**DRAFT
GEN ED REVITALIZATION PROPOSAL: From LEAP ELOs to WSU GELOs**

**LEAP ELO 1: 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.

**GELO 1: CONTENT KNOWLEDGE**: The knowledge addresses students’ understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well-defined in R470 and further refined by Core and Breadth Areas committees.

**LEAP ELO 2: Intellectual and practical skills** including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.

**GELO 2: INTELLECTUAL TOOLS:** The tools focus on students’ practice using and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively.

**LEAP ELO 3: Personal and social responsibility** including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

**GELO 3: RESPONSIBILITY TO SELF AND OTHERS**: The sense of responsibility highlights students’ relationship with, obligations to, engagement of, and stewardship over themselves, others, and the world to promote diversity, social justice, and personal and community well-being.

**LEAP ELO 4:** **Integrative and applied learning** including synthesis and advanced accomplishment across general and specialized studies.

**GELO 4: CONNECTED AND APPLIED LEARNING**: Student learning across Gen Ed classes should be connected and applied in meaningful ways to their lives to ensure that the knowledge and skills are not inert but remain actively utilized in and out of school.

Each of these GELOs has an assessment plan associated with it at the Gen Ed program level. That is, we expect students to acquire these program-level GELOs by the end of their 39 credit hours of Gen Ed classes. Each class is expected to contribute to the realization of the GELOs by engaging students in a **Big Question** that allows students to connect the information in a class to broader issues and concerns that can be of personal or social relevance. For example, students in Gen Ed Botany may be introduced to the topic by the big question *How do plants contribute to the quality of human life?* In Psychology, students may be asked to consider *How can psychological science strengthen them as students and learners*? Then to encourage the activities identified by the GELOs, faculty in each Gen Ed class should require a **Signature Assignment** in which students integrate and apply (GELO 4) Gen Ed class content (GELO 1) to analyze (GELO 3) the personally or socially relevant (GELO 3) big question. This assignment can be additionally assessed by the Center for Instructional and Institutional Effectiveness for evidence of the GELOs. It is our expectation that completing a signature assignment in each of a student’s 13 or so Gen Ed courses will support his or her success in achieving the GELOs.