2. Demonstrate an understanding of how diversity, inequality or privilege interact with social, economic, and political power globally. 3. Demonstrate an understanding of concepts and processes required for decision making, participation in civic or international affairs, economic productivity and global stewardship. 4. Develop ability to effectively address significant issues and articulate impacts on global issues that may be social, cultural, economic, historic, or political. 5. Apply knowledge and skills to address complex global problems using interdisciplinary perspectives and conceptual models.
<p>Creative Expression</p> <p><i>The creative expression perspective allows students to explore aesthetic expression and artistic perspectives on common themes in the literary and fine arts.</i></p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Acquire appropriate vocabulary and engage in discourse about aesthetic expression and/or experience. 2. Demonstrate an understanding of aesthetic activities within their historic, artistic, and cultural traditions. 3. Apply aesthetic judgment and critical thinking by experiencing and evaluating works of art. 4. Demonstrate knowledge of aesthetic expression from diverse perspectives.

Humanities

The humanities perspective focuses on helping students interpret their world, culture, and perspectives through the study of philosophical, literary, and historical forms.

Students will:

1. Read and respond in oral and written forms to literary, philosophical, historical, or religious works from a variety of cultures.
2. Synthesize understanding of past humanistic knowledge with current knowledge, making connections between past and present
3. Analyze alternative ways of articulating and interpreting human experience.
4. Identify their own linguistic, conceptual and normative presuppositions.
5. Analyze the ways in which linguistic, religious, philosophical, and historical circumstances shape human experience.

Recommended General Curriculum Outcomes

Basic skill development will occur throughout the curriculum. It is recommended that each course address at least one of these skills:

Creative Thinking
Critical Thinking
Diversity Awareness
Information Literacy
Oral Communication
Professional Competencies
Quantitative reasoning
Written Communication

Students will:

1. Envision and create unique projects (Creative Thinking)
2. Demonstrate original thinking in problem solving (Creative Thinking).
3. Use logic and reasoning to evaluate the validity of arguments (Critical Thinking)
4. Demonstrate the ability to take a reasoned position on a complex question, including an awareness of their own assumptions, and a willingness to question them (Critical Thinking).
5. Be able to engage seriously and respectfully with others who disagree with their assumptions (Critical Thinking).
6. Articulate insights into one's own cultural rules and biases (Diversity Awareness)
7. Demonstrate respect for diverse points of view (Diversity Awareness).
8. Determine credibility of information sources and understand elements that might temper this credibility (Information Literacy).
9. Apply various research strategies, based on need, circumstance, and type of inquiry (Information Literacy).
10. Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline (Information Literacy).
11. Demonstrate the ability to effectively deliver a formal oral presentation (Oral Communication).
12. Communicate appropriately and effectively within groups (Oral Communication).
13. Use professional communication standards and appropriate technical tools (e.g. emails, presentations, computer software, group work) (Professional Competencies)
14. Perform college-level arithmetical and mathematical calculations (Quantitative Reasoning).
15. Make use of appropriate graphical representations of relevant data (Quantitative Reasoning).
16. Analyze and critique claims involving quantitative information (Quantitative Reasoning).
17. Demonstrate research and documentation skills appropriate to a writing task and integrate sources effectively in accordance with disciplinary conventions. (Written Communication).
18. Use drafting, revising, and editing to craft writing appropriate to a discipline. (Written Communication).

<p>Culminating Experience <i>Opportunities may include: A <u>department approved</u> capstone course <u>in the major, civic engagement, internship, service learning, or study abroad</u> or a <u>General Education capstone course.</u></i></p>	<p>For a specific issue, problem, research question, or act of creative expression, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate clear communication strategies and techniques in oral, written, or expressive form. 2. Apply higher-order critical thinking and/or problem-solving skills. 3. Reflect upon, integrate, and apply the knowledge and skills they gleaned from their undergraduate experience, including General Education. 4. Synthesize and present a response, propose a solution/answer, or showcase their own creative work.
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References

General Education programs from multiple colleges and universities were reviewed and adapted in the development of our outcomes. References for the outcomes include:

Association of American Colleges & Universities. (2010). *VALUE Rubrics*. Retrieved from <https://www.aacu.org/value-rubrics>

ACPA-College Student Educators International. (2017). *Student Learning Outcomes for Sustainability: Assessment Materials Guidebook*. Retrieved from <http://www.myacpa.org/student-learning-outcomessustainability-assessment-materials-guidebook>

California State University, Northridge. (2017). *Social Justice*. Retrieved from <http://www.csun.edu/undergraduate-studies/ge-paths/social-justice>

Oregon State University Cascades. (2017). *Sustainability Outcomes*. Retrieved from <http://osucascades.edu/sustainability/sustainability-outcomes>