

1. Choose one of the courses that you teach regularly and list the learning outcomes embedded in that course:

Does the course that you chose carry any of the current GE attributes? Check all that apply.	FYW	WRI	ORC	FOL	SPM	AQR	HWC	MCD	MCG	ALS-A	ALS-L	BTS-B	BTS-T	SED	IST	HBS	EIN
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	-------	-------	-------	-------	-----	-----	-----	-----

2. To what extent do your learning outcomes connect to the learning areas in the hypothetical Reflective/Integrative GE Model below?

	<i>Reflective/Integrative GE Learning Areas</i>					
Rate the extent to which the learning outcomes for your course might connect with the broad learning areas of this hypothetical integrative GE model. (1 = limited connection, 2 = moderate connection, 3 = strong connection)	Art, Literature, and Creativity	Scientific Inquiry in Context	Reasoning about Ethics and Religious Faith	Global Histories, Power, and Society	Languages and Cultures	Understanding Intersectional Identities
Rate Your Course---->						

3. Compare your ratings with the ratings of those at your table. Then propose one way in which you might contribute to an integrative GE curriculum. Do the responses at your table suggest any possible opportunities for collaboration? If you wish, consider one of the other GE Task Force models that have been outlined or one of the models in Hanstedt’s book (described on the reverse).

Preliminary Models from the GE Task Force:

- **Course Attribute 2.0:**
 - First Year Experience (1 credit)
 - Communication (3 credits): Writing, Oral, Writing in the Major
 - Religion, Theology, and Faith (1 credit)
 - Moral Reasoning (1 credit)
 - Empirical Reasoning (2 credits): Natural Sciences, Social Sciences
 - Communities and Identities (2 credits): United States, Global
 - Numerical or Logical Reasoning (1 credit)
 - Pastness/Historical Studies (1 credit)
 - Languages and Literatures (3 credits): Second Language Familiarity, Reading Literary Texts
 - Kinesthetic Learning (2 credits)
 - Creative and Artistic Expression (1 credit)
 - Wild Card (1 credit)

- **Common Curriculum:**
 - First Year Learning Communities focused on cross-curricular capacities
 - Attribute model with attribute satisfaction evaluated separately from course performance:
 - Effective Communication: language proficiency (# varies with language), writing (4), oral (2), creative expression (1)
 - Ways of Knowing: scientific reasoning with lab (1), quantitative reasoning (1), moral reasoning (1), historical inquiry (1), reasoning about faith (1), knowing through art (1), knowing through literature (1), knowing through kinesthetics (1)
 - Content Knowledge: religious belief and practice (1), power, society, and race in historical context (1), contemporary issues and controversies in a global world (1), historical issues and controversies in a global world (1)
 - Senior Year Learning Communities reflecting on cross-curricular capacities

Models in Paul Hanstedt's Chapter 2:

- **The Strands Model:** Courses from various disciplines address topical strands or themes.
- **The Core-Distributional Model:** Distributional requirements are combined with core courses, such as a FY seminar or capstone.
- **The Core-Only Model:** All students complete a common set of courses taught by faculty from all departments and programs.