

General Education Course Learning Goals

The General Education Task Force seeks to determine whether students' overall General Education experience addresses the ten goals proposed by the task force.

226 invitations

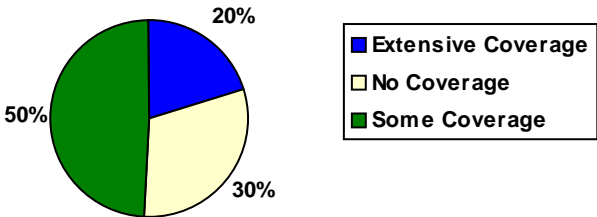
109 valid responses

To what extent is each of the following proposed general education goals covered in this course?

	Valid Responses	Extensive Coverage		Some Coverage		No Coverage	
		%	#	%	#	%	#
Aesthetic Sensibility	109	20%	22	50%	54	30%	33
Ecological Perspective	109	39%	43	40%	44	20%	22
Effective Communication	109	20%	22	58%	63	22%	24
Ethical Responsibility	109	69%	75	29%	32	2%	2
Information Literacy	109	34%	37	49%	53	17%	19
Problem-solving Abilities	109	60%	65	33%	36	7%	8
Technological Literacy	109	66%	72	28%	31	6%	6
Community Awareness and Involvement	109	33%	36	50%	55	17%	18
Culturally Diverse Perspective	109	38%	41	44%	48	18%	20
Personal Growth and Development	109	44%	48	47%	51	9%	10

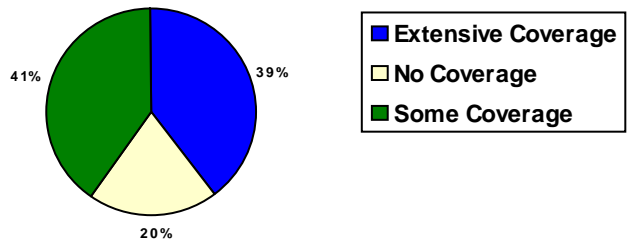
To what extent is the following proposed general education goal covered over all courses?

Aesthetic Sensibility

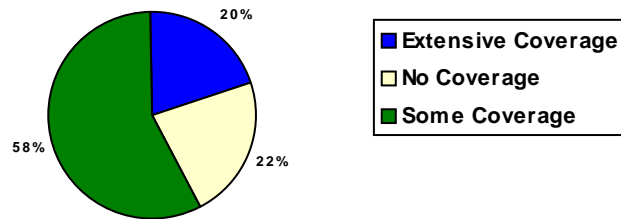


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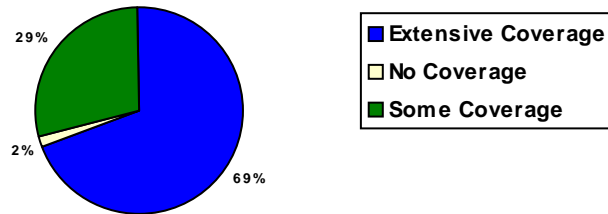
Ecological Perspective



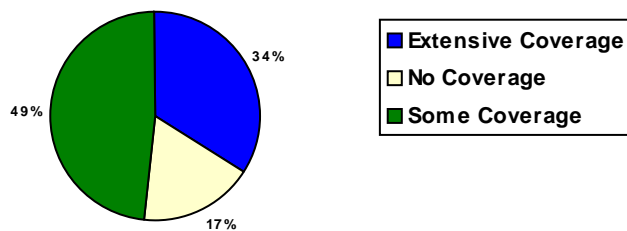
Effective Communication



Ethical Responsibility

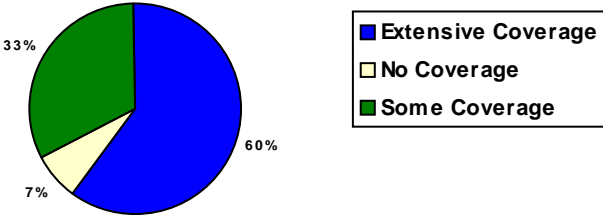


Information Literacy

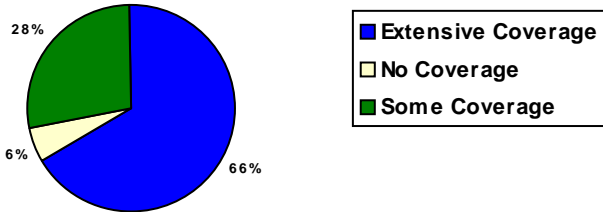


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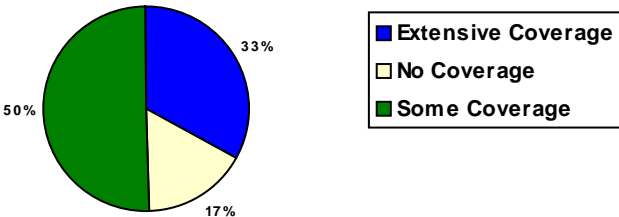
Problem-solving Abilities



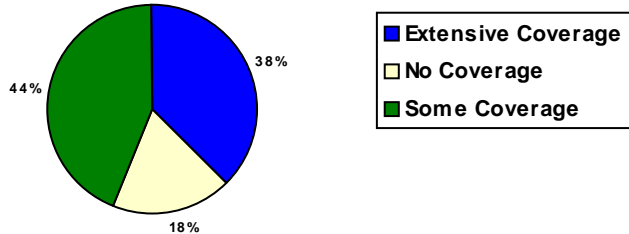
Technological Literacy



Community Awareness and Involvement

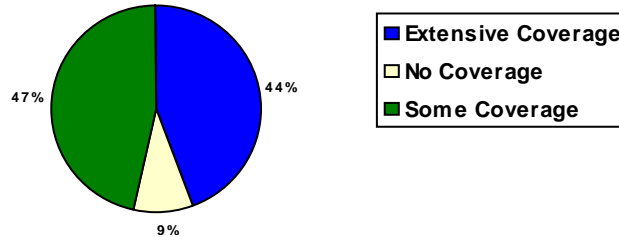


Culturally Diverse Perspective



To what extent is the following proposed general education goal covered over all courses?

Personal Growth and Development



Comments

I introduce all of the gen ed goals briefly, but do not address aesthetics, ecological perspective, or technological literacy beyond that.

Students complete an introductory portfolio on the nine undergraduate learning goals. Reflective papers are written on the goals that indicate where the student's strength and weakness may be with respect to each goal. In addition, the student identifies ways that each goal may be developed. Community awareness is addressed through the portfolio and also through a requirement that 10 SL hours be completed in an educational setting as a part of the class requirement. Critical thinking and problem solving is largely addressed through text reading (Becoming a Critical Thinker) and in-class exercises.

I have not integrated Goal #10 into my Styles and Ways class in any significant way, mostly because it is new and I am not that familiar with it yet.

Students do a tremendous amount of work for a one-credit course. They get much critical thinking and other much-needed skills out of the course.

HUM 2510 is an online course, with a range of assignments designed in particular to fulfill the FGCU general education learning goals of Aesthetic Sensibility, Information Literacy, and Technological Literacy.

All students in Styles and Ways are required to compose a portfolio on the FGCU learning goals and outcomes. The amount of coverage depends on the student involvement and thus the coverage cannot be assessed until after the course is complete and a generic "Some Coverage" is warranted but not adequate.

The Honors section of HUM 2510 is an online course, designed in particular to fulfill the FGCU general education learning goals of Aesthetic Sensibility, Information Literacy, and Technological Literacy.

I don't see the difference between information literacy and technological literacy. What are you getting at here?

I introduce and discuss the first 9 outcomes. One assignment focuses on community involvement. The emphasis of the course is on critical thinking which includes effective communication, information literacy, and problem-solving skills.

The Styles and Ways of Learning course for first year students is meant to introduce students to the Student Learning Goals and educational outcomes developed by the university. Toward that end, I attempt to include an introduction, example or demonstration of one of the goals at the end of each class. Also, I have assigned students for group presentations exploring one of the goals for the class at the end of the semester. Students may use media, posters, lecture, examples, etc. They must also answer the question "" Why would the university select this learning outcome as an important goal in its education of students?""

This is a web based course that offers the student to communicate through writing and discussion on the discussion board, openly via the FGCU internet web site.

This is general biology, but in the context of the learning academy. Some of the approaches I'm using this fall tie closely to topics covered in communications and effective learning that my cohort students are enrolled in.

The course supports the University's mission in all of the core areas, in particular ecological sustainability, community/civic engagement, ethical responsibility, and cultural diversity. The students work in the University's regional service community to a) enhance quality of life in the community and b) apply the theories and principles from the course in a real-world context. The course also build communication, technology, information and problem-solving skills through online and applied research projects.

By the selected readings, by their practice, by their use of the Internet for resources, and by the content of their own work, we address in some form or fashion all the learning outcomes.

This class is for the health care majors, and the students are presented with critical thinking questions as well as a few diseases that they will commonly encounter. The students are also encouraged to seek additional resources on certain subject matters that are aligned with course material.

Among many other shores, the students are required to conduct an interview with a member of an environmental organization and present their findings to the class.

The course is a ""problems"" approach to the study of philosophy, emphasizing critical thinking and coherent, relevant writing.

As an introduction to the history of philosophy the course did not address the importance of technological literacy. In terms of the listed education goals, it focused most explicitly on personal growth and development, culturally diverse perspectives, and ethical responsibility.

The Learning Goals and Outcomes are introduced to the students during this course. Therefore, all of the Learning Goals are defined, discussed, and analyzed in a portfolio assignment. In the survey, I only marked the Learning Goals that connected to specific readings, discussions or in and out of class activities and assignments.

The Learning Goals and Outcomes are revisited in Connections as a follow up to the Styles and Ways introductory assignment.

While it is not part of the general education requirements, my course on Art and Ecology has extensive coverage of all the ten goals. It was designed with all ten goals as an integrated learning experience. Feel free to contact me at mmcshane@fgcu.edu should this help in your data acquisition, I will provide a syllabus for the seminar.

All the adjunct professors in API and APII are working with Dean Heinemann to evaluate the courses. *break*

GLR

BECAUSE OF THE FIRST YEAR READING PROGRAM, ALL THESE GOALS WERE COVERED IN A NATURAL MANNER THIS SEMESTER.

IDS 1301L covers all of the Learning Goals well, compared to other courses, because of the nature of the curriculum and focus on the FGCU Learning Goals & Outcomes. For example, my students and I this semester, went to the Charlotte County Airport to assist in clean-up efforts there from extensive damaged cause by the hurricanes this season. The Airport Authority and community were served, while the students are being shown the importance of being active in the community which supports FGCU. I believe this, more than anything else, (1) demonstrates to the community that FGCU students are expected to be community volunteers and participants, and (2) emphasizes to the students the message of being community aware, hopefully all of their lives. *break* *break* Jeff Jinian

Each of the learning goals and outcomes is discussed during class as a review to see what progress the students have made in achieving them.

We need to get from SACS more support in Academia and Money to better improve the educational system. Some of the goals above should intrinsically be part of any educational system, school and into the society and it should not be taken as a measure for accreditation process and to harass educational institutions from being "accredited". With all due respect, SACS is acting like a bad private agency harassing the teaching/learning process, and many of its members are trying to get their particular agenda which is not beneficial for our society now and in the near future.

I don't see how some of these goals could reasonably be expected to be covered in class, particularly a physics class.

The primary suggestions I would offer to improve this course would be a reconsideration of the text(s) used. If structured properly this course can provide the resources for a student to secure monumental insight into themselves in the context of their higher education goals. Students have the opportunity to take a very thorough Campbell Interest & Skill Survey Career Assessment (<http://www.pearsonassessments.com/tests/ciss.htm>) as well as the MBTI. There has always been a consensus of this course requiring too much work for 1 credit, hence consideration of initiating a 2 or 3 credit allocation for this section would be another suggestion. The affirmative self efficacy and anti-attrition effects this class can facilitate are immense, however mechanisms should be created for IDS 1301L faculty to share ideas on curricular delivery and collaborative guidance by the curricularists would bring more quality to the student experience in this course. On a final note I feel Styles & Ways can serve as an excellent means of academic direction as many faculty have taken efforts to suggest attendance at events like the Annual Majors Fair (<http://enrollment.fgcu.edu/advising/MajorsFair.htm>)

The course was obviously heavily focused on environmental issues; however, students also cultivated communication and technology skills and learned about local environmental issues. Some lab exercises involved using EXCEL spreadsheets and graphing capabilities, and students were required to submit their lab reports in a scientific journal-style format. Topics like hydrology and surficial processes familiarized students with some environmental issues in SW FL, such as declining groundwater levels. Students considered questions on how to address these issues through policy, technology, etc.

I believe I received as much information from the students as they received from me. I enjoyed this experience to the extent of volunteering to do it again in spring 05. *break*

This course focuses on helping students improve their writing skills.

Basically this course is designed to acclimate the incoming freshmen to college life and introduce a new way to think about learning at the college level. We have portfolios that contain dividers which address all ten objectives so we discuss and consider every one of them throughout the semester.

I believe some of these questions apply to any course, such as Personal Growth and Development and Technological Literacy.

My course covers a wide range of cultures--both in the context of their historic past and in contemporary perspective. It is my intention to heighten students' awareness regarding the broad diversity that is our human experience. *break*
