**LEAP Essential Learning Outcomes and GC’s Core Curriculum**

LEAP (Liberal Education and America’s Promise), under the aegis of the AAC&U has developed a set of Essential Learning Outcomes (ELOs) as a “response to contemporary demands for more college-educated workers and more engaged and informed citizens.” These ELOs are:

|  |
| --- |
| **LEAP Essential Learning Outcomes:****Knowledge of Human Cultures and the Physical and Natural World*** Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring**Intellectual and Practical Skills, Including*** Inquiry and analysis
* Critical and creative thinking
* Written and oral communication
* Quantitative literacy
* Information literacy
* Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance**Personal and Social Responsibility, Including*** Civic knowledge and engagement—local and global
* Intercultural knowledge and competence
* Ethical reasoning and action
* Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges**Integrative and Applied Learning, Including*** Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems |

In Fall 2018 the General Education Committee (GEC) was tasked with mapping the set of ELOs developed by LEAP to GC’s Core Curriculum to judge the extent to which our existing Core Curriculum achieves these ELOs. In mapping the ELOs the GEC reviewed each *area* of the Core Curriculum (eg Area A1, A2, B1, B2, etc), rather than particular *courses* in the Core Curriculum because we wanted to ensure that all students would meet the expected ELO regardless of which course they took within a particular area. A second point to note is that in several cases the GEC separated the ELO as articulated by the AAC&U. For example, rather than looking for an area of the core that incorporated the ELO ‘Critical and creative thinking’ as envisioned by AAC&U we looked for an area that incorporated ‘Critical Thinking’ and another area that incorporated ‘Creative Thinking.’ The following table lists the ELO on the left hand column, and the area of GC’s Core Curriculum that meets the ELO in the right hand column.

|  |  |
| --- | --- |
| **LEAP Essential Learning Outcome** | **GC Core Area that meets the ELO** |
| Inquiry and analysis | Area D |
| Critical thinking | Area B: GC1Y |
| Creative thinking | Area C2 |
| Written Communication | Area A1; [Also C1?] |
| Oral Communication | - |
| Quantitative Literacy | Area A2 |
| Information Literacy | Area B: GC1Y |
| Teamwork | - |
| Problem Solving | Area D |
| Civic Knowledge (Local and Global) | Local: GA Regents Exam RequirementGlobal: Area B: GC2Y |
| Civic Engagement (Local and Global) | - |
| Intercultural Knowledge and Competence | Area B: GC2Y |
| Ethical Reasoning  | Area C1 |
| Foundation and Skills for Lifelong Learning | This should be captured by the entire curriculum, rather than a particular area of the Core |
| Synthesis across general and specialized Studies | Capstones within the Major. [Information on this is being gathered by the Registrar’s office and should be forthcoming] |

Thus, our Core Curriculum incorporates most of the LEAP ELOs, except for three. The GEC had the following discussion about the three ELOs that we do not currently guarantee for all our students:

**Oral Communication**: This might be incorporated in one of the areas of the core rather easily. The GEC proposes that we engage in a wider discussion on campus about ways to incorporate oral communication in our Core Curriculum.

**Team Work**: The GEC proposed inviting all faculty currently teaching GC2Y courses to discuss if they would be amenable to using the “fourth hour” to incorporate assignments involving team work such as group presentations. [Perhaps this would also include oral communication?]

**Civic Engagement**: The GEC discussed the logistical challenges of providing Civic Engagement Opportunities for over 1000 students each year, and having a means to tabulate it. Given the logistical challenges we thought that this was an element that was best left as one of several possible engaged learning opportunities for students without requiring it within the core curriculum.