

**GENERAL EDUCATION COURSE ASSESSMENT PLAN (CAP)**

**Historical Perspectives**

***Please complete the following form and send to:*** [***gened@gvsu.edu***](mailto:gened@gvsu.edu)***.***

**Course:**

**Course title:**

**Faculty member developing/revising the CAP:**

**Unit head name:**

**Date submitted/revised:**

**Please complete the following for each student learning outcome (goal):**

***1. Student Learning Outcome:*** *An understanding of how historical knowledge is created, including chronological thinking, a comprehension of primary sources, and historical analysis and interpretation****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***2. Student Learning Outcome:*** *An analysis of different cultures and ways of life, including those of the United States, or a consideration of the common problems and shared humanity among different peoples of the world.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**3. *Student Learning Outcome:*** *An evaluation of historical understanding through the examination of various human endeavors, such as social, political, scientific/technological, economic, or philosophical/religious/aesthetic activities.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 4a or 4b:**

***4a. Written Communication is the practice of creating and refining messages that educated readers will value.*** *People with a general education use thoughtful writing processes to develop effective written materials for a variety of audiences and purposes, entering larger discussions by using formats and conventions that are important to their readers.*

***Student Learning Outcome:*** *Develop content that is appropriate to a specific disciplinary or professional context.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Organize written material to suit the purposes of the document and meet the needs of the intended audience****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Express ideas using language that meets the needs and expectations of the intended audience.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Use conventions of grammar, punctuation, usage, formatting, citation, and documentation appropriate to the specific writing situation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 4b***

***4b. Critical and Creative Thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.*** *People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.*

***Student Learning Outcome:*** *Assess differing perspectives and assumptions.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate evidence and the logic of arguments****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Formulate novel approaches or create alternative interpretation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 5a or 5b:**

***5a. Problem Solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.*** *People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solution****.***

***Student Learning Outcome:*** *Construct clear and insightful problem statements that prioritize relevant contextual factors*.

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Identify multiple approaches for solving the problem within the given context.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 5b***

***5b. Ethical Reasoning is a decision making process based on defining systems of value.*** *People with a general education recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning (including disciplinary and professional ethical systems), and assess the consequences of those choices in different contexts. This enables them to understand and evaluate different systems of ethical reasoning.*

***Student Learning Outcome:*** *Recognize ethical issues when presented in a complex situation****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Demonstrate their understanding of key concepts and principles underlying various systems of reasoning.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Participate in activities that engage them in ethical reasoning.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome***: *Demonstrate the ability to deal constructively with ambiguity and disagreement.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

Form Updated 11/15/2013