

Dear

Plan for Review

To date, CEPP has performed the following:

- o Discussed the merits of curricular review and the potential benefits given the rationale for review.
- o Discussed the role of assessment in the process. An important component of our work will be to continue to review the work that has been done to date. Further, we will continue our assessment efforts as they relate to the role of GE requirements in fulfilling the GSLD.
- o Collected and conducted preliminary review of the general education guidelines at approximately 100 liberal arts colleges.

Timetable for CEPP's review of the GE curriculum:

1. Ongoing Continue to collect, examine and incorporate assessment related data with the assistance of the DoF/VPAA, the Associate Deans, Lisa Christianson and other relevant administrative offices. Continue our review of GE requirements at other liberal arts colleges.
2. September Formalize the role of assessment in the review process, including ways to map connections between the GSLD and the GE curriculum and possible further assessments whose results will be helpful in our deliberations.
3. October. Hold a Committee of the Whole discussion at the October faculty meeting.
4. October and November. Consult with smaller

Appendix A: Goals for Student Learning and Development

I. Knowledge

Acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences and social sciences
Understand social and cultural diversity in national and global contexts
Demonstrate advanced learning and synthesis in both general and specialized studies

II. Intellectual Skills and Practice

Think critically, creatively, and independently
Gather, analyze, integrate, and apply varied forms of information; understand and use evidence
Communicate effectively
Interact effectively and collaboratively with individuals and across social identities
Engage and take responsibility for learning; strive for excellence

III. Personal and Social Values

Examine one's own values and their use as ethical criteria in thought and action
Interrogate one's own values in relation to those of others, across social and cultural differences
Develop practical competencies for managing a personal, professional and community life
Apply learning to find solutions for social, civic, and scientific problems

IV. Transformation

Integrate and apply knowledge and creative thought from multiple disciplines in new contexts
Embrace intellectual integrity, humility, and courage
Foster habits of mind and body that enable a person to live deliberately and well
Develop an enduring passion for learning