NOTE. The creation of a new general education curriculum cannot be accomplished all at once. The current proposal establishes the framework and foundation for such changes, which must be worked out collaboratively by the faculty involved over a period of time. In other words, the attached is a proposal that will require a further process of planning for implementation. The action sought from those reviewing is initial endorsement of the plan that will then require other planning for implementation. As in the case of the change in the technology requirement, a plan was endorsed with specifics submitted to the EPC for implementation.

I. Department, School, Title of Major or Minor

Title: General Education

Department: None

School: None

1 This proposal was developed by a group of faculty and staff across a wide variety of the university's areas. It serves all students, departments, and schools, and will be overseen by the Student Success Task Force, which will become a sub-committee of EPC with a direct report to the Chief Academic Officer.

The redesign of the general education program resulted from efforts over the past three years. SSTF and the Institute of Transdisciplinary Studies took leading roles. Members include Nageswar Chekuri, Douglas Cremer, Paul Decker, Anne Ehrlich, Will McConnell, Phyllis Cremer, Vic Liptak, Rich Matzen and Behnoush McKay. Others who have contributed include David Rosen, and Randy Stauffer. Development activities are outlined in an appendix to this application.

II. Description of Change

Currently the university offers a front-loaded general education program built on a typical distribution model of skills and subjects and adapted to the AAC&U outcomes for general education. The proposed change would not alter fundamentally the types of courses offered but would restructure general education to carry the impact through to graduation and would align the outcomes with the six educational principles that the university seeks to instill in its students and which should characterize any Woodbury graduate. The implications of this change are two-fold:

1) The academic programs would need to designate those courses that carry forward foundational work in general education, i.e. those first courses experiences that begin the process of general education (e.g. writing). As a result, courses within a program would satisfy aspects of the general education program and thus all programs and faculty would share in the responsibility for general education.
2) The effectiveness of generally education would be assessed through a capstone experience both inside and outside the major.

III. Rationale – Program fit with university mission

The university mission is grounded in the six principles. The proposal explicitly puts those six principles at its center. Currently those principles are not explicitly or implicitly linked to general education, although the principles provide an idea for the generally educated Woodbury student.

IV. Justification - Need for change

In Greater Expectations, which was published in 2002 by the American Association of Colleges and Universities, a national panel of education experts studied the lag of liberal learning in the consumer-centered economy of knowledge and at the same time the potential need for liberal learning beyond the immediately vocational time horizon. Among these recommendations at the close of the report were the following:

**Important Action Steps:**

I. Each college and university sets explicit goals for student learning so academic department and general education outcomes can align with them.
   **Initiators of action:** College and university faculties.

II. Colleges and universities implement curricula to develop student knowledge and intellectual capacities cumulatively and sequentially, drawing on all types of courses (general education, the major, electives) and non-course experiences.
   **Initiators of action:** College and university faculties and deans.

III. Faculty members across disciplines and departments assume collective responsibility for the entire curriculum to ensure every student an enriching liberal education.
   **Initiators of action:** College and university faculties. (p. 50)

In order for students to realize the benefits of general education, they need to understand that all professional knowledge relies on applications of one or more of the liberal arts, whether economics and human behavior in business or natural science, physics, and sociology in architecture. By creating a structure in which foundational general education experiences find reinforcement in specific major program experiences, each student carries forward the benefits of the foundational experiences, continuously building on and developing those experiences and carrying that foundational knowledge into the world of life and work, where such understanding allow them to anticipate the implication of innovations, discoveries, and shifts in paradigms in the foundational disciplines.

By changing the relationship of general education to the other areas of learning, it allows general education not only to become useful but also to leave the ghetto that housed it and
permeate the community. The new structure also acknowledges that all faculty embody in their professional lives as practitioners of a discipline and as teachers, the idea of the generally educated person.

Throughout their academic career, university students identify with their discipline and with a faculty mentor. This identification and mentorship help students to persist and succeed. By embedding general education in both discipline and mentoring faculty, this proposal allows a stronger link to the student's learning and self-image as a generally educated person.

Finally, in order to facilitate communication across the university, the proposal seeks to develop a common vocabulary using the six principles and referring to the development of knowledge and skills relating to those principles that provide promise for sufficient mastery to instill lifelong elaboration of those areas.

First, with some modifications to the current general education, illustrated in Chart 1, the courses that constitute requisite knowledge are distributed among three forms of experience that should lead to translation and limited mastery:

1. **FOUNDATIONAL EXPERIENCE** The first exposure to a domain of knowledge or skill that provides the ground for subsequent experience (E.g. an PSYC 200 Introduction to Psychology)

2. **INFUSED EXPERIENCE** A course or experience in the major that builds on the foundational experience by infusing foundational skills or knowledge into that course or experience (E.g. MGNT 320 Organizational Behavior)

3. **INTEGRATED EXPERIENCE** A upper-level course or experience in a foundational discipline that is integrated into a course or experience in the major that is offered during the same term (E.g. PSYC 316 Cross-Cultural Psychology and MGNT335 Managing Workplace Diversity)

4. **CAPSTONE EXPERIENCE** The place in the major or outside where the mastery is demonstrated and the level of development of foundational knowledge is assessed(E.g. MGNT 483 Policy and Strategy)

Within this structure we distinguish among those experiences as follows

1. **CORE EXPERIENCE** A course or experience that is shared by all programs and common to all students (E.g. first-year composition)

2. **DISCIPLINE DETERMINED EXPERIENCE** A course or experience identified by the discipline that enhances general education, that will be useful in the program, and that will be measurable in the capstone

3. **DISCIPLINE PROVIDED EXPERIENCE** A foundational course or experience that the major supplies to support support the general education program
V. Implications

A. for Department and School
Since general education is the property of the university as a whole, the implications for the university and the departments and schools are discussed below.

B. for other Departments and Schools
The Institute of Transdisciplinary Studies and its several departments (Art History, Interdisciplinary Studies, Mathematics and Natural Sciences, Politics and History, and Writing), carry about 80% of the instructional course work, scheduling and assessment in both the current general education program and much of the foundational and integrative course work in much of the proposed integrative learning plan. While there may be no changes in either the amount of work being undertaken, the proposed changes involve reorienting curricular goals and creating outcomes that fulfill the new general requirement. The proposal will also require that faculty inside those foundational disciplines to work directly with a support faculty in disciplines that provide ongoing exposure to the general education areas. Finally, the foundational faculty will need to review the work of students as they are assessed not only in the foundational courses but in capstones for each program.

For departments and schools that provide general education courses, the new curriculum will require from them an effort like the one for the faculty in ITS. For those that do not now offer general education, they will be asked to undertake five new initiatives implied in the "Justification" section above:

I. Major programs will need to identify foundational courses that are not part of the core.

II. Major programs will need to designate one course in their curriculum as providing a foundational experience in non-verbal communication.

III. Major programs will need to identify those courses that will carry into application fields in which students have received foundational instruction.

IV. Major programs will need to collect data as part of a capstone that can be used to show the quality of the general education curriculum.

V. Major programs will need to work with foundational faculty and programs to identify areas for co-requisite experiences (i.e. where simultaneous registration for program and general education courses is required.)

In other words, major programs will need to take responsibility for the outcomes of general education and faculty in those programs will need to be exemplar of the generally educated
person as Woodbury defines that. Thus, changes to current personnel policies and program review processes may be necessary, as may be training in the appropriate pedagogy and assessment.

For all academic units, as well as the Office of Student Development that is included in this reform, the restructuring of general education promises a greater integration and sense of common purpose revolving around the university’s principles, leading to greater collaboration and cooperation across disciplines and shared responsibility for the integrative learning of all students.

Across the institution, and especially in a reformed general education, we realize that we need to accomplish the following:

1) Objectives of sequential courses have to be created from a common template and integrated so that the learning of one is essential for success in another and skills and learning are successfully transferred.

2) Courses have to be consciously designed so that the goals of integrative learning are explicitly required and demonstrably used in student performance and its evaluation.

3) Students who begin their college education at the university have to be introduced to a process that genuinely integrates the overall educational goals of the university with those of their specific program.

4) Transfer students have to be brought into the university’s general education program in more than a purely instrumental manner of credit counting and requirement fulfillment and students may have to complete courses that are unique to the culture and practice of the university no matter where they transfer from.

5) Explicit connections must be made between the various dimensions of a student’s life and education, so that learning transcends setting and context and the non-classroom activities of students become opportunities for learning.

6) First-year, mid-career, and culminating courses rooted in the ideals of integrative learning and tied to specific objectives have to be designed in order to integrate the curriculum, make it purposeful and meaningful, and provide common assessment points for all students regardless of major.
VI. Goals and Outcomes

A. Goals
Generally, the goals of general education are to produce a student for whom the context of learning in a discipline find an important context and support from having those qualities, skills, and knowledge that distinguish all educated people regardless of specialty, the value the usefulness of those qualities, skills, and knowledge, and to be engaged throughout one’s lifetime in maintaining and increasing those qualities, skills and knowledge. The quality, skills, and knowledge that distinguish a generally educated Woodbury student are summarized in the six principles that reflect the unique educational culture and mission of the campus that are embodied across diverse disciplines, non-academic areas, and experiences:

Innovation and Creativity
Creativity suggests that one is a maker of knowledge, goods, concepts and not just a receiver of them. Innovation suggests that what one makes is new and forward-looking. We try to foster the values of innovation and creativity in all members of our community.

Communication
The diversity of forms in which communication takes place has swelled, as have the people and places that one must communicate with. In addition to the expanding media, the types of communication have expanded and given heightened importance to visual and physical as well as written and oral communication. We strive to produce good communication and excellent communicators across diverse media and audiences.

Transdisciplinarity
Transdisciplinarity understands the interdependence of all knowledge and widens the forms of knowing to include emotional intelligences, intuition, and physical knowing. It recognizes the importance of collaboration among the disciplines to solve complex problems. We believe that collaboration of people each able to make a unique contribution is important.

Social Responsibility
Social responsibility no longer is merely an option for the educated. At base, social responsibility implies a respect for the planet, for its people and for the environment. It asserts that all action has impact on the planet and that understanding that impact and accepting responsibility for one’s actions is the moral and ethical condition for the educated global citizen. Civic engagement has come to embrace principles of sustainability as well as social justice. Members of our community will be socially responsible.

The Integrated Student
Because of the principles above, Woodbury University finds it more important than ever to assure that the aspects of a student’s personal and professional life are fully integrated. What one will do as a professional is an outgrowth of what one will become as a person. All parts of the university will work on producing this integrated student.

**Academic Quality**

In times of great change, standards can change. The university seeks, as it has always done, to add value to the lives of its students through the educational experiences it provides. At the same time, the course and outcomes of learning must adhere to the highest principles and goals. This provides assurance to the students and to the community that the learning at Woodbury University is not only significant but of significant quality.

Overall the general education curriculum is designed to allow students to be able to

1) demonstrate innovation and creativity in solving problems

2) practice effective communication in multiple media

3) understand and practice transdisciplinary problem solving

4) act both personally and professionally in socially responsible ways

5) integrate experience and learning at in their personal and professional behavior

6) ground practice in a broad understand that achieves life long learning and a striving for the highest standards of work

Each objective above involves a curriculum to support so that general education threads through the entire academic career of the undergraduate student. We call these threads of focused experience **clusters**. The path to fulfill these objectives of general education will be different for different students in different major disciplines. However, regardless of those individuating paths used to reach the general objectives, each cluster will have its own set of objectives that will remain the same. As a result, each major program will build a map to describe a path of greater engagement and deepening experience to meet the objectives for each cluster. The objectives for the clusters are shown below.

**Cluster One: Innovation and Creativity**

Innovation and Creativity rely not only on diverse, often intercultural, forms of knowing and making, but also on collaborative problem solving. Innovation and creativity orient the student to the future while being alive to the potentialities of the present and connections with past.

Students who fulfill the principle innovation and creativity exhibit that they are able to
7) Perceive themselves as makers of knowledge and leverage personal background and knowledge by valuing his or her own voice

8) Examine the circumstances that constraints, possibilities, and implications for problem-solving, whether the limitations of received knowledge or the environment in which a solution to a problem must both exist and anticipate

9) Apply multiple approaches and draw on multiple perspectives and domains of knowledge to solve problems

10) Create effective solutions to problems that reflect understanding of the self, others, and the world

11) Evaluate ideas, solutions and works in light of cultural differences, local communities and global consequences.

Cluster Two: Communication
Communication, to be effective, requires fundamental literacies and skills. At the very least, students need to read, listen, and observe in ways that produce understanding. They need to write and speak in ways that meets the needs of their readers or listeners. They need to support assertions with evidence and reasoning and document the sources of their knowledge and ideas. They need to understand the effectiveness of a wide variety of media that model and communicate, including quantitative, physical, visual and electronic.

Students who fulfill the principle communication exhibit that they are able to

1) Perceive that activities that require choice produce meaning and that choice is applied in multiple ways, creating multiple media throughout the world

2) Examine the communication in multiple media through careful observation, reading, and listening

3) Apply, as appropriate, strong analytical, informational, and quantitative skills to support communication

4) Create communications in multiple media effectively, particularly oral, written, and visual media

5) Evaluate the reciprocal effect of diverse strategies on communicators and audiences
Cluster Three: Transdisciplinarity

Transdisciplinarity begins with the complex problems confronting our contemporary world and seeks out solutions from among all relevant disciplines and practices. It is an inherently collaborative, unavoidably engaging, and incredibly diverse experience that values multiple levels of knowing and analysis. It draws from various disciplines and inter-disciplines in new ways to address new and pressing issues in our natural, social and cultural worlds.

Students who fulfill the principle transdisciplinarity exhibit that they are able to

1) Perceive that solutions to complex problems require an understanding of the interdependence of diverse forms of knowing.

2) Examine the natural, social, and cultural realms through the hands-on inquiry practices of multiple disciplines.

3) Apply concepts and methods from the natural sciences, social sciences, humanities, and arts as appropriate to the problem at hand.

4) Create collaborative approaches and analyses that reveal new problems and frame new solutions.

5) Evaluate the effectiveness of the collaborative process and resulting solution.

Cluster Four: Social Responsibility

Social Responsibility demands the development of a self-reflective personal code of ethics embedded in the principles of respect, justice, and mutuality. The interrelations and connections between personal commitments and civic actions, not only cannot be avoided; they have increasingly significant consequences for the planet and its peoples. The acceptance of this condition and the proactive duty to confront its diverse implications, personally and communally, mark the contemporary global citizen.

Students who fulfill the principle transdisciplinarity exhibit that they are able to

1) Perceive the impacts of individual and social actions on the planet, its people and the environment.

2) Examine the connections among knowledge, skills, values and public action.

3) Apply the principles of sustainability and social justice to individual, civic and social choices and contexts.

4) Create proactive analyses and projects that engage civic and ethical decision-making.
5) Evaluate his/her roles, responsibilities and actions as an educated global citizen.

Cluster Five: The Integrated Student
The Integrated Student that part of one's life is work; that work is not something separate. Thus the goals and standards of professional pursuits cannot exist apart from one's passions and values as a person and that it is one's personal responsibility to self-reflectively nurture the connections between. Developing those important personal characteristics through learning and using one's personal characteristics to aid learning, creates a whole a healthy person, creates families and communities that are healthy, and provides the ground on which to build a stable future.

Students who fulfill the principle of the integrated student exhibit that they are able to

1) Perceive the significance of the impact of personal habit and belief on all activities and the impact of those activities on shaping personal habit and belief

2) Examine the multiple integral connections between personal life and professional activities

3) Apply learning in the classroom to personal experience and apply lessons of personal experience to the problems and issues in the classroom

4) Create self-reflective work inside and outside the classroom that reflects the primary responsibility that students have for framing questions and defining values.

5) Evaluate the complexity and consistency of one's own behaviors and values across a wide variety of situations and circumstances.

Cluster Five: Academic Quality
Academic quality refers to achieving the outcomes of learning at the highest level. This means not only mastery of one's discipline at level appropriate to undergraduate learning, it also means a strong background in those other disciplines in which the practice of one's discipline is grounded. Being familiar with the important ideas and practices in those supporting disciplines strengthens one's overall education. Remaining conversant in those disciplines will assure continuing strength.

Students who fulfill the principle of academic quality exhibit that they are able to

1) Perceive the connections of multiple forms of knowledge within and outside the major discipline

2) Examine the principles and skills of multiple forms of knowledge within and outside the major discipline
3) Apply multiple forms of knowledge within and outside the major discipline

4) Create work that demonstrates facility using multiple forms of knowledge and in using the knowledge to inform work in the major discipline

5) Evaluate the complexity of the ways that multiple forms of knowledge may be used within and outside the major discipline

B. Assessment

The Student Success Task Force will provide oversight for general education, and in that capacity, the SSTF will operate as a sub-committee for general education of the Educational Planning Committee, which provides faculty oversight for all curricula.

Each major discipline will create a general education curricular map that will include a mid-course and capstone assessment. The SSTF will approve those maps and assessment plans. Assessment will be based on a holistic scoring rubric developed by the SSTF for each of the clusters. The SSTF will receive a yearly report on the success of general education in each major based on the assessment the majors make. That approval will be reviewed by the EPC and submitted to the CAO. Based on the evaluation of the SSTF, changes to the general education program will be proposed and enacted, using the established approval processes for curricular change. Proposals may arise from the majors, from the disciplines contributing to general education, or from the SSTF.

Program reviews of each major would include a demonstration of effectiveness in producing generally educated students and changes made to enhance effectiveness. Since almost all the professional accreditations ask for a similar demonstration of general knowledge and skills underpinning and informing the work in the majors, the new general education plan and its assessment should help focus and express this measurement of student learning.

C. Curricular map

See Appendix A. Curricular maps from each program will be developed and approved using the methods described under "Assessment"

VII. Enrollment Projections

Enrollment numbers should remain as they have been for general education courses as a whole, approximately 800 students enrolled in all courses per academic semester (160 FTE per semester).

VIII. Resources - *Indicate whether existing or new*
A. Faculty - Qualifications and hiring plans. If existing faculty indicate which course will be given up to teach this course.

Existing faculty in current academic programs are sufficient for this change. However, some changes are implied in the model:

1) Training for faculty will be necessary in some areas to assure effectiveness of the curricular model.

2) Ongoing conversations about the clusters among those contributing to them will need to take place.

3) New faculty members will need to demonstrate an ability to contribute to the new general education model, as well as an active commitment to its goals.

4) Evaluation of faculty teaching effectiveness may include a section devoted to effective contribution to general education.

B. Staff - Will additional staff need to be hired?

No

C. Library - Existing collection capacity and plans to support with additional acquisitions

No additional library resources beyond those normally supporting the current general education program will be required. However, the Institute for Excellence in Teaching and Learning may require resources to meet the pedagogical needs of faculty teaching general education courses.

D. Capacity Infrastructure

1. Facilities - What space will be used and how will that be accommodated within existing use or planned expansion?

No new space needs

2. Technology - What additional computers, software or equipment are required?

No technology needs required beyond existing resources

E. Budget/Financial Implications - Indicate any new funds required.

Financial resources will be required for faculty training and meetings to support implementation and sustain engagement. Using current resources for faculty development will suffice to start, but grants are being sought for the initial activities.
## IX. Appendices

### A. Major Worksheet

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
<th>Lower Level</th>
<th>Upper-level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower-Division (100- and 200-level) requirements 41-42 c</strong></td>
<td><strong>Foundational</strong> Courses in this list need to be supported by program courses where the principles introduced are infused and practiced in the program.</td>
<td>Infused/Practiced Courses are determined by the programs</td>
<td><strong>Integrated Experience</strong> Courses are determined by the programs, except for CORE experiences that all programs share</td>
</tr>
<tr>
<td><strong>CO 120 Public Speaking</strong> 3 3 CORE CO 120 Public Speaking</td>
<td><strong>AW 111 Academic Writing I</strong> 3 3 CORE AW 111 Academic Writing I</td>
<td><strong>CO 105 Information Theory and Practice</strong> 1 1 CORE CO 105 Information Theory and Practice</td>
<td><strong>AW 112 Academic Writing II</strong> 3 3 CORE AW 112 Academic Writing II</td>
</tr>
<tr>
<td><strong>Mathematical Concepts &amp; Quantitative Reasoning (One course at the 200 Level/Theoretical or Applied [i.e. infused])/3-4 c</strong></td>
<td><strong>Applied or Theoretical Math Course</strong> 3 3 CORE Appropriate 100-level Math (1 course)</td>
<td>Applied or Theoretical Math Course</td>
<td><strong>CORE 300-level IS Courses (1 courses)</strong></td>
</tr>
<tr>
<td><strong>Fine or Decorative Art or Music History (One or Two courses/Theoretical or Applied [i.e. infused])/3-6 c</strong></td>
<td><strong>CORE 100-level IS Courses (1 course)</strong> 3 6 CORE 100-level IS Courses (1 course)</td>
<td><strong>CORE 300-level IS Courses (1 courses)</strong></td>
<td><strong>CORE 300-level IS Courses (1 courses)</strong></td>
</tr>
<tr>
<td><strong>Humanities Courses (One or Two courses 3-6 c)</strong></td>
<td><strong>DISCIPLINE DETERMINED Humanities (1 course) Should be in areas that are applied in the major</strong> 6 3 <strong>DISCIPLINE DETERMINED Humanities (1 course) Should be in areas that are applied in the major</strong></td>
<td><strong>DISCIPLINE DETERMINED Humanities (1 course) Should be in areas that are applied in the major</strong></td>
<td><strong>DISCIPLINE DETERMINED Humanities (1 course) Should be in areas that are applied in the major</strong></td>
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<tr>
<td><strong>Social and Behavioral Sciences (Three courses 9 c)</strong></td>
<td><strong>DISCIPLINE DETERMINED Social Sciences (2 courses) Should be in areas that are applied in the major</strong> 9 6</td>
<td><strong>DISCIPLINE DETERMINED Social Sciences (2 courses) Should be in areas that are applied in the major</strong></td>
<td><strong>DISCIPLINE DETERMINED Social Sciences (2 courses) Should be in areas that are applied in the major</strong></td>
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</table>

**Capstone** Place where mastery is measured is determined by the programs

**DISCIPLINE PROVIDED Non-verbal Communications Course**
**Physical Science (One course 3 c) and Biological Sciences (One course 3 c) (One with lab, i.e. experiential component 1 c)**

<table>
<thead>
<tr>
<th>7</th>
<th>3</th>
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<tbody>
<tr>
<td>DISCIPLINE DETERMINED Physical Science or Biological Science Course (1 course)</td>
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<tbody>
<tr>
<td>CORE Environmental Science or SENCER Course (1 course)</td>
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**Elective Course (One course in any category above, except communication 3 c)**

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<th>3</th>
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<tbody>
<tr>
<td>DISCIPLINE DETERMINED or Free electives Exploratory Courses (1 course)</td>
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<tr>
<th>3</th>
<th>3</th>
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<tbody>
<tr>
<td>CORE Ethics/Social Responsibility (1 course)</td>
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<tr>
<td>CORE PD 100 or 200 (1 course)</td>
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<tbody>
<tr>
<td>DISCIPLINE PROVIDED Creativity course</td>
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</table>

**Upper-Division (300- and 400-level) requirements (6 c)**

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<th>6</th>
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<tbody>
<tr>
<td>Humanities, Sciences, Social Sciences or Writing (Two courses 6 c)</td>
<td>DISCIPLINE DETERMINED or Free electives Exploratory Courses (2 course)</td>
</tr>
</tbody>
</table>

**Notes**

**Format of the Chart**

The chart reflects the principle that every foundational course must be infused into or practiced in the major.

**Nomenclature**

CORE\=A course or experience that is not unique to any program but is shared by all programs

DISCIPLINE DETERMINED\=Courses where the discipline identifies a course or group or courses that enhance the students experience and that will be useful in the program and measurable at the end of the program

DISCIPLINE PROVIDED\=Courses in the major that are foundational and support the general education program

FOUNDATIONAL\=The first exposure that provides the ground for subsequent experience

INFUSED\=A course or experience in the major that builds on the foundational experience

CAPSTONE\=The place in the major or outside where mastery of foundational knowledge is demonstrated

CREATIVITY\=Ken Robinson noted that problem-solving is a creativity and perhaps its essence. All learning should involve creativity.

NON-VERBAL COMMUNICATION\=From rendering to mathematical modeling to designing objects to powerpoint and report presentation.
<table>
<thead>
<tr>
<th>Communication</th>
<th>Quality</th>
<th>Social Responsibility</th>
<th>Transdisciplinary</th>
<th>Creativity</th>
<th>Integrated Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE CO 120 Public Speaking</td>
<td>CORE Appropriate 100-level Math (1 course)</td>
<td>CORE Environmental Science or SENCER Course (1 course)</td>
<td>CORE IS Courses (2 courses)</td>
<td>DISCIPLINE PROVIDED A course that cultivates creativity</td>
<td>CORE PD 100 or 200 (1 course)</td>
</tr>
<tr>
<td>CORE AW 111 Academic Writing I</td>
<td>DISCIPLINE DETERMINED Humanities (1 course)</td>
<td>CORE Ethics/Social Responsibility (1 course)</td>
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<td></td>
<td></td>
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<tr>
<td>CORE CO 105 Information Theory and Practice</td>
<td>DISCIPLINE DETERMINED Social Sciences (2 courses)</td>
<td>Should be in areas that are applied in the major</td>
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<tr>
<td>CORE AW 112 Academic Writing II</td>
<td>DISCIPLINE DETERMINED Physical Science or Biological Science Course (1 course)</td>
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</tr>
<tr>
<td>DISCIPLINE PROVIDED Non-verbal Communications Course (e.g. Design Foundation)</td>
<td>DISCIPLINE DETERMINED or Free electives Exploratory Courses (1 course)</td>
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<tr>
<td>DISCIPLINE DETERMINED or Free electives Exploratory Courses (2 courses)</td>
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</table>

Each course, moving from foundation to capstone, carries with it a principle to which it is linked. Note that there will be synergies between courses in one category with other categories which does not need to be mapped. Note that under "Quality" is bundled those liberal arts foundational courses on which application in majors rests.
B. Course Information - Course names, and descriptions, major or minor requirement or, elective, number or level of course, e.g. 2xx, units, prerequisites, lecture or studio, number of sections per year.

The courses remain with their existing departmental and numeric significations.

C. Curriculum Vitae - key faculty and other participants if full time

N/A

D. Course Syllabi - inclusion of all required components as follows:

Refocusing current course syllabi to meet the goals of general education will be part of implementation and will follow the approved institutional processes for syllabus changes.

E. Planning Process

This approach was also developed over the past three years following student focus group responses concerning learning outside the classroom, faculty learning communities’ reflections in developing teaching portfolios, and a combined faculty, staff and student learning community that explored general education ideals, practices, and structures. The learning communities considered how to make the general education curriculum more relevant, stimulating, and engaging. The process began by members of the group examining their own experiences, appropriate literature, and models at other colleges and universities. including James Madison University, Chapman University, CSU Sonoma and CSU Monterey Bay, Trinity University, Emerson College, Washington State University, and Mills College, to name a few (see Gen Ed Learning Communities Summary, created by the faculty, staff and student learning communities on general education held in February 2008).

In summer 2008, a team from Woodbury attended AAC&U's Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement. At that institute the team developed the ideas of clusters and a threaded curriculum. In the fall of 2008, the Douglas Cremer, who headed the initiative to design the new general education curriculum vetted the plan campus-wide. The results of that last process are incorporated in the current proposal.