**Essential Learning Course Review**

To help ensure that all students are able to meet Essential Learning outcomes as they enter their major, Faculty Senate—acting on a recommendation by the General Education Working Group--has charged the Essential Learning Committee with reviewing all current Essential Learning courses’ place on our curriculum map (see attached map and sample entry).

For each Essential Learning course in your department, please provide the following information.

Department:

Course Number:

Course Title:

Essential Learning Category of Course:

|  |  |
| --- | --- |
| Essential Learning Outcome (Fill in **all** outcomes required of the Essential Learning courses in the category. Not all categories will have the same number of Essential Learning outcomes to meet.) | Description of how the course meets the outcome |
| Outcome #1: |  |
| Outcome #2: |  |
| Outcome #3: |  |
| Outcome #4: |  |

--The description of how the outcome is met should be a brief (no more than a few sentences, less if you can manage it) narrative summary describing how a particular assignment or type of assignment used in all sections of the course contributes substantially to a student’s abilities in relation to the particular learning outcome. Please note that the means of demonstrating the outcome must be assessable.

--Please attach a syllabus that is representative of how the course is typically taught.

Signature of Department Head\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

**Draft Curriculum Map and Sample Review Handout**

Here is the current draft of the curriculum map, as set by the General Education Working Group, but based mostly on feedback provided by the department heads. The top row lists the Essential Learning Categories and the left column lists shorthand versions of the Essential Learning Outcomes (full versions provided below the chart).

Essential Learning courses provide important tools that enable students to fully realize their potential at the baccalaureate level. When students have completed the Essential Learning program, they possess strong abilities in critical thinking, quantitative analysis, and communication that enable them to pursue the higher-order skills required by our academic majors. Upon completing CMU’s Essential Learning program, a student will be able to:

--Produce effective arguments and summaries in written English.

--Present information effectively in spoken English.

--Demonstrate quantitative literacy.

--Critically examine and evaluate an argument.

--Demonstrate investigative and analytical thinking skills to solve problems.

--Select and use appropriate information or techniques in an academic project.

--Construct an academic project using techniques and methodologies from multiple disciplines.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Milestone | English | Math | Humanities | SBS | Fine Arts | Nat. Sci. | History |
| Writing | X | X |  | X | X | X |  | X |
| Speaking | X | X |  |  |  |  |  |  |
| Quantitative literacy |  |  | X |  |  |  |  |  |
| Examine argument |  | X |  | X | X |  |  | X |
| Investigative/Analytical  thinking |  | X |  |  | X | X | X | X |
| Select/use information |  | X |  |  |  | X | X | X |
| Multiple disciplines | X |  |  |  |  |  |  |  |

Department: LLMC

Course Number: ENGL 150

Course Title: Introduction to Literature

Essential Learning Category of Course: Humanities

|  |  |
| --- | --- |
| Essential Learning Outcome (Fill in **all** outcomes required of the Essential Learning courses in the category. Not all categories will have the same number of Essential Learning outcomes to meet.) | Description of how the course meets the outcome |
| Outcome #1: Writing. | All sections of ENGL 150 require their students to produce at least 10 pages of polished, revised prose. |
| Outcome #2: Examine and evaluate an argument. | All sections of ENGL 150 require students to construct and defend interpretations of the literature in the course via analytical prose. A key part of that formal process is to read and evaluate others’ ideas about the literature in order to build one’s ideas. |
| Outcome #3:N/A | N/A |
| Outcome #4:N/A | N/A |