

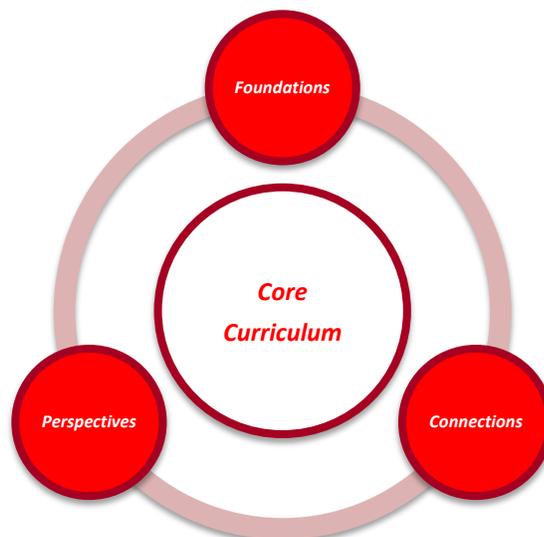
General Education Curriculum Revision
DRAFT for Discussion at 2/24/2016 Provost Forum
Educational Policy Committee (EPC), February 2016

Preamble

General education requirements at Wells College currently take the form of the *Sustainable Community* (SC) curriculum that has been in place since fall 2011. In response to various concerns about the SC curriculum, EPC undertook the task of revising our general education requirements. Our work began in October, 2015. In addition to work within the committee, EPC has sought input from the Curriculum Committee, the Registrar, the Director of Experiential Learning & Career Services, and the Library Director. The result of our work to date is the draft general education curriculum in this document. We will gather feedback on this draft from the community, discuss the feedback, and ultimately bring a curriculum to the faculty for vote. We anticipate fall 2017 as the likely implementation timeframe for any new curriculum.

Proposed New General Education Curriculum

As illustrated in the graphic below, the proposed new *Core Curriculum* has the following three components: *Foundations*, which develops essential building blocks of a high quality liberal arts education; *Perspectives*, through which the student is immersed in a diverse world of learning and scholarship; and *Connections*, whereby the student takes advantage of programs and resources that promote rigorous scholarship, healthy lifestyles, financial well-being, and career preparation. Taken together with the entirety of the Wells experience, fulfillment of the proposed core curriculum ensures that every Wells student has the opportunity to develop the underpinnings of successful professional development, rewarding social engagement, and effective lifelong learning.



Core Curriculum Overview

I. FOUNDATIONS

1. WLLS 100: Wellness, Engagement, & Lifelong Learning for Success.....	3
2. WLLS 1XX: Writing and Public Speaking Skills.....	3
3. WLLS 101: First Year Seminar.....	3

II. PERSPECTIVES

4. Creative Expression.....	3
5. Enduring Questions of Human Existence.....	3
6. Diversity & Justice.....	3
7. Social Systems	3
8. Quantitative Reasoning.....	3 - 4
9. The Natural World.....	3 - 4
10. Global Languages and Cultures.....	3 - 4

III. CONNECTIONS

11. Experiential Learning.....	3 - 8
12. Making the Most of Your Wells Education.....	2-4
13. Mind-Body Wellness.....	2
14. Financial Wellness.....	3

TOTAL sem. hrs.: 40-50 (includes 3-8 exptl. learning)

Core Curriculum Details

I. FOUNDATIONS

1. WLLS 100: Wellness, Engagement, & Lifelong Learning for Success.....3

In which students are introduced to learning and living at Wells College. First year, fall sem.

<i>Learning Goal 1</i>	<i>Become familiar with college resources, and develop navigation skills related to the college's online tools</i>
<i>Learning Goal 2</i>	<i>Establish habits that enhance learning and help make the most of the Wells experience</i>
<i>Learning Goal 3</i>	<i>Engage in campus and community life</i>

2. WLLS 1XX: Writing and Public Speaking Skills.....3

This course covers the fundamentals of good writing. First year, fall sem. Ideally could use the “community read” book to assess writing skills at beginning of semester; some assessment of writing skills at the end of the semester might also be appropriate.

<i>Learning Goal 1</i>	<i>Become practiced with the basic elements of good writing</i>
<i>Learning Goal 2</i>	<i>Gain experience with the building blocks of sentences, paragraphs, and essays</i>
<i>Learning Goal 3</i>	<i>Learn how to use feedback to improve writing</i>

3. WLLS 101: First Year Seminar.....3

In which college level writing is further developed. First year, spring sem.

<i>Learning Goal 1</i>	<i>Become familiar with critical thinking as a scholarly approach to learning</i>
<i>Learning Goal 2</i>	<i>Develop information literacy</i>
<i>Learning Goal 3</i>	<i>Practice written and oral communication, including giving and receiving constructive feedback</i>

II. PERSPECTIVES

4. Creative Expression.....3

An opportunity to explore and develop various forms of creative expression.

Could be met by one 3 semester hour course or a combination of smaller courses to total 3 semester hours.

Choose from: various courses in creative writing, book arts, and certain courses in art, music, theatre, and dance

<i>Learning Goal 1</i>	<i>Engage in creative processes</i>
<i>Learning Goal 2</i>	<i>Communicate through creative expression</i>
<i>Learning Goal 3</i>	<i>Effectively evaluate creative work</i>

5. Enduring Questions of Human Existence.....3

An exploration of what it means to be human, be it from ancient to contemporary times or through various types of representations of the human experience. Choose one from various courses in English, history, philosophy, religion, film & media studies, art history, theatre history, dance history, and music history.

<i>Learning Goal 1</i>	<i>Improve reading, interpretative and analytical skills</i>
<i>Learning Goal 2</i>	<i>Examine the nature of inquiry itself and cultivate habits of mind as a result</i>
<i>Learning Goal 3</i>	<i>Grow in self-knowledge and in understanding of relationships to others and to the world</i>

6. Diversity & Justice.....3

An exploration of concerns around equality, access, and inclusiveness including (but not limited to) social justice, environmental justice, and human rights.

Choose one from: various courses in anthropology, criminal justice, women & gender studies, education, first nations & indigenous studies, social & economic justice, international studies, sustainability, and HUM-prefixed courses.

<i>Learning Goal 1</i>	<i>Appreciate diverse perspectives</i>
<i>Learning Goal 2</i>	<i>Demonstrate sensitivity to injustice, ethical and value judgments</i>
<i>Learning Goal 3</i>	<i>Understand potential ways to act as activists for change</i>

7. Social Systems3

An exploration of individuals in and with societies, and societies with their environment, through various lenses.

Choose one from: various courses in political science, sociology, anthropology, economics, business, psychology

<i>Learning Goal 1</i>	<i>Define a social problem and analyze possible solutions</i>
<i>Learning Goal 2</i>	<i>Engage in critical thinking and analysis</i>
<i>Learning Goal 3</i>	<i>Use information resources appropriately</i>

8. Quantitative Reasoning.....3 - 4

A consideration of mathematical concepts and skills.

<i>Learning Goal 1</i>	<i>Engage in problem solving</i>
<i>Learning Goal 2</i>	<i>Understand value of math as a tool to study various types of problems</i>
<i>Learning Goal 3</i>	<i>Demonstrate mastery of appropriate mathematical skills</i>

9. The Natural World.....3 – 4

An introduction to the scientific study of some aspect of the natural world via a course that includes a laboratory.

<i>Learning Goal 1</i>	<i>Explore the tools of scientific analysis</i>
<i>Learning Goal 2</i>	<i>Understand how scientific knowledge is generated</i>
<i>Learning Goal 3</i>	<i>Gain experience writing in a scientific style</i>

10. Global Languages and Cultures.....3 – 4

Choose one from a selection of courses that help develop cultural appreciation. Some language courses will be on this list, as well as some courses that focus on one or more global cultures.

Requirement can also be met by OCS semester in a foreign country.

<i>Learning Goal 1</i>	<i>Develop an understanding of one’s place in a complex and diverse world</i>
<i>Learning Goal 2</i>	<i>Understand the necessity of being an active member in a global society</i>
<i>Learning Goal 3</i>	<i>Develop an increased awareness of various cultures and use that knowledge to broaden perspective</i>

III. CONNECTIONS

11. Experiential Learning.....3 – 8

An opportunity to apply course-based learning to situations outside the classroom. Requirement unchanged from current one, which is for **two** experiential learning opportunities. A student could not use one OCS abroad semester to fulfil both this requirement and the *Global Languages and Cultures* requirement below.

<i>Learning Goal 1</i>	<i>Experience learning outside the Wells classroom</i>
<i>Learning Goal 2</i>	<i>Reflect on the experience in writing</i>
<i>Learning Goal 3</i>	<i>Present experience to college community</i>

12. Making the Most of Your Wells Education.....2-4

Choose *any two* from WLLS 121 (Research Tools & Skills), WLLS 122 (Learning Strategies), WLLS 123 (Student Development & Values), WLLS 126 (Internship, Career & Networking), WLLS 127 (Career Preparation)

<i>Learning Goal 1</i>	<i>Develop awareness of own mental states (metacognitive skills)</i>
<i>Learning Goal 2</i>	<i>Practice planning and goal setting</i>
<i>Learning Goal 3</i>	<i>Reflect on learning and adapt as necessary</i>

13. Mind-Body Wellness.....2

Wellness course(s) to develop bodily-kinesthetic intelligence.

Choose from: Any PE courses, certain dance courses, courses on nutrition, holistic health, healthy lifestyles (possibly including drug/alcohol abuse awareness) as available.

<i>Learning Goal 1</i>	<i>Explore mind-body connection through a range of movement or meditation forms</i>
<i>Learning Goal 2</i>	<i>Deepen the opportunities for daily health and well-being</i>
<i>Learning Goal 3</i>	<i>Apply approaches and tools for self-care and healing</i>

14. Financial Wellness.....3

Skill-building to develop the ability to make informed financial decisions.

All students take WLLSXXX: Personal Financial Management

<i>Learning Goal 1</i>	<i>Identify, evaluate and utilize financial information</i>
<i>Learning Goal 2</i>	<i>Consider ethical dimensions associated with financial choices</i>
<i>Learning Goal 3</i>	<i>Demonstrate reasoning around financial choices</i>

Relationship to College Mission and Goals

The proposed core curriculum was intentionally designed to effect realization of the college's student learning goals and fulfillment of its mission. Wells College's mission and goals are aligned with the proposed curricular components as described in Table 1 below.

Each of the fourteen proposed curricular component has three associated *learning goals* that help articulate its role in the overall core curriculum. The college's mission and overall student learning goals "trickle down" into the curricular component in accordance with these goals. Learning goals also align well with current Middle States standards. In addition, the learning goals provide a key basis for assessing student learning and evaluating the effectiveness of the curriculum.

Choosing Courses for the Curriculum

Courses in the proposed curriculum will be ones that have no prerequisites, and any given course will be placed in only one category of the curriculum. Faculty members who propose to teach courses in a category of the proposed curriculum agree to the following:

- including course elements that speak to each of the category's 3 learning goals;
- incorporating at least one graded assignment related to each of the 3 learning goals;
- assisting with assessment activities in the general education program – this includes, but is not limited to, using written criteria that evaluate student work to determine if learning goals are being met, and gathering and sharing information on student work.

Courses will be placed into categories of the curriculum by approval of the Curriculum Committee.

Relationship to Major Programs

In addition to completing the core curriculum, each student will also complete the requirements for at least one of the college's majors. We do anticipate that some "double dipping" will occur, i.e., that some of the core curriculum requirements will be met by courses being taken for the major. However, the design of the curriculum limits the ability of any given student to "double dip". This is because the proposed curriculum requires each student to take courses across all major academic areas at the college.

Examples of "double dipping" potential for select majors are given below.

- A student majoring in biology will take courses for their major that fulfil three of fourteen core curriculum requirements as follows: #8 (Quantitative Reasoning), #9 (The Natural World), and one of two of the Experiential Learning requirements (#11);
- A student majoring in sociology and anthropology will take courses for their major that fulfil four of fourteen core curriculum requirements as follows: #8 (Quantitative Reasoning), #6 (Diversity & Justice), #7 (Social Systems) and one of two of the Experiential Learning requirements (#11);
- A student majoring in visual arts-studio art will take courses for their major that fulfil three of fourteen core curriculum requirements: #4 (Creative Expression), #5 (Enduring Questions of Human Existence), and one of two of the Experiential Learning requirements (#11).

Table 1. Alignment of Wells College's Goals and Proposed Core Curriculum Components

<i>COLLEGE GOALS*</i>	<i>CURRICULAR COMPONENT</i>													
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
M1: Think critically			X		X	X	X	X	X					
M2: Reason wisely					X	X	X	X	X					X
M3: Act humanely					X	X	X							
M4: Appreciate complexity & difference						X				X				
M5: Embrace new ways of knowing	X	X	X	X	X	X	X	X	X	X	X	X	X	X
M6: Be creative				X										
M7: Respond ethically						X								X
S1: Breadth	X	X	X	X	X	X	X	X	X	X	X	X	X	X
S2: Career preparation		X									X	X		
S3: Read critically			X		X	X	X							
S4: Oral, written, & expressive comm. literacy		X	X		X	X	X		X	X	X			
S5: Identify and evaluate information	X		X		X	X	X		X	X		X		X
S6: Critical thinking (same as M1)			X		X	X	X	X	X					
S7: Ethical decision-making (same as M7)						X								X
S8: Creativity (same as M6)				X										
S9: Metacognitive	X	X	X									X		
S10: Engage in problem solving								X	X					X
S11: Work in a team environment									X		X			
S12: Manage time effectively	X										X	X		
S13: Possess a positive work ethic	X										X			
S14: Offer & accept constructive criticism		X	X		X	X	X				X			
S15: Possess self-confidence, be flexible & adaptive, work well under pressure	X	X									X	X	X	

*M goals derive from the Mission Statement; S goals originate in the college's Student Learning Goals