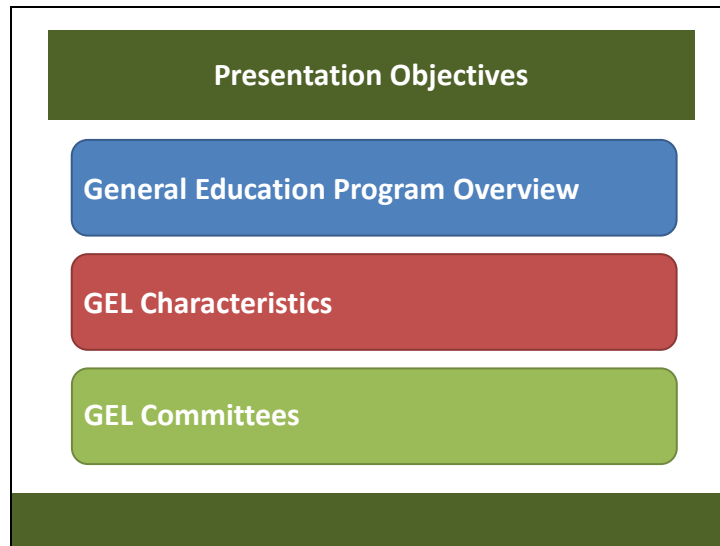


**An Introduction to the General Education
Program and General Education Literacies (GELs)**

This presentation contains audio; please ensure that your
speakers are turned on.

Welcome to the General Education and GEL presentation! In this presentation you will learn about the General Education Program at Kaplan University, and how it utilizes both a core curriculum and distributed General Education Literacies, or GELs, to ensure students learn these important skills. This presentation contains audio; please ensure that your speakers are turned on.

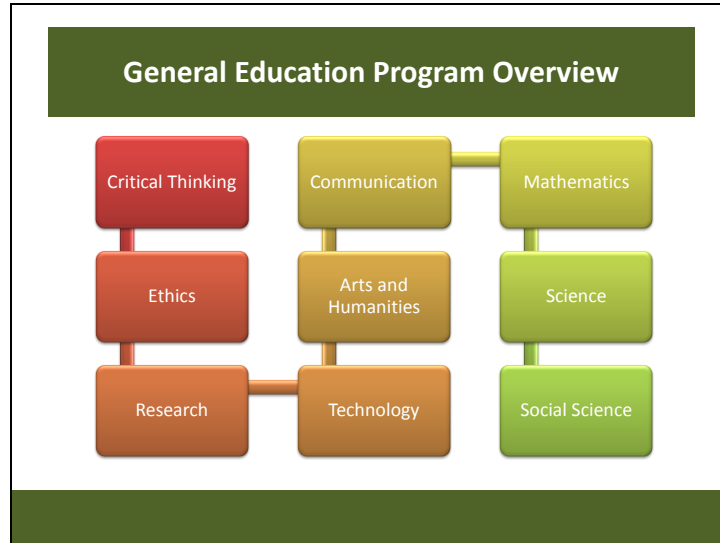


In this presentation you will learn about Kaplan University's General Education Program, the part that General Education Literacies (or GELs) play in that program, what GELs are, and how through the GEL Committees, faculty subject-matter experts ensure our students gain mastery in the areas of communication, critical thinking, ethics, humanities, mathematics, research, science, social science, and technology.



GEL PROGRAM OVERVIEW

In this section of the presentation you will learn about the General Education Program at Kaplan University.



The goal of the General Education program is to ensure that students understand and can apply ethics, critical thinking, research, technology, arts and humanities, communication, mathematics, science, and social science to their personal, professional and academic lives.

General Education Program Overview

Associate programs:

Version A		Version B	
Course	Credits	Course	Credits
CM107 College Composition I	5	CM107 College Composition I	5
CM220 College Composition II	5	CM220 College Composition II	5
MM150 Survey of Mathematics	5	MM150 Survey of Mathematics or MM212 College Algebra	5

Three courses within a Kaplan University associate's degree program make up the core of the General Education Program.

Throughout 2013 the new Gen Ed Version B will be adopted by schools and implemented for their new students. During that process students already enrolled will continue following Version A. It will take a while for all Version A students to make it through and everyone to be onto Version B.

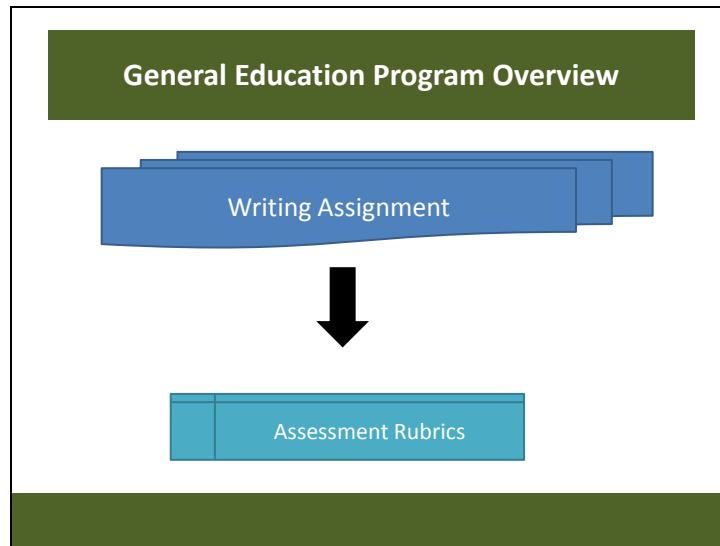
General Education Program Overview

Bachelor's Programs:

Version A		Version B	
Course	Credits	Course	Credits
CM107 College Composition I	5	CM107 College Composition I	5
CM220 College Composition II	5	CM220 College Composition II	5
MM150 Survey of Mathematics	5	MM150 Survey of Mathematics or MM212 College Algebra	5
HU300 Art & Humanities	6	HU200 Critical Evaluation in the Humanities or HU250 Humanities and Culture or HU245 Ethics	5
SC300 Big Ideas in Science	6	SC200 Discovering Science: Current Issues in a Changing World or SC250 Science for Everyday Life or SC235 General Biology I – Human Perspectives or SC246 Fundamentals of Microbiology	5
SS310 Exploring the 1960s	6	SS211 The 1960's- Reshaping the American Dream or SS250 The Technological Revolution or SS236 People, Power, & Politics—An Introduction to American Government	5
n/a	n/a	CS204 Professional Presence	3
TOTAL	33		33

Thirty-three credits comprise the Bachelor degree program core of the General Education Program.

Version A will be phased out as student matriculate through their programs and new students are admitted using the Version B requirements.



In addition to these core courses, General Education is taught throughout each student's degree program through the use of General Education Literacy (GEL) course outcomes. Each required or elective course includes a writing assignment (measured by the Communication GEL) and the use of technology. Each required or elective course also includes an assignment which is based on one of the remaining seven GELs, which addresses the practical issues and engages students. For example, an accounting course would have several accounting-specific course outcomes, a Communication GEL, and an Ethics GEL.

Lastly the GEL courses, just like their discipline-specific course outcomes, are assessed with a course level assessment or CLA. The CLA in the GEL courses uses a rubric created by the respective GEL Committee.



GEL CHARACTERISTICS

In this section of the presentation, you will learn about the importance of GELs, how GEL affects students, and the GEL disciplines at Kaplan University.

The Importance of GELs

Students need an understanding of the interrelationship of the broad field of human inquiry.



GEL-focused education is needed so that via repeated practice and study throughout a degree program, students will understand the interrelationship of broad fields of human inquiry and how they apply to their personal and professional lives. GELs are therefore of tremendous importance. In 2008, an employer survey promoted by the Association of American Colleges & Universities found that the majority of employers were dissatisfied with the communication, critical thinking, ethical reasoning, problem-solving, etc. skills of their recent college graduate employees and felt that these skills were crucial to professional success. The same survey also felt that it was the role of colleges and universities to focus on these areas (AAC&U, 2008).

GELs and Consciousness

- Raises critical “soft” skills
- Makes connections for instructors and students



To be successful in college and in life, one must be able to communicate effectively, make ethical decisions, solve problems, and so on. In fact, these “soft” skills are a critical part of all college coursework. What is unique about Kaplan University's inclusion of GELs in all undergraduate coursework is that this step raises the teaching and learning of these skills to a conscious level.

This in turn makes the connections not only for students, but also for faculty. When students consciously practice and improve these skills throughout their college career, the students will emerge as better citizens, stronger professional contributors, and better alumni.



Many examples exist of the innovative types of assignments which map back to the GELs. For example in an accounting course which has implemented a Social Science GEL, students evaluate the cultural impact of scandals like Enron. Similarly, Legal Students research how copyright laws in the Napster case influenced new media culture. In a nursing course, students are asked to discuss the ethical implications when educating and treating minor patients with an STD diagnosis, and their knowledge is measured through the Ethics GEL. With the Arts & Humanities GEL, Criminal Justice students are asked how to consider systemic corruption, and discuss how the west defines corruption and how corruption may be considered a normal practice in different societies.



GEL COMMITTEES

In this section of the presentation, you will learn about the characteristics and roles of the GEL Committees at Kaplan University.



Currently Kaplan University has eight GEL Committees, with representation from across the university. Each committee contains faculty subject-matter experts who review assignments and help create resources for non-subject matter faculty teaching courses with GEL outcomes. Each GEL committee member has a relevant background and experience in the field. These subject-matter experts ensure that GEL skills are delivered robustly and comprehensively at Kaplan University.



Each of the eight GEL Groups at Kaplan University performs five specific functions. These functions are:

- writing the course outcomes tied to each specific literacy,
- writing the rubric used to assess a specific literacy (CLA) across the university,
- reviewing and approving the manner in which the outcome is taught in each course in which it is implemented,
- developing sample units and assignments as a resource for course developers implementing the outcome in each course, and ;
- providing subject matter support in the form of faculty development materials.

Congratulations!

You have completed this presentation.



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