

Background: General Education Review

2010:

Student Learning Outcomes were passed by the Assembly

Site Visit of HLC evaluation team.

“The general education requirements need review and reaffirmation.”

Background: General Education Review

2010-11: Subcommittee of Curriculum Committee appointed

In July, 2011 their whitepaper concludes that “a distribution model for general education remains the most appropriate for UMM students.”

Background: General Education Review

2010-11: Subcommittee of Curriculum Committee appointed

The report also notes that specific curricular requirements might be revisited to better achieve our stated learning outcomes.

Background: General Education Review

2011-12: Curriculum Committee hosts six campus forums to discuss UMM's general education program

Campus forums are held in each academic division, one is hosted by MCSA, and one is for UMM staff.

[http://www.morris.umn.edu/committees/Curriculum/
GenEd_Forums_Fall2011.pdf](http://www.morris.umn.edu/committees/Curriculum/GenEd_Forums_Fall2011.pdf)

Background: General Education Review

2011-12: Forum participants were asked:

what aspects of the program were working or not working?

what aspects were redundant?

what aspects were critical to the success of the program?

Background: General Education Review

Several themes emerged in all of the forums:

- Mandate Writing for all students.

 - Related: need for specialized writing—in major, scientific writing, etc.

- General Education program lacks depth.

 - Related: too many courses meeting gen ed requirements, no advanced work in a non-major field

Background: General Education Review

Several themes emerged in all of the forums:

- Packaging/presentation of general education is inadequate.

 - Related: Little information regarding of why gen eds are required; too complicated; too many categories

- Content areas within the Global Village (HDiv, Envt, IP, E/CR) and general education.

 - Related: Foreign Language, Diversity at home, fitness and wellness

Background: General Education Review

Since 2011-12, the Curriculum Committee has continued to return to general education as time has permitted.

Background: General Education Review

2012-13

- WLA passed the Assembly

- Advising materials updated to include purpose of general education

- Team sent to AAC&U Institute on General Education Assessment

Background: General Education Review

2013-14, 2014-15

- Effort to streamline general education by removing general education designations from many advanced courses
- Effort to ensure all syllabi include a statement regarding campus learning outcomes
- targeted use of EDP grants to increase number of Hdiv offerings

Background: General Education Review

In 2015-16 CC engaged in an extensive discussion of the Global Village requirements, including

- a proposal that would allow general education courses to also carry an ENVT, Hdiv, or E/CR global village designation and require each area. IP would be subsumed under a global awareness requirement for all students.

- a proposal from the Division of the Humanities to reform FL to complement IP.

Background: General Education Review

Why change FL?

- The current FL requirement is lower than many in our comparison group and UMTC College of Liberal Arts
- Our current FL expectation is equivalent to the High School preparation we expect of students.
- Our current FL is inadequate to ensure we meet our mission to “prepare students to be global citizens” and have “intercultural competence.”

Foreign Language Proposal

- ~~• **B. Foreign Language (FL)**—Proficiency in a single language other than English at the level equivalent to the first full year of college language study.~~
- **B. World Languages, Literatures, and Cultures (WLLC)**: To develop skills and knowledge in a single language and its literatures and cultures by completing a minimum of 8 credits of a world language or demonstrating proficiency equivalent to two years of college language study.

Foreign Language Proposal

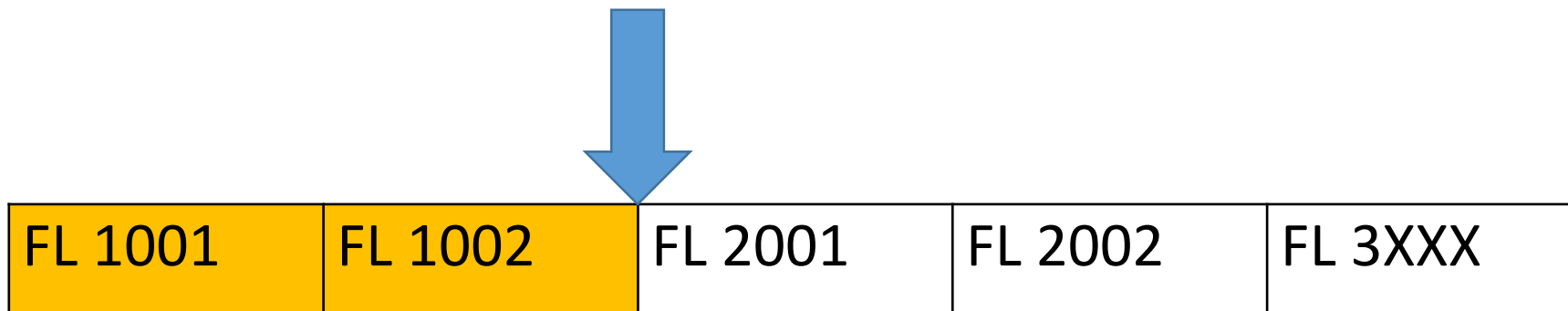
This requirement can be met in any one of the following ways:

- ~~by successfully completing a beginning language II course;~~
- by completing a full year of college level coursework in a single language. At UMM, this is met by completing 8 credits of a world language;
- by successfully completing ~~a 2xxx or 3xxx~~ 2002 or a higher level language course;
- by passing a proctored proficiency exam;
- by achieving appropriate AP, CLEP, or IB examination scores; or
- through the Scholastic Committee if English is not the student's first language.

Foreign Language Proposal

Five Possibilities

- Student A: Student A has no previous language instruction or limited instruction, and places into 1001. This student completes 1001 and 1002 to satisfy the requirement.



Foreign Language Proposal

Five Possibilities

- Student B: Student B places into 1002; completes 1002 and must also complete 2001 to satisfy the new requirement. Student would also fulfill IP gen ed.



Foreign Language Proposal

Five Possibilities

- Student C: Student C places into 2001, completes 2001 and 2002 to satisfy the requirement.

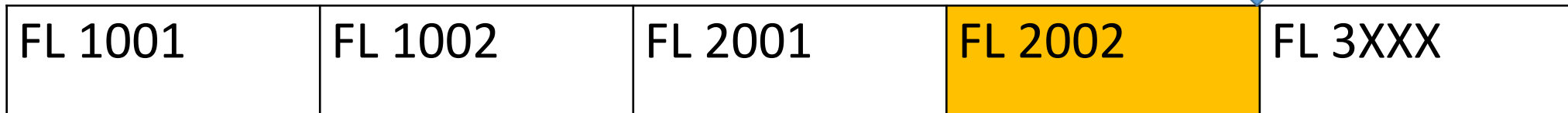


FL 1001	FL 1002	FL 2001	FL 2002	FL 3XXX
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Foreign Language Proposal

Five Possibilities

- Student D: Student D places into 2002, completes it to satisfy the requirement. Student would also fulfill IP gen ed.



Foreign Language Proposal

Five Possibilities

- Student E: Student E: tests out of 2002, satisfies the requirement.



FL 1001	FL 1002	FL 2001	FL 2002	FL 3XXX
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Foreign Language Proposal

Needed Resources:

The biggest impact will be enrollment in the intermediate level (2XXX) courses. Currently, we have sufficient capacity at this level in all languages except Spanish. Spanish has pledged to meet the demand by adjusting their current course offerings to add an additional section of Spanish 2001 and 2002.