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06 Update: DRAFTS of Potential Learning Areas for Listening Sessions Sept 2018

University of Northern Iowa. General Education Re-envisioning Committee.

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General Education Re-envisioning Listening Sessions, September 2018

I am a: Faculty Staff Student

If faculty, which college are you from? COE CBA CHAS CSBS Library

Below are DRAFTS of Learning Areas.

INSTRUCTIONS:

1. CHECK up to eight (8) learning areas that you would prefer be considered for inclusion in the general education core.
2. DRAW A LINE THROUGH any that you would prefer not be considered for inclusion in the general education core.
3. PROVIDE ALTERNATIVE WORDING for any of the learning areas if you believe it would make the learning area stronger or clearer.
4. If desired, ADD any learning areas not already on the list that you would like to see considered for the core. If proposing a new learning area, please draft a proposed outcome statement.

- Communication:** Students will express themselves effectively in speech and writing, and will listen and read with care and comprehension.
- Creative Thinking.** Students will synthesize existing ideas, data, creative works, or expertise in original ways.
- Critical Thinking:** Students will effectively use the logical, analytical, mathematical, and information tools needed to formulate and answer meaningful questions.
- Diversity:** Students will explore identity, power, and privilege across a spectrum of differences, recognizing and applying inclusion as a central virtue of responsible citizenship.
- Engaged Learning:** Students will engage in high-impact learning that transcends the classroom and enhances the educational experience.
- Ethics:** Students will think rigorously about the ethical questions that arise in their personal and public lives, and demonstrate awareness of their roles and responsibilities.

- **Exploring Humanity:** Students will demonstrate knowledge of a range of human experiences and dynamics, including different aspects of human life, across a range of cultural, institutional, and historical contexts.
- **Expressing Humanity:** Students will create meaning in different aesthetic contexts.
- **Information Literacy:** Students will recognize the need for credible information, and then effectively and responsibly use and share that information for the problem at hand.
- **Leadership:** Students will gain the tools to lead and follow effectively. These tools include organizing and inspiring others, interpreting and clarifying directions, and giving and receiving effective feedback.
- **Mathematical Reasoning:** Students will use mathematical reasoning to solve problems, test conjectures, and judge the validity of arguments. They will have the skill to communicate and interpret mathematical results and draw inferences from them. They will recognize connections between mathematics and other disciplines, and society at large.
- **Personal and Societal Responsibilities:** Students will develop and engage a commitment to individual, community and environmental well-being and integrity.
- **Problem Solving:** Students will design, evaluate, and implement a strategy to answer an open-ended question or achieve a goal.
- **Teamwork:** Students will demonstrate skills for working with others with different strengths and backgrounds, to achieve shared goals.
- **The Natural World:** Students will understand how science works, and demonstrate familiarity with fundamental scientific insights into the natural world.

Additional Learning Area(s) and Outcome(s) (*optional*):