**School of Professional Studies  
General Education**

**General Education Statement**

The School of Professional Studies (SPS) views general education as a complimentary set of curricular and co-curricular experiences that enable students to become informed critical thinkers with a strong sense of social awareness and of diversity.  Through comprehensive curricula, students acquire knowledge and skills to communicate effectively, reason abstractly, evaluate/interpret data, draw conclusions based on evidence, and apply learning to real world experiences.

**General Education Core Competencies**

The School of Professional Studies (SPS) offers students a breadth of coursework to prepare them as a productive and professional citizenry. After completion of a degree program in SPS, students will be able to:

1. Reason abstractly and think critically (liberal learning, professional preparation)
2. Develop effective oral and written communication skills, and present images and information using appropriate media (professional preparation)
3. Synthesize quantitative information and formulate evidence-based conclusions (liberal learning, professional preparation)
4. Identify, locate, and effectively and ethically use information from various print and digital sources (liberal learning, ethics)
5. Explain the origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, and (c) the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted (liberal learning)
6. Analyze and evaluate information from a scientific perspective to develop reasoned solutions to real work problems (liberal learning, professional preparation, ethics)
7. Discuss social justice and its impact in a diverse world (ethics)
8. Utilize skills for living as responsible, ethical and contributing citizens (professional preparation, ethics)

**School of Professional Studies General Education Multi-Year Assessment**

| **Year** | **Outcome** | **Course(s)** | **Semester Analysis** | **Method** | **Instrument** | **Benchmark** | **Findings** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Synthesize quantitative information and formulate evidenced-based conclusions (Quantitative Literacy) | Math 109 (Found of Math) | SPR 16  FA 16 | Quiz – item analysis | Quantitative Competency Exam | 75% |  |
| Math 108 (Finite Math) | SPR 16  FA 16 | Quiz – item analysis | Quantitative Competency Exam | 75% |  |
| HUMR/SOCY 311(M) (Res. Methods) | FA 16 | Exam: item analysis | Senior Capstone Presentation | 75% |  |
| BADM 213(M) (Quantitative Methods in Bus.) | FA 16 | Exam: item analysis | Quantitative Competency Exam | 75% |  |
| MATH 110 (Statistics) | FA 16 | Exam: item analysis | Exam question(s): TBD |  |  |
| Identify, locate, and effectively and ethically use information from various print and digital sources (Information Literacy) | INT 109 (Info. Literacy)  HUMR 499(M) BADM 499(M) (Senior Seminar)  EDCC 250 (M) | SPR 16  FA 16 | Written Paper | Final Paper | 85% |  |
| 2 | Apply effective oral and written communication skills, and present images and information using appropriate media. (Communication) | COM 290 (Public Speaking) | FA 17 | Oral Examination | Capstone Speech | 85% |  |
| ENGL 106 (Eng Comp)  ENGL 107 (Eng. Comp) | SPR 17  FA 17 | Research Paper | Assignment: TBD | 75% |  |
| HUMR 499 (M) CJUS 499 (M) BADM 499 (M) JAMS 499(M) (Senior Sem.) | SPR 17  FA 17 | Presentation | Senior Capstone Presentation | 85% |  |
| Discuss social justice and its impact in a diverse world (Social Justice) | SOCY 100 (Intro to Soc.) | FA 17 | Written Prompt | Capstone Assignment | 85% |  |
| 3 | Reason abstractly and think critically (Critical Thinking) | PHIL 103 (Reasoning and Arg.) | FA 18 | Prose Analysis | Capstone Assignment | 85% |  |
| Utilize skills for living as responsible, ethical and contributing citizens (Ethics and Personal and Professional Development) | PHIL 252 (Practical Ethics) | FA 18 | Portfolio Review | Capstone Portfolio: Self-Reflection portfolio | 85% |  |
| PHIL 253 (Bus & Prof. Ethics) | SPR 18 | Portfolio Review | Capstone Portfolio: Self-Reflection portfolio | 85% |  |
| JAMS 301(M) (Media Ethics) | SPR 18 | Essay | Assignment: TBD | 80% |  |
| 4 | Analyze and evaluate information from a scientific perspective to develop reasoned solutions to real world problems (Scientific Literacy) | ENVS 101 (Env. Sci) | FA 19 | Examination: item analysis  Laboratory Report | Exam Questions:  (Item numbers TBD) | 75% |  |
| 5 | Explain the origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, and the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted (Arts and Letters). | FNAR 102 His of Fine Arts  JAMS 200 (M) | SPR 19 | Written Prompt | TBD | 75% |  |

(M) = General Education assessment embedded in major