

## **Guidelines for Pacific Lutheran University's General Education Program**

These guidelines constitute the basic criteria for revising the general education program at Pacific Lutheran University, organized in three categories. They have emerged from a year of institutional self-study and faculty conversation, as well as research into successful general education programs at colleges and universities nationwide. These guidelines continue build broad-based agreement about the purposes and goals of general education. While insisting on financial responsibility, the guidelines for revision place the focus on improving the education offered for students. They imply no particular program. Rather, these guidelines articulate a framework for producing and evaluating proposals. A program in general education at Pacific Lutheran University should:

### **I. Institutional Heritage and Mission**

1. Articulate its relationship to the educational and institutional values in *PLU 2000* and *PLU 2010*. These values include academic rigor, attention to large questions of value and meaning, engagement in the world, concern for the whole person, importance of the liberal arts and sciences, respect for disciplines as the basis of knowledge, attention to vocation.
2. Articulate its relationship to the Mission of the University: "Empower students for lives of thoughtful inquiry, service, leadership and care—for people, their communities, and the Earth."
3. Emerge from and be congruent with the tradition of Lutheran higher education as embodied in *PLU 2000*, *PLU 2010*, and the Principles of General Education.
4. Recognize the commitment in PLU's heritage and mission to a livable future by attention to global issues, social diversity and justice, and care for the earth.
5. Acknowledge the university's location in the Pacific Northwest and on the Pacific Rim, as part of the importance of the global/local dialectic.

### **II. Academic and Curricular Guidelines**

1. Embody the academic goals of the "Integrative Learning Objectives," "Principles of General Education at PLU," and "Rationale and Principles for PLU's January Term," as approved by the PLU faculty.
2. Be coherent in the structure of the program; that is, the parts clearly and explicitly relate to each other and to the whole.
3. Include a clear rationale for the program and its elements.
4. Attend to skills and abilities of clear and creative expression (including writing), Computation, and critical reflection, discernment and formulation of values, interaction with others, and understanding the world from various perspectives, as found in the Integrative Learning Objectives and the Principles of General Education.
5. Provide exposure to, and respect for, a range of disciplines and their methodologies.
6. Develop a richly interactive and mutually supportive relationship between general education and majors.
7. Use a variety of appropriate pedagogies.
8. Engage students intellectually in the program's goals and content.
9. Stimulate faculty as scholars, teachers, and university citizens.

### **III. Practical Guidelines**

1. Be financially responsible.
2. Be marketable and attractive to quality students.
3. Provide for the entry of students, such as transfers, part way through the requirements.
4. Be able to be succinctly and clearly communicated in its purposes and goals, especially so that students and academic advisors understand the requirements and their rationales.
5. Provide for assessment in ways appropriate to its range of disciplines.
6. Provide for on-going supervision and administration and program assessment.
7. Include a meaningful commitment of institutional resources and rewards.