Meeting Expectations -
Matching Student Learning and Course Objectives -
Gen Ed Workshop
Friday, Dec. 12, 2008
Whose expectations?

Our expectations as instructors

Students’ expectations

Program & Department expectations
We are teaching -
   Are they learning?
   What are they learning?
   What should they be learning?

What do we want them to learn?
   What are the course objectives?
   What are the Distribution Area (etc.) objectives?
The Workshop’s Objectives Today:

What are our Gen Ed Learning Objectives?
- For Distribution Areas?
- For Writing Intensive Sections?
- For LEH300-LEH301?

How/What are students learning?
- How students meet the objectives
- How objectives are not met
Who is at each table:

Gen Ed Liaisons-
Area I – Elhum Haghighat – Individuals & Society
Area II – Dene Hurley – Socio-Political Structures
Area III – Marsham Castro – Literature
Area IV – Bill Hoffman – The Arts
Area V – Bertrade Banoum – Comparative Culture
Area VI – Kathy Lopez – Historical Studies
Area VII – Julie Maybee – Knowledge, Self & Values

Natural Sciences
Heather Sloan

Writing Intensive
Vinny Prohaska

LEH300-LEH301
Mary Carroll
What is on each table:

Gen Ed Brochure: in which -
Definition of Objectives from past Workshops
Description of Learning Fluencies
Description of Applied Learning Competencies
List of Distribution & NS Courses
Check-off list for Today’s Tasks

Samples of syllabi

Samples of student work

Worksheets:

Grid for All Gen Ed Objectives and Foundations/Areas
Grid for Each Area/NS: Individual Courses
Grid for your course

Comment Sheet: Learning Objectives

Comment Sheet: Student Work & Objectives

Sign-In Sheet
GENERAL EDUCATION:
Study and learning alongside major and minor concentrations
“The largest major.”

As Curriculum (required courses):
Foundation Courses (7-9 courses),
Distribution Courses (7 courses) & Natural Sciences (2 courses)
LEH300 & LEH301 (2 courses)
Writing Intensive Sections (3 before 60 credits, 1 after)

As Skills, Competencies, Abilities, Knowledge:
Five basic fluencies (literacies, abilities, skills)
Six Applied Competencies (areas of subject knowledge, perspectives)
The 2002 Gen Ed Curriculum:

General Education
Requirements for Graduation

Liberal Arts Learning Goals

- Effective Communication
- Quantitative Understanding and Scientific Inquiry
- Information Literacy
- Technology and Media Literacy
- Critical thinking and modes of inquiry on the Individual, Society, Socio-political Structures, on Literature and the Arts and Comparative Cultures, on Historical Studies and Self and Values
- Multidisciplinary inquiry and experience

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<tr>
<th>Foundation</th>
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<tr>
<td>Communication (6-8 courses)</td>
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<td>- English Composition (1-2 courses)</td>
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<tr>
<td>- Foreign Language (1-2 courses)</td>
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<tr>
<td>- Writing Intensive (4 courses)</td>
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| Quantitative (1 course)             |
| - Mathematics (1 course)            |

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<tr>
<th>Distribution</th>
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<tr>
<td>Individual and Society (1 course)</td>
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<tr>
<td>Socio-Political Structures (1 course)</td>
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<tr>
<td>Comparative Culture (1 course)</td>
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| Literature (1 course)               |
| - The Arts (1 course)               |

Knowledge, Self and Values (1 course)
Natural Sciences (2 courses with lab)
(This requirement is not like the others!)

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<tr>
<th>Integration</th>
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<td>Multidisciplinary courses (2) on Liberal Arts &amp; Sciences and The American Experience</td>
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NOTE: This brochure is a summary of degree requirements and does not include all the details or possible ways of meeting the General Education Requirements for Graduation. Be sure to check the Undergraduate Bulletin and speak with your academic advisors.
General Education Learning Objectives

Two Types of Learning Objectives

I. TO DO = FLUENCIES  Skills or Abilities to think, communicate, analyze, interpret, etc.

II. TO KNOW = APPLIED COMPETENCIES  Areas or Subjects that comprise basic knowledge, the practical results of thinking, communicating, interpreting as applied to distinct bodies of knowledge
Learning Objectives

Foundation Courses:

“TO DO”

What should students be able to do?

• Skills
• Abilities
• Literacies:
  Quantitative, Information, Academic

Fluencies
GEN ED FLUENCIES

Communication & Language

Abilities & Skills

Communication & Language (written, oral, using English and other languages; also visual-graphic, aural non-verbal languages): to express oneself cogently, effectively – conclusions from observations, judgments, ideas, values.
Scientific (using laboratory technology and methodology, experimentation and demonstration, observation and confirmation): to understand scientific methodologies, the design of experiments and studies to test hypotheses, to make experimental observations....
Scientific

Informational and Technological

Informational & technological (using Internet & similar shared resources, computerized and multi-media data): to locate, identify, reproduce, communicate information with full respect for its provenance and ownership rights.

Communication and Language
Quantitative (using mathematical concepts, expressions, graphical representations): to apply mathematics in various fields and disciplines – natural and social sciences and humanities – and to explain the significance of applied mathematical concepts.
Critical and Analytical (using multiple disciplinary tools to compare and contrast, to make connections and explain relationships): to recognize and make connections among different disciplines and texts, articulate questions raised by such connections, and use one perspective on an issue to enlighten another.
Five Fluencies

- Communication and Language
- Informational and Technological
- Scientific
- Critical and Analytical
- Quantitative
Learning Objectives of the

Distribution Areas:

“TO KNOW” – what students should know

Applied Competencies -

Core areas of knowledge

• fundamental knowledge,
• basic orientation in core disciplines,
• a foundation in essential subjects
How Distribution Areas and Courses Fulfill Learning Objectives (I-II)

**Applied Socio-Politico-Economic Competencies:** systematic knowledge of individuals, their impact on society, society’s impact on them and how individuals are constituted within a social context. Analytical understanding of current political, economic and social structures, issues and relationships, and of the impact of socio-political structures.

**Area I: Individuals and Society**
- ANT (WST) 206: Women and Men: Anthropological Perspectives
- BLS (WST) 239: Black Women in America
- LAC 231: Latinos in the United States
- LAC 232 Family and Gender Relations among Latinos
- LNG 150: The Phenomena of Language
- POL 230: Immigration and Citizenship
- PSY 166: General Psychology
- SOC 166: Fundamentals of Sociology

**Area II: Socio-Political Structures**
- ANT 211: Intro. to Cultural Anthropology
- BLS 166: Intro. To Black Studies
- BLS 246: Modern Africa
- ECO 166: Intro. To Macroeconomics.
- GEH 101: Intro. to Geography
- GEH 235: Conservation of the Environment
- GEP 204: Basic Mapping: Applications and Analysis
- GEP 210: Intro. To Environmental Science
- POL 150: Contemporary Political Issues
- POL 166: American Political System
- POL 211: Public Policy
- POL 217: Criminal Justice
How Distribution Areas and Courses Fulfill Learning Objectives (III-IV)

Applied Aesthetic Competencies (literature & the arts): To understand the complexity of texts, their underlying process and structure, and their relationship to the human experience; to appreciate creative/artistic expression in order to participate actively in individual aesthetic and creative experiences; and to use works of literature and art as a basis for phenomenological analysis and interpretation of the human condition, which analysis and interpretation may lead to a truth, some truth, or an approach to truth.

Area III: Literature
- BLS(LAC) 241: Afro Caribbean Literature
- BLS 242: African Literature--Past & Present
- BLS 267: African American Literature
- ENG 222: Literary Genres
- ENG 223: English Literature
- ENG 226: Shakespeare
- ENG 227: American Literature
- ENG 229: Contemporary Urban Writers
- ENG (WST) 234: Women in Literature
- ENG 260: American Minority Literature
- FRE 232: Francophone World
- IDW (CLT) 211: Classics of Western World: Ancient & Medieval
- IDW (CLT) 212: Classics of Western World: Renaissance & Modern
- IDW(CL&T) 213: Classics of the Asian World
- LAC (PRS) 214: Literature of the Caribbean
- SPA (LAC ) 233: Latin American Lit. in Translation

Area IV: The Arts
- ARH 135: Introduction to the History of Asian Art-Islamic, Buddhist, and Hindu Cultures
- ARH 167: Tradition and Innovation in Art of the West
- ART 109: Observation and Visual Experience
- ART 110: Elements of Visual Communication
- BLS 175: African-American Theatre and Dance
- BLS 266: The Social Aspects of Contemporary Black Music
- COM 212: History of the Cinema I
- COM 213: History of the Cinema II
- DNC 235: Dance Perspectives
- HUM 250: The City & the Theatre
- MSH 114: Intro. to Music
- THE 241: The Art of the Theatre
- THE 243: Alternative Lifestyles in Drama
How Distribution Areas and Courses Fulfill Learning Objectives (V)

**Applied Cultural Competencies:** to analyze processes, problems and prospects in diverse cultures and societies, by examining social and cultural diversity worldwide, by understanding the historical processes that give rise to diversity; to understand cultural components such as identity, race and ethnicity, nationality, family, history, language, gender, economy, ecology, technology, philosophy, aesthetics, politics, ideology, values, religion, migration, and the dynamism of culture.

**Area V: Comparative Culture**
- ANT (WST)(LAC) 210: Women in Latin America
- ANT 230-238: Selected Studies in Society and Culture
  - 230: Africa---231: Middle East---232: Europe---
  - 233: India---234: Oceania---235: Native North America --236:
    - Southeast Asia---237: East Asia--- (LAC) 238: Latin America
- BLS 167 Introduction to African Studies
- BLS 232: African Civilizations
- BLS/LAC 235: Afro-Caribbean Societies
- BLS(WST) 240: Women In African Society
- GEH 240: Urban Geography
- HIS 249 Islamic Civilization
- IAS 250 (ANT/SOC 250): The Italian-American Community
- MLJ 211: Intro to Multilingual Media
- POL 266: Politics and Culture
- POL (RUS) 220: Russia Today
- PRS 213: Puerto Rican Culture
How Distribution Areas and Courses Fulfill Learning Objectives (VI)

Applied Historical Competencies: to interpret the past through documents, artifacts, and other primary source materials in order to understand the past and the present in historical context, by locating and evaluating traditional and Internet sources, forming an interpretation based on these sources, and communicating ideas and conclusions about major events, ideas, institutions, personalities, and changes of the past.

Area VI: Historical Studies
ANT 212: Ancient Peoples and Cultures
BLS 245: African-American Heritage
HIS 241: Modern Western Civilization 17-19th Century
HIS 242: Contemporary European History
HIS 243: The Foundation of the U.S.
HIS 244: Modern United States History
HIS 246: Ancient Civilization
HIS 247: Medieval Civilization
HIS 250: Understanding History: Selected Topics
LAC/HIS 266: Intro. Latin America & The Caribbean I
LAC/HIS 267: Intro. Latin America & The Caribbean II
POL 241: Globalization
PRS 212: History of Puerto Rico
**How Distribution Areas and Courses Fulfill Learning Objectives (VII)**

**Applied Competencies in Individual Values:** to use systematic ways of conceiving the world through myth, politics, religion, morality, logic and philosophy in order to develop an ability to reflect critically on systematic modes of thought, and specifically to rearticulate important arguments and modes of thought.

**Areas VII: Knowledge, Self, and Values**
- ACU 266: Classical Myth and the Human Condition
- AMS 111: American Culture: Value & Traditions
- BLS/PHI 169: Intro. To African Philosophy
- PHI 170: Intro. to Logic
- PHI 171: Problems of Philosophy
- PHI 172: Contemporary Moral Issues
- PHI 173: Justice and Society
- PHI 174: Theories of Human Nature
- PHI 175: Philosophy of Religion
- POL 172: Great Political Thinkers
How Distribution Areas and Courses Fulfill Learning Objectives (Science)

Applied Scientific Competencies: to demonstrate critical thinking and problem solving as applied to the natural world; to discuss, present and write about science concepts; and to analyze and evaluate data and articles published in various media.

Natural Science: You will also need to complete two semesters of natural science courses with an attached laboratory course. You may select from the following courses:

- ANT 171: Intro. to Human Evolution
- ANT 269: Intro. to Human Variation
- AST 117: Astronomy of Stellar Systems
- AST 136: Astronomy of Solar Systems
- BIO 166: Intro. to Organismic Biology
- BIO 167: Principles of Biology
- BIO 183: Human Biology
- BIO 184: Plants and People
- CHE 114/5: Essentials of General Chemistry
- CHE 136: Elements of Chemistry
- CHE 166/167: General Chemistry
- GEO 100: Marine Science
- GEO 101: Physical Geology
- GEO 166: Processes of Global Change
- GEO 167: Evolution of the Earth
- PHY 135: Fund. Concepts of Physics
- PHY 140: Physics of Sound
What about the LEH300-LEH301 sections?

- No single or set “applied competency”
- Multi-Disciplinary – at least three disciplines
- Upper division (60+ credits): complexity in thinking, writing

What about Writing Intensive sections?

- Often a section of a Distribution Area course
- Various levels
- Guidelines: Do they need elaboration?
Back to Historical Record: Previous Gen Ed Workshops

- Proceedings from 2004 and 2005
- Original Definitions: Drafted and Revised
- Objectives, Implantation, Communication, Evaluation

Review of the Previous Workshops’ Proceedings:

- Separate out the Fluencies from the Applied Competencies
- Succinct Identification of Competencies (Core Knowledge)
- Revision of Objectives?
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<th>Foundation Courses</th>
<th>Distribution Areas</th>
<th>Capstone</th>
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<td>ENG110-1</td>
<td>WI Sections</td>
<td>Mathematics</td>
<td>Foreign Language</td>
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<td>Fluencies</td>
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Grid-Work & Syllabi

• Review the summary checks: fluencies and applied competencies

• Individual Courses: what objectives would you include in the individual courses of your area?
  • Check off objectives for your own course...
  • Add objectives?

• Can Distribution Area objectives be broken down or refined or separated into constituent parts?

• What are the objectives in your course, in courses where you have syllabi? Fill out the Individual Course Grids.
Matching Student Work to Objectives:

• Does student work demonstrate that an objective (or several objectives) has or have been met?

• Are the course objectives aligned with the Area objectives, and does student work show this?
Commentaries:

• Your Notes on the student work, its strengths, its weaknesses

• Your Notes on the Area objectives: how to define them more effectively, more clearly, more usably
What Happens Next?

The Review and Communication of Learning Objectives

• Review of the Workshop notes and suggestions by the Distribution liaisons
• Submit the Workshop notes to the Undergraduate Curriculum Committee
• Presentation of the Results to the General Education Advisory Council
• Publication of the Results on the Lehman Web page: General Education

• Introduction and Explanation of Area objectives and Course objectives in course syllabi
College General Education Advisory Committee

Gen Ed Coordinator (Whittaker, R)
CC Chair (Jacobson, B)
Provost (Papazian, M)
A&H Dean (Bernstein, D)
NSS Dean (Kunstler, R)
Education Dean (Eldridge, D)
Assoc Provost for Enrollment Management (Troy, R)
Asst. Dean, Undergrad. Studies & Study Abroad) VanVoorhis, L
Director FYI (Wyckoff, S)
Director ISSP (Forde, A)
Director ASE (Calvet, L)
Director IR (Tumelty, S)
Assoc. Dir., Undergrad. Studies (Weisz, C)
Registrar (Capocci, J)
WAC (Avedon, E; Wolfe, M; Yood, J)
CPE (Bard, A)
Library, Info. Literacy (Farrell, R; Voge, S)
Gen Ed Liaisons: representatives of 7 Distribution Areas
Representatives of Natural Sciences, English, Mathematics, Foreign Languages (as Gen Ed courses)
The Application of the Learning Objectives

• Review of Current and New Distribution Area courses by Curriculum Committee
• Review of Writing Intensive sections
• Review of LEH300-LEH301 sections
Distribution courses are 100 and 200 level courses without prerequisites that meet at least 3 of the following skills development criteria:

- full-time staffing
- writing intensive assignments
- oral expression
- computer literacy
- critical thinking
- data analysis/numerical literacy
- library/data base literacy
Summary – Assessment of this Workshop process:

✓ What was most useful about your work today?

✓ What would you suggest be changed or done differently for a future workshop?

✓ In what Gen Ed area do you teach, and how long have you been teaching courses in this area?