



General Education Syllabus Common Elements

The five sections that follow constitute the common elements that all gen ed courses should include. Where they occur and the information beyond what is specifically provided for the capacity description and signature assignment is strictly up to each instructor. For continuity's sake across the gen ed curriculum, please use the section headings provided here. [An optional syllabus template can be found [here](#).]

I. Purposeful Learning

[This section can serve as the de facto “invitation” to the course (and/or field of study). Consider your “big dream” for your students as well as how the course relates to a learner’s prior experience and how it might contribute to their future studies or professional lives. How does it align with program objectives, including general education goals? Are there related courses that students might find of interest after taking this one?]

II. Developing Your Capacity for [Capacity]

[Capacity description and proficiencies from each capacity as provided below.]

III. Course Learning Outcomes

[A list of all course learning outcomes, including those that clearly align with required capacity proficiencies.]

IV. Course Assignments

[A list of assignments used to assess all course learning outcomes; be sure that each capacity proficiency is assessed somewhere.]

V. Signature Assignment

[Following the generic intro provided below, describe the signature assignment (process artifact or culminating artifact) designed to showcase the learner’s developed capacity. Consider including an overview here with details provided in a separate file. Provide a rubric, checklist or other assessment guide here or in Moodle. Be sure to tie the learning goals of the signature assignment back to the capacity requirements.]

The signature on this signature assignment will be yours. This assignment will showcase your significant learning in this course's specific capacity and field of study. You'll also have the opportunity to personally reflect on relationships between course material, other courses, your community, yourself, and your sense of purpose.

Capacity Text [for common element II]

Developing Your Capacity for Communication and Expression

A student's capacity for communication and expression prepares them to identify, develop, and express ideas with specific audiences in mind and to receive and appreciate others' ideas.

Students who have developed their capacity for communication and expression will:

1. Identify and develop ideas.
2. Express ideas.
3. Receive and appreciate ideas.

Developing Your Capacity for Creativity and Innovation

A student's capacity for creativity and innovation prepares them to understand and engage in the creative process and to discover and implement original and useful approaches to projects and/or complex problems within any context or discipline. This capacity fosters the self-confidence and imagination necessary to innovate boldly and to bring a product or solution to fruition. Creativity that leads to innovation is an ongoing and iterative process, whereby students learn to improve their work through experimentation, ongoing practice, and by considering and incorporating feedback.

Students who have developed their capacity for creativity and innovation will:

1. Recognize opportunities for creativity and innovation.
2. Identify and describe the intention and value of the innovative work or solution.
3. Execute creative and innovative projects and solutions.
4. Iteratively improve their creative and innovative ideas.

Developing Your Capacity for Equity, Diversity, and Inclusion

A student's capacity for equity, diversity, and inclusion prepares them to engage in a lifelong, intentional, and continuous process of learning culturally affirming ways of being, interacting, and behaving that contribute to equitable living outcomes in both global and local communities. EDI prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences (including but not limited to: race, ethnicity, Indigeneity, gender, gender identity or expression, disability, body size, age, sexuality, social class, religion, linguistic background, and nationality); and develops tools in service of a diverse, equitable, and inclusive society.

Students who have developed their capacity for equity, diversity, and inclusion will:

1. Identify the intersectional positions occupied by themselves and other people.
2. Decode and interrogate representations of identity, culture, and other social categories.
3. Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.

Developing Your Capacity for Inquiry and Analysis

A student's capacity for inquiry and analysis prepares them to ask meaningful questions, to gather, analyze, evaluate, and synthesize information. They can also articulate how the process by which information is understood, consumed, and produced contributes to an understanding of the world and shapes decisions, conclusions, and actions.

Students who have developed their capacity for inquiry and analysis will:

1. Ask research questions, propose hypotheses, and/or make claims that are appropriate to a discipline.
2. Utilize a discipline-appropriate method to collect and organize pertinent information.
3. Analyze and evaluate information.
4. Form reasoned conclusions from information.
5. Relate knowledge to a larger context.

Developing Your Capacity for Numerical Literacy

A student's capacity for numerical literacy prepares them to reason well and solve quantitative problems situated within a variety of disciplinary and interdisciplinary contexts. Students learn to ask quantitative questions about their world, identify appropriate methods to interpret data, and clearly communicate their results in a variety of formats.

Students who have developed their capacity for numerical literacy will:

1. Accurately apply mathematical computations and models to solve real-world problems.
2. Apply relevant methods to evaluate quantitative data and identify patterns or trends for further exploration.
3. Express numerical data or quantitative information accurately, effectively communicating reasoning and results with suitable notation and terminology.
4. Draw valid conclusions based on quantitative data and mathematical procedures, interpreting results in context, and communicating rationale clearly.