

# GE Design Strategies

Faculty Presentations January 2012

# The Big Picture

- Help students learn, lead, and build by *developing* the
  - Capacity to
    - inquire
    - analyze
    - communicate
  - Character to live with
    - integrity
    - stewardship
    - service

# Capacity & Character

- **Inquire**
  - Critical Evaluation
  - Awareness of complexity & ambiguity
  - Synthesize information
- **Analyze**
  - Logical thinking/ quantitative thinking
  - Problem solving
  - Innovative thinking
- **Communicate**
  - Communicate skillfully (oral, written, digital, multiple languages)
  - Understand different perspectives
  - Work collaboratively
- **Integrity**
  - Integrate faith and study
  - Integrate testimony and behavior
- **Stewardship**
  - Stewardship of personal resources
  - Stewardship of shared resources
- **Service**
  - Research, design, and lead efforts to serve in local and global arenas

For all:

## **(0-8) Language Requirement**

Through 201. 101 considered remedial. Communicate:  
*different perspectives; Analysis: problem solving*

## **(3) Math/Adv. Analysis**

A range of courses that teach quantitative reasoning/logic.

Analysis: *problem solving, quantitative reasoning*

**[Point of discussion: what level is high enough?]**

## **(1) Health/Wellness**

Stewardship: Personal sustainability, life-long health

I

### **(3) Local Communities: La`ie**

Case studies in living as servant-leaders in a community. An interdisciplinary introduction to La`ie, Ko`olauloa and Hawai`i. Introduces Hawaiian culture and language, the history of La`ie and the history and mission of the university, and local landscapes and ecosystems.

*Inquire: critical evaluation; Communicate: writing; Service: engage in service locally; Stewardship: shared resources (cultural and environmental)*

### **(3) Inquiry I**

An interdisciplinary study of a problem or theme. Introduces students to academic inquiry, intellectual rigor, basic research skills/information literacy, and epistemological issues related to seeking learning by study and faith.

*Inquire: critical evaluation; Analyze: problem solving; Integrity: integrate faith and study*

**[Point of discussion: common topic/readings, independent, or hybrid?]**

### **(3) English 101**

*Communicate: writing; Integrity: integrate testimony & behavior*

**[Point of discussion: linked to Inquiry I or not?]**

II

## **(12) Inquiry II**

Problem- or theme-based courses. Categories: natural sciences, social sciences, humanities. (Prerequisites: Inquiry I and English 101)

*Each must focus on at least 2-3 of the core GE outcomes.*

## **(3) History 202: World Communities**

An intro to modern world history and globalization. Global focus based on foundation of freshman 'local communities' course. (Prerequisites: Local Communities, Inquiry I, and English 101)

*Inquire: critical evaluation; Analysis: problem solving;  
Integrity: integrate faith and study*

III

## **(3) English 315**

(Prerequisites: History 202; min. 60 credits)

*Communicate: writing; Inquire: critical evaluation; Analysis:  
problem solving; Integrity: integrate faith and study*

(0-8) Language Requirement

(3) Math/Adv. Analysis [**what level would be sufficient?**  
**how much remediation needed?**]

(1) Health/Wellness

I

(3) Ka Moku o Ko`olauloa: Local Communities

(3) Inquiry I [**common topic/readings?**]

(3) English 101 [**linked?**]

II

(12) Inquiry II (Natural Science, Social Science, Humanities)

(3) History 202: World Communities

III

(3) English 315



## Stage 1 (9)

Goals: critical evaluation, logical thinking, clear communication; also issues of integrity/integration of faith and learning, stewardship, service)

### **3 cr Local Communities**

Inquiry, Communication, Service, Stewardship

### **3cr Inquiry I: Inquiry & Analysis**

Critical evaluation,  
Logical thinking

<linked?>

### **3cr English 101:**

Clear Communication, Integrity

## Stage 2 (15)

Goals: keep working on critical evaluation, logical thinking, clear communication  
Add: Recognize ambiguity & complexity  
Problem solving, Recognize multiple perspectives

### **3 cr Global Communities**

### **12cr Inquiry II**

Shared templates and outcomes  
Flexibility on topics and degree of coordination  
At least 2-3 outcomes per course

Take 2 courses in the areas you are not majoring in

INQ 2: Natural Sciences

INQ 2: Social Sciences

INQ 2: Humanities

## Stage 3 (3)

Goals:  
Synthesize, Innovate, Collaborate

### **3cr Adv Writing**

39 credits  
total

**1cr Health/Wellness: Personal sustainability/stewardship**

**3cr Math/Advanced Analysis: A range of courses that teach quantitative reasoning/logic**

**0-8cr Development of second language ability if needed; if not needed then take elective classes**