

Gen Ed Task Force Subcommittee 1 – Departmental Liaison
Departmental Visit Outline
Spring 2006

Initial meetings have been held between the subcommittee and a variety of departments across campus. Based on the input at these meetings as well as work by other Task Force subcommittees such as those investigating General Education ‘best practices’, goals of General Education at other institutions, etc., we have been asked to hold a second series of discussions with departments across campus. One goal is to ascertain support/opposition for specific initiatives, the other is to bring the work so far to a larger audience and make full use of the creativity and expertise of the campus in structuring a General Education program we can all support.

Overall, rank the importance of each of the following in formulating a General Education program:

- 1) Teaching students to a variety of content that they might not otherwise see in their major;
- 2) Teaching students core concepts related to being an educated citizen;
- 3) Teaching students skill sets that will be used in upper level courses and in their profession.

(note—if you think General Education should blend one or more of the above, please explain how this could be accomplished)

Are there essential skills that a student should develop by taking General Education courses? If so, what?

Is there essential content that a student should master by taking General Education courses? If so, what?

Do you support an administrative ‘home’ for general education (i.e. a dedicated faculty member/administrator) within the VPAA office?

Should the Task Force actively pursue spreading the General Education program throughout the entire four-year curriculum?

Should instructors in General Education courses be required to explicitly state the General Education goals to be addressed in the course on the syllabus? What about the methods used to achieve and assess those goals?

Should a short training session on the goals/expected outcomes of General Education be made available to faculty advisors?

Should methods for assessing specific General Education goals be mandated? Should a list of suggestions or examples be made available and the instructors allowed to choose or to make up their own?

Should courses be required to validate/revalidate to gain General Education status? If so, who/what should define the appropriate metric(s)?

What is your opinion of the following as a set of goals for the General Education Program at UND:

- 1) Students will be able to analyze information and ideas carefully and logically from multiple perspectives.
- 2) Students will be able to write, read, speak, and listen effectively. They will be able to use information technology resources as appropriate.
- 3) Students will be able to perform quantitative analysis and draw meaningful conclusions from the results.
- 4) Students will develop a mature concept of their place in the community, country and the world. They will cultivate a respect for diverse ways of knowing and of expressing that knowledge.