

## PLU General Education Learning Outcomes-Focused Realignment **THIS IS A DRAFT** (48 credit hours)

**Note: this is a document in development. The CCC is in the process of receiving feedback from the departments and programs who teach the core elements. If you've submitted feedback to us and it is not yet incorporated here, please rest assured that we will continue to work with you to develop and implement your suggestions. Further, this document is a quick reference guide. The catalog language will be more substantive and framing statements and assessment rubrics will be created to accompany each core element.**

### Framing Statement

This revision of our general education model embraces a vision of breadth and multidisciplinary without dismantling the distributional core that is at the heart of our current program. Using core learning objectives based on the AAC&U LEAP Initiative as the organizing principle, this vision of general education is more clearly focused on student learning at the same time it is carefully aligned to national standards. It signals a shift away from the distribution as something solely tied to departments and divisions. It presents a narrative of foundational learning that aligns intellectual and practical skills with mission-oriented values and attitudes.

This model assumes a broad knowledge base as a central element of a liberal arts core. Our distribution assures that students will have the opportunity to explore a range of disciplinary contexts during their time at PLU. However, instead of focusing on disciplinary content, this version of the distributional core calls on students to develop skills and ways of thinking that will help them make and understand the interconnections among these basic liberal arts and sciences that provide the broad framework for living with the complexities of life.

This model centralizes assessment by aligning elements to outcomes. We will know with certainty where and how students are developing particular skills and practices. Any course meeting a particular element will prioritize particular outcomes, meaning we can measure all students against the same set of standards. Further, we can design a clear, convenient, and sustainable assessment cycle based on particular elements.

*Importantly, these outcomes are required in the Core only. They are foundational standards and do not reflect the complete and varied experience of learning at PLU. Individual faculty members, as well as departments and programs, may elect to include additional (and discipline-specific) LOs in any course carrying a general education core element. However, the CCC will only assess the outcomes listed below. These outcomes are required of any course delivering an aligned element.*

### Intellectual and Practical Skills (28 hrs)

Inquiry and Analysis (16 hrs)	Required Learning Outcomes	Required Learning Outcomes w/ proposed revisions
Literature/LT (4 hrs)	<ul style="list-style-type: none"> <li>Students will draw on appropriate strategies and concepts in posing critical questions of texts and the historical contexts from which those texts emerge.</li> <li>Students will identify and explain how the formal elements of language and genre shape meaning.</li> <li>Students will draw conclusions that consider multiple perspectives and prioritize appropriate evidence in the development of well reasoned arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use appropriate interpretive strategies and critical concepts to pose critical questions about <b>literary</b> texts.</li> <li>Students will identify and explain how the formal elements of language and genre shape meaning <b>in literary texts</b>.</li> <li>Students will draw conclusions that consider multiple perspectives and prioritize appropriate evidence in the development of well reasoned arguments.</li> </ul>

	Natural Sciences/NS (4 hrs)	<ul style="list-style-type: none"> <li>Students will understand and apply basic terminology from a particular discipline of the natural sciences.</li> <li>Students will describe and explain organizing models from the discipline.</li> <li>Students will identify social and ethical issues pertaining to the discipline.</li> </ul>	
	Social Science/SO (4 hrs)	<ul style="list-style-type: none"> <li>Students will draw on appropriate methods to investigate collective behavior.</li> <li>Students will systematically analyze the relationship between individual behavior and social institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will draw on appropriate methods to investigate <b>human</b> behavior.</li> <li>Students will systematically analyze the relationship between individual behavior and social institutions.</li> </ul>
	Science/Scientific Methods/SM (4 hrs)	<ul style="list-style-type: none"> <li>Students will use the scientific method to explore the natural world.</li> <li>Students will develop hypotheses or meaningful questions based on their study of the natural world.</li> <li>Students will draw logical conclusions from experiments, observations, and/or relevant sources.</li> </ul>	
<b>Arts and Performance (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	Arts/AR (4 hrs)	<ul style="list-style-type: none"> <li>Students will demonstrate comprehension of the various artistic skills and processes that contribute to a finished production or product.</li> <li>Students will evaluate aesthetic quality through analysis and judgment about works of art in a given medium.</li> </ul>	
<b>Written and Oral Communication/Information Literacy (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	FYEP 101/WR (4 hrs)	<ul style="list-style-type: none"> <li>Students will employ rhetorical strategies effective for a specific context, purpose, and audience.</li> <li>Students will articulate, develop, and support an argument, point of view, or position, effectively using evidence relevant to the context.</li> <li>Students will implement strategies and structures to organize ideas.</li> </ul>	
	FYEP 190 (double dips)	<ul style="list-style-type: none"> <li>Students will identify the topics of study, the kinds of questions scholars pursue, and what counts as valid evidence in the discipline/field.</li> <li>Students will describe and begin to apply common research skills, practices, and methods of inquiry, analysis, and interpretation in the discipline/field.</li> <li>Students will identify and practice the strategies used for the communication of knowledge in a discipline/field.</li> </ul>	

	Senior Seminar/SR	<ul style="list-style-type: none"> <li>Students will integrate and/or apply what they have learned in their general education and major/minor coursework (and co-curricular activities, as appropriate) to a substantive project.</li> <li>Students will apply one or more theories or concepts from their discipline to an analysis of a particular issue relevant to the field.</li> </ul>	
<b>Quantitative Literacy (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	Mathematical Reasoning/MR (4 hrs)	<ul style="list-style-type: none"> <li>Students will reason and solve quantitative problems</li> <li>Students will create arguments supported by quantitative evidence</li> </ul>	

### Mission and Values (20 hrs)

<b>The Study of Religion (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	Religion/RC (4 hrs)	<ul style="list-style-type: none"> <li>Students will engage in a critical and empathic understanding of religious texts, practices, histories, and theologies within Christian Traditions.</li> <li>Students will analyze religion's role in shaping human purpose, meaning, and action.</li> <li>Students will articulate, develop, and support an argument, point of view, or position, effectively using evidence relevant to the context.</li> </ul>	
<b>Intercultural Knowledge (8 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	Religion/RG (4 hrs)	<ul style="list-style-type: none"> <li>Students will engage in critical and empathetic understandings of religious texts, practices, histories, and theologies within Global Religious Traditions.</li> <li>Students will analyze religion's role in shaping human purpose, meaning, and action.</li> </ul>	
	Social Sciences/SO (4 hrs)	<ul style="list-style-type: none"> <li>Students will display knowledge of cultural rules and biases.</li> <li>Students will evaluate the reciprocal relationships between social structures and human behaviors/actions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will display knowledge of cultural <b>norms</b> and biases.</li> <li>Students will evaluate the reciprocal relationships between social structures and human behaviors/actions.</li> </ul>
<b>Philosophical Reasoning (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>

	Philosophy/PH (4 hrs)	<ul style="list-style-type: none"> <li>Students will trace the development of an ethical system of beliefs and values.</li> <li>Students will systematically apply ethical values to complex questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Students will identify and examine the beliefs and values that inform their decision making.</b></li> <li><b>Students will interpret complex philosophical texts.</b></li> <li><b>Students will critique the arguments of others, fairly and respectfully.</b></li> </ul>
<b>Perspectives on Diversity (8 hrs double dip)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	Alternative Perspectives (A)	<ul style="list-style-type: none"> <li>Students will explore different cultural and social perspectives and traditions in a US context.</li> <li>Students will explain the value of contributions and accomplishments of diverse peoples through the study of a range of cultural expressions in a US context.</li> </ul>	
	Cross-Cultural Perspectives (C)	<ul style="list-style-type: none"> <li>Students will explore different cultural and social perspectives and traditions in a global context.</li> <li>Students will develop their capacity for "perspective-taking" by seeing events and situations from diverse points of view.</li> </ul>	
<b>Health &amp; Fitness (4 hrs)</b>		<b>Required Learning Outcomes</b>	<b>Required Learning Outcomes w/ proposed revisions</b>
	PHED 100 and 3 Activity Courses/PE (4 credits)	<p>PHED 100</p> <ul style="list-style-type: none"> <li>Students will know and appreciate the benefits of physical activity and active living.</li> <li>Students will understand the relationships between nutrition, stress management and physical activity on overall health and well-being.</li> </ul> <p>Activity Courses</p> <ul style="list-style-type: none"> <li>Students will learn the basic knowledge and skills necessary for successful participation in the activity.</li> <li>Students will increase the awareness, knowledge and behavioral skills necessary to support a lifelong commitment to movement and physical activity.</li> </ul>	

### Up to 8 Additional Credits: The Hidden CAS Requirement

The CCC recognizes the College of Arts and Sciences requirement as hidden for many PLU students. Because the CAS requirement is a "university" requirement and not a general education requirement, and because it remains unstated in many majors, the requirement functionally adds up to 8 credits to a student's total course load. Discussions are ongoing about whether or not the CAS requirement should be moved into the general education core.

Notably, as part of the core, the CAS requirement would need to be revised. While Options I and II have clear curricular coherence focused on exposure to or mastery in another language, Option III is generally unassessable as currently delivered (and difficult to explain).