

**CHEYNEY UNIVERSITY OF PENNSYLVANIA**  
**General Education Program**  
**Learning Outcomes**

The General Education program is structured to guide and assess student attainment of the University-Wide Student Learning Outcomes. All general education courses play one or more specific roles in fulfilling the university wide learning outcomes:

- Effective communication skills;
- Scientific, Mathematical, and Technological Abilities and Skills;
- Critical Thinking, Problem-Solving, and Information Literacy;
- Personal, Social, and Civic Responsibility;
- African American Heritage;
- Cultural and Artistic Expression/Literacy.

### **Curriculum Structure**

The General Education curriculum is comprised of three types of requirements: core requirements---specific courses that every non-transfer student must take; distribution requirements---specify disciplines from which students must take a certain number of credit hours; and intensive requirements---a specific number of designated courses that students must fulfill.

#### **Core requirements: 23 credits**

They or their equivalent courses must be taken by all undergraduates. Students who place out of core course(s) must take the required number of credits in those areas. Students may not achieve junior status until they have completed all 23 credits of the core requirements; **students may not enroll in junior or senior level courses until they have completed all 23 credits of the core\***.

#### **GAC 100 Freshman Seminar**

In this course, students are expected to reach an understanding of themselves and their potential, and to make responsible decisions to meet their personal, social, and other needs.

#### **HEN 112-113 English I-II**

An introduction to (HEN 112) the multi-paragraph essay, (HEN 113) reading/writing about literature, and learning how to write a research paper. Sub-topics include (HEN 112) the topic sentence, the essentials and methods of paragraph development, the thesis statement, types of paragraphs, (HEN 113) note-taking, library skills, and the fundamentals and techniques of writing the research paper.

#### **HEN 114 Fundamentals of Speech**

Principles and practices of oral communication, diction, audience analysis, critical listening, and delivery in a variety of speaking situations.

#### **MAT 104 Survey of College Math (or higher)**

Sets, number theory, real number system, algebraic techniques, plane geometry, and an intro to probability & statistics.

#### **AAS 210 African American Experience in Global Context**

This course considers the thematic connections between the experiences and intellectual thought of African Americans and other peoples from across the globe, and examines African American history in the context of the world history of peoples of African descent.

#### **HPH 110 Critical Thinking**

The foundational course for the information literacy intensive course. This includes such areas as analyzing and evaluating claims, arguments, and explanations; constructing cogent arguments and argumentative essays; solving problems and making decisions.

#### **EDU 110 Introduction to Interpretation & Analysis**

This course would serve as a college-level reading course in which students critically read and analyze difficult texts, and gain proficiency in interpreting, paraphrasing, and evaluating the written word.

**Distribution requirements: 28 credits**

The criteria for each of the distribution areas, as well as courses that have traditionally been understood to fulfill those criteria, will be developed by the faculty in the relevant areas.

Lists of courses that fulfill these requirements will be supplied to the UCC on a yearly basis, for distribution to the campus community, so that students may plan their schedules.

The departments in which they are offered must have an assessment plan in place to ensure that those courses continue to fulfill the learning outcomes as well as addressing the individual goals of the distribution area.

In addition, syllabi must include explicit discussion of how the course will address the learning outcomes as well as addressing the individual goals of the different distribution areas.

Natural [and Applied] science (6 credits). This includes courses in biology, physics, chemistry, and earth or space science. We may add Mathematics, Computer Science, and Accounting (?); Spring 2010.

Humanities (6 credits). This includes courses in literature, language, theater, music, visual arts, and philosophy.

Social science (6 credits). This includes courses in psychology, sociology, history, political science, and geography. Recently added economics; Fall 2009.

Foreign language (6 credits). Students may take courses in either Spanish or French, or may take courses in additional languages at another institution or through distance education. All students should take 6 credits of a foreign language unless they can demonstrate intermediate level proficiency.

Health and wellness (3-4 credits). Courses that fulfill this requirement include REC 111 Health & Wellness and all REC one credit physical activity courses. Students may take a one credit service learning course instead of the 4th credit of health and wellness.

**Intensive requirements: no credit value**

The purpose of the intensive requirements is to ensure that all students receive extensive and in-depth instruction in four areas deemed significant: writing (W), African American heritage (A), global studies (G), or information literacy (I).

Once a course has been approved as an intensive course, the department must have an assessment plan in place to ensure that the course continues to satisfy the criteria.

No core courses can bear a designation.

All faculty members who teach that course must be aware of the intensive program and how the course fits within that program; their syllabus and teaching must comply.

Upon approval, an intensive course may be interchangeably offered as either its traditional or intensive version.

Writing Intensive Courses

Courses that are writing and reading intensive that provide students with significant opportunity to read and analyze primary source material in preparation for their writing assignments. A course must also:

- 1) Require at least 15 pages of total writing; a significant proportion must be formal paper(s);
- 2) There must be explicit discussion of writing, issues of attribution, and plagiarism
- 3) There must be opportunities for revision of writing assignments;
- 4) The instructor must develop methods to address plagiarism;
- 5) The instructor must give extensive feedback to students on their writing assignments;
- 6) The course must include instruction in critical and effective reading skills, and address the interpretation and analysis of the written word.
- 7) Writing intensive courses are capped at 20 students.

African American Heritage Courses

Courses that are primarily focused on some aspect of African American history or experience. A course can focus on African American history, experience, philosophy, artistic or literary expression, or other aspect of African American heritage.

Global Studies Courses

Courses that include significant consideration of cultures and nations other than the U.S., or the relations between the U.S. and other nations or cultures. A course can focus on the history, politics, geography, culture, economics, language, sociology, anthropology, philosophy, or artistic or literary expression of another nation or nations.

Information Literacy Courses

Courses in which students are given significant instruction in the location, analysis, evaluation, and use of information. A course must give assignments that accomplish the following:

- 1) Assess the need for information;
- 2) Utilize information sources and appropriate technologies to locate the information;
- 3) Engage in critical analysis of the information and its sources;
- 4) Use the information to accomplish a specific purpose or solve a problem.

University-Wide Learning Outcomes

The charts below detail the six broad learning competencies delineated in the University-Wide Student Learning Outcomes and the General Education requirements that support those outcomes.

Effective Communication Skills

Learning Outcomes	General Education requirements
Display effective verbal, non-verbal, and written forms of communication	HEN 112 English I; HEN 113 English II; HEN 114 Speech; EDU 110 Intro to Interpretation & Analysis; three writing intensive courses (W); <u>all general education courses should include instruction in reading, writing, and speaking.</u>
Provide appropriate reading, writing, and speaking skills	Same as above; <u>all general education courses should include these skills, assess for proficiency in these skills, and include assignments that utilize these skills as a part of the grade.</u>
Demonstrate the ability to use technology that supports communication	information literacy intensive course

Scientific, Mathematical, and Technological Abilities and Skills

Learning Outcomes	General Education requirements
Demonstrate the ability to collect, organize, compute, and interpret quantitative and qualitative data and/or information	MAT 104 Survey of College Math or above; natural science distribution requirement; social science distribution requirement; <u>all general education courses should include instruction in the collection, organization, and interpretation of information</u>
Show an ability to apply mathematics, science, and technology to make decisions	Same as above; information literacy intensive course

Critical Thinking, Problem-Solving, and Information Literacy

Learning outcomes	General Education requirements
Demonstrate the ability to think critically and analytically, and to solve problems using basic research, analysis, and interpretation	HPH 110 Critical Thinking; information literacy intensive course; <u>all general education courses should include instruction in critical and analytical thinking, as well as the methods of research and interpretation</u>

Display knowledge of the relationships among arts, sciences, and technology	Humanities distribution requirements; natural science distribution requirements; social science distribution requirements; 1 information literacy intensive courses
Illustrate the ability to identify, locate, evaluate, and use informational tools for research purposes	information literacy intensive course (I); <u>all general education courses should include instruction in the evaluation and use of informational tools in research</u>

### Personal, Social, and Civic Responsibility

<u>Learning Outcomes</u>	<u>General Education Requirements</u>
Demonstrate ethical and cultural awareness and respect for diversity	Humanities distribution requirements; Social Science distribution requirements; AAS 210 African American Experience in Global Context; Foreign language distribution requirements; global studies intensive course (G); <u>all general education courses should include consideration of ethical concerns and respect for diversity</u>
Show appreciation for a global perspective	AAS 210 African American Experience in Global Context; Foreign language distribution requirement; global studies intensive course (G); <u>all general education courses should include discussion of global perspectives</u>
Apply appropriate modes of social interaction among peers, colleagues, and community	GAC 101, GAC 102 Freshman Seminars I & II; <u>all general education courses should include consideration of social interaction among peers, colleagues, and community</u>
Express knowledge of self-management, health and wellness, and leadership	4 credits of Health and Wellness; <u>all general education courses should include development of self-efficacy and leadership skills</u>

### African American Heritage

<u>Learning Outcomes</u>	<u>General Education Requirements</u>
Display knowledge of African and African American history and artistic or literary production and its impact	AAS 210 African American Experience in Global Context; African American heritage course (A); <u>all general education courses should include consideration of African and African American history</u>
Demonstrate knowledge of and value for the history of Cheyney University and other HBCUs as important sites of education	GAC 101, 102 Freshman Seminar; African American heritage course (A); my addition AAS 210

### Cultural and Artistic Expression/Literacy

<u>Learning Outcomes</u>	<u>General Education Requirements</u>
Demonstrate engagement with and appreciation for global expressions of the arts and of other cultural elements.	Humanities distribution requirements; global studies intensive course (G); AAS 210 African American Experience in Global Context
Show an understanding that all forms of art and culture are collaborative constructs which are distinctly rich and internationally distinct	Humanities distribution requirements; social science distribution requirements