

**Implementation Plan**  
**Seven Ad Hoc General Education Committees**  
**Prepared by: Faculty Senate Executive Committee**  
**1/21/2014**

**MOTION**

**Motion to Recommend Establishment of Ad Hoc Committees to Simplify and Reduce the Learning Objectives in Goals 5-11 of the Core Curriculum  
Referred by the Curriculum Committee**

The Faculty Senate moves to establish ad hoc committees for Goals 5-11 of the Core Curriculum in order to simplify and reduce the learning objectives for each of these areas and review the wording of the goals in order to support assessment. Membership of each committee would consist of: (1) a member of each department involved in that area of the Core; (2) the CCAC member that represents that area of the Core; (3) a second member of CCAC outside of that area; (4) a member of the Faculty Senate Curriculum Committee; and (5) the Assistant Vice Provost for Academic Assessment (or designee) in a nonvoting capacity.

**Rationale:**

Among the issues raised at the Faculty Senate retreat was the feeling that the Goals of the Core Curriculum had too many Learning Objectives and that in some cases the Goals and Learning Objectives were poorly phrased. The Faculty Senate Curriculum Committee and the Core Curriculum Advisory Committee agree that ad hoc committees should be formed to study Goals 5-11 of the Core Curriculum with a mandate to review the phrasing of goals and objectives and to reduce the number of objectives associated with each goal. The committees will include people who teach courses that meet those goals, people who help oversee the Core Curriculum, and people who are familiar with assessment, which will help with the crafting of goals and objectives that better reflect what we want students to learn and better facilitate the process of assessment.

**IMPLEMENTATION**

The motion calls for seven committees with membership from relevant Colleges/Departments, the Senate Curriculum Committee, and the Core Curriculum Advisory Committee. Bill Kennan will be asked to charge the Deans of the relevant colleges (CEHD, VPA, CHBS, CSAT, and COBE) with finding the College/Department representatives for the committees based on the department membership identified below. Bill will provide those names to the Chair of the FSCC and the Chair of CCAC. The Chair of CCAC will be responsible for appointing two members to each committee as specified in the motion. The Faculty Senate Curriculum Committee will be responsible for appointing a representative to each committee. The FSCC representative will be responsible for convening the initial meeting and reporting the results to the Chair of the FSCC and the Chair of CCAC. The charge for each committee is to simplify, clarify, and reduce the number of learning objectives for each area. The goal is to have no more than two learning objectives per goal.

**University Core B**

**Subcommittee Goal 5:** Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems. Radford University students will be able to:

- a. identify and interpret relationships among numeric, symbolic, and graphical information
- b. generate mathematical models using numeric, symbolic, and graphical information for use in real world applications
- c. solve problems using numeric, symbolic, and graphical information

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from Mathematical Sciences—Just Math

**Subcommittee Goal 6:** Radford University students will understand the methodologies of scientific inquiry; think critically about scientific issues and understand that the results of scientific research can be critically interpreted;

participate in informed discussions of scientific issues; and describe the natural/physical world within the context of a specific scientific discipline. Radford University students will be able to:

- a. employ scientific methods to gather and analyze data and test hypotheses in a laboratory setting
- b. distinguish between findings that are based upon empirical data and those that are not
- c. explain the relationships among the sciences and between science, technology, popular media, and contemporary issues in society
- d. explain how scientific ideas are developed or modified over time based on evidence
- e. use the language of science

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following Natural Sciences –CSAT departments of ASTR, BIOL, CHEM, GEOL, and PHYS

**Subcommittee Goal 7:** Radford University students will understand the importance of the search for answers to humankind's most fundamental and profound questions and the ways in which these questions have been examined. Radford University students will be able to:

- a. explain the nature and methods of inquiry in the humanities
- b. describe and explain differing views of the meaning, value, and purpose of life
- c. explain historical, philosophical, religious, or literary sources according to societal or cultural perspectives
- d. interpret and critically evaluate historical, philosophical, religious, or literary expressions of the human experience

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following Humanities (FORL, ENGL, HIST, PHIL, POSC, RELN)—all are in CHBS

**Subcommittee Goal 8:** Radford University students will experience and analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will be able to:

- a. analyze works of art in terms of the medium's distinctive language and syntax
- b. identify and explain how works of art express human values and experiences within specific historical, cultural, and social contexts
- c. identify and explain how the visual and performing arts have been used as vehicles for
- d. influencing culture
- e. evaluate works of art from the perspectives of aesthetic and critical criteria

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following Visual and Performing Arts (Art, Music, Theater, Dance)—all are in VPA

**Subcommittee Goal 9:** Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

- a. explain the social or cultural factors that shape individuals' ideas and behaviors
- b. explain how individual and collective behaviors shape societies and cultures
- c. explain social or behavioral science concepts
- d. use social or behavioral science concepts to interpret real-world problems, including the
- e. underlying origins of such problems

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following Social/Behavioral Sciences (ANSC, APST, ECON, GEOG, HIST, POSC, PSYC, RELN, SOCY)—2 members from CSAT (ANSC and GEOG); 1 member from CEHD (APST); 1 member from COBE (ECON); and the rest from CHBS.

### College Core A

**Subcommittee Goal 10:** Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

- a. explain basic facets of the American experience with attention to unity and diversity in American society
- b. use material studied to explain contemporary issues in the United States
- c. evaluate common institutions in American society and how they have affected, or continue to affect, different groups

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following U.S. Perspectives (APST, ECON, ENGL, GEOG, HIST, POSC, SOCY)—1 from CEHD; 1 from COBE; 1 from CSAT the rest from CHBS.

### Subcommittee Goal 11:

Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

- a. compare and contrast different perspectives used to explain the world or international issues
- b. use material studied to explain cross-cultural issues in the world
- c. evaluate differences and similarities among world cultures that affect perceptions, beliefs, or behaviors, and thus relationships between those cultures

**Committee Membership:** Two representatives from CCAC, One representative from FSCC, and one representative from each of the following Global Perspectives (CVPA, ENGL, FORL, GEOG, HIST, INST, ITEC, PEAC, RELN, SOCY, THEA, WMST)—2 from VPA; 2 from CSAT (GEOG and ITEC) ; and the rest from CHBS.

### Timeline:

It is essential these revisions be completed by the end of the Spring 2014 semester so CCAC can begin developing a new assessment plan. As Ebenezer keeps saying—right now RU does not have an assessment plan because the old plan was shelved last year in order to provide more information for SAC. In order to achieve that goal the following timeline is proposed.

1. Subcommittee formed by January 31, 2014.
2. Subcommittees provide recommendations to CCAC by March 7, 2014.
3. CCAC approves and provides recommendation to FSCC by March 28, 2014.
4. FSCC provides recommendation to FSEC by April 3, 2014.
5. Motion introduced to Senate on April 10, 2014.
6. Motion voted on by Senate April 24, 2014.