



**GRAND VALLEY
STATE UNIVERSITY**
**GENERAL EDUCATION
PROGRAM**

General Education Draft Proposal: Upper-level Component

Proposal Timetable

Why Change the Themes?

Our Proposal

Implementation Timetable

Your Questions and Feedback

[GE website](#)

General Education Committee

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October 26 and 27

Forums, feedback

November 1

Post final draft proposal

New goals

New assessment plan

New upper-level component

Comment on GE discussion board

E-mail responses to GEC

November 28

Submit final proposal to ECS

December 2

UAS Forum on GE Proposal

January

UAS Reviews GE Proposal

GVSU Themes

Two-course requirement
Upper-level, multi-disciplinary component
Integration goal

AAC&U's Principles of Excellence and High-Impact Educational Practices

GE capstone experiences
engaging big questions
problem solving
collaborative learning
connecting knowledge with choices and actions
students face after graduation

FOUNDATIONS

CULTURES

THEMES

Knowledge Goal #1: The major areas of human investigation and accomplishment—the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.

Knowledge Goal #2: An understanding of one's own culture and the culture of others.

Knowledge Goal #3: The tradition of humane inquiry that informs moral and ethical choices.

FOUNDATIONS

CULTURES

ISSUES

Knowledge Goal #1: The major areas of human investigation and accomplishment—the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.

Knowledge Goal #2: An understanding of one's own culture and the culture of others.

Knowledge Goal #3: An understanding of how academic study connects to issues in the world.

ISSUES	Related to:
Globalization	capitalism, economic justice, migration and immigration, communication, borders, education, etc.
Health	equity, disparities, health systems, finance, ethics, access, quality of care, safety, happiness, human development, genetics, etc.
Human Rights	political systems, power, war, peace, violence, terrorism, wealth, poverty, religion, gender, women, children, disabilities, labor, aging, incarceration, torture, etc.
Identity	gender, sexuality, religion, culture, race, class, family, community, difference, education, technology, etc.
Information, Innovation, and Technology	media, privacy, access, transparency, intellectual property, ethics, economics, creativity, education, politics, etc.
Sustainability	environment, population, natural resources, economic development, social justice, energy, etc.

All Issues courses will teach and assess three skills goals:

Integration: The course will ask students to integrate and apply knowledge from other coursework, experiences from outside the classroom, and other perspectives to new, complex situations. Students will be assessed on their ability to correlate and synthesize facts, basic concepts, and disparate knowledge for application within and beyond the campus, to make sense of a variety of data and experiences, and to address issues in a more effective way than can be accomplished from only one field of study or perspective. [\[more\]](#) [\[reading\]](#) [\[syllabus\]](#)

Problem Solving: The course will have a problem solving component. Students will be assessed on their ability to define a problem or problems associated with course content, identify relevant contextual information, formulate strategies for addressing the problem, and propose and evaluate potential solutions or hypotheses. [\[more\]](#)

Collaboration: The course will ask students to engage in at least one sustained collaborative project with a group of classmates who provide a variety of perspectives. Students will be assessed on their ability to work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others. [\[more\]](#) [\[reading\]](#)

Other details:

- As with the Themes, students will take two courses, and the courses selected must come from different disciplines (i.e., they must have different course prefixes).
- As with the Themes, courses may have prerequisites, but the prerequisites should not preclude course availability to students from a variety of majors.
- As with the Themes, approved Study Abroad experiences will satisfy this requirement.
- We propose to allow students either to focus on a single issue by taking two courses in one category or to seek connections of their own by taking courses from two different categories. That is, the emphasis is on taking integrative, problem-solving courses that connect to an issue, not necessarily on exploring one particular issue in depth.
- We propose that enrollment be limited to those with junior and senior standing.
- We propose that enrollment be capped at 40 students per section to allow for the teaching and assessing of collaboration, problem solving, and integration.

Financial incentive to develop Issues courses. GEC and FTLC will co-sponsor a course-development process in the summers of 2012 and 2013. The Provost has agreed to provide \$1000 to those faculty selected by the GEC who complete a brief online module, attend a three-hour workshop, participate in online peer consultation, and submit a course proposal to the online curriculum process.

Implementation Timetable

Summer 2012

**Course-development process
First 30+ courses proposed by August 1**

Fall 2012

Freshmen and transfers still take Themes

Summer 2013

**Course-development process
Second 30+ courses proposed by August 1**

2013-14

First 30+ Issues courses offered

Fall 2013

**Freshmen and transfers may take either
Themes or Issues**

2014-15

First 60+ Issues courses offered

Fall 2014

Transfers must take Issues

Fall 2016

Fall 2014 freshmen are now juniors