Recommendation to Senate:

The Transforming General Education Task Force requests the Senate's provisional endorsement of our proposed Core Capacities.

If provisional endorsement cannot be granted, we request explicit direction from the Senate on how the capacities should be revised before being reconsidered. If provisional endorsement is granted, we will proceed with the formation of small, interdisciplinary subcommittees assigned and/or task force facilitated focus groups to develop capacities in more detail.

Each capacity subcommittee will:

1. Refine the name, definition, and description of the assigned capacity, informed by feedback from programs across campus, and consider and comment on transferability implications.

2. Identify and define 3-5 measurable proficiencies required to demonstrate the capacity. These proficiencies would need to be taught in all approved capacity classes.

3. Draft a developmental rubric that could be used to assess their 3-5 measurable proficiencies.

4. Consider additional questions assigned by the Transforming General Education Task Force, submitted by faculty, or raised by the subcommittee.

5. Develop a glossary for any capacity-specific terms.

6. Submit their recommendations to the Transforming General Education Task Force no later than February 26.

The General Education Core Capacities Under Consideration:

Purpose Integration

The capacity for Purpose Integration supports students' ability to engage in intentional and guided reflection to identify and assess their personal, intellectual, and professional goals, and to develop a flexible plan that moves them toward those goals.

> **Additional Questions:** What is "purpose" (and is "purpose" even the right word here)? Should "well-being" be considered a part of this capacity? Should life skills ("adulting") be addressed in this capacity?

Communication

The capacity for Communication equips students to create, develop, and express messages with an audience in mind (e.g., using writing, speaking, listening, dialogue, sound, visual images, media, embodied expression, and networked digital tools) and receive and analyze messages developed by others.

> **Additional Questions & Guidance:** Capacity proficiencies must focus on both sending and receiving communication (or expression, or whatever word is used). There are concerns about the name "Communication" creating confusion with the discipline of Communication. Is "Human Expression" or some other name more fitting? This capacity aims to broaden our communication capacity, but is there a risk of diminishing oral/written communication?

Numerical Literacy

The capacity for Numerical Literacy enables students to appropriately extract, interpret, evaluate, construct, communicate, and use quantitative information (e.g., numerical data, equations, graphs, diagrams, tables) and methods to solve problems, evaluate claims, and support decisions in students' everyday professional, civic, and personal lives.

> **Additional Questions & Guidance:** The Task Force notes that there is considerable resistance from students to numerical/quantitative courses, and we encourage the subcommittee to consider language that is inviting to students. Should this be a part of Inquiry & Analysis? Is "numerical" the right word, or "quantitative?" Is this *math*? How can we broaden this and open it to multiple disciplines. What level of mathematical knowledge (for instance, from high school) would students need to already have to pursue their capacity at SOU?

Inquiry & Analysis

The capacity for Inquiry & Analysis enables students to pose meaningful questions; gather, analyze, and evaluate relevant information; and articulate how that information contributes to an understanding of the world and shapes decisions, actions, and conclusions.

> **Additional Questions & Guidance:** Work on this capacity should be informed by AAC&U Value rubrics for Critical Thinking, Information Literacy, Inquiry, and Analysis. Capacity should be interdisciplinary but consider what methods of inquiry ("ways of knowing") students need to explore in order to develop a well-rounded capacity for Inquiry & Analysis. How can the description and definition of I&A be inclusive of many disciplinary approaches? Should students be required to dip into specific disciplinary lenses (like arts/humanities/social sciences/natural sciences/technology, etc.)?

Equity, Diversity, and Inclusion

The capacity for Equity, Diversity, and Inclusion prepares students to engage in an intentional and continuous process of learning culturally affirming ways of being, interacting, and behaving that result in equitable living outcomes in both global and local communities. EDI encourages the development of empathy, respect, and understanding around differences and the tools to help bridge those differences.

> **Additional Questions & Guidance:** What does it mean for 1 course to address equity, diversity, and inclusion? Should an intersectional perspective be required? Does the content and inclusion of marginalized voices need to be considered (e.g., percentage of reading is from scholars with marginalized identities who also do this work)? Beyond knowledge of marginalized groups and structural inequity, what skills are essential? How do, or should, we address concerns about who teaches a course for this area?

Creativity & Innovation

The capacity for Creativity & Innovation equips students to produce meaning and value for an audience, develop and apply imaginative solutions to complex problems, and incorporate feedback in an ongoing and iterative process of improvement.

> **Additional Questions & Guidance:** The task force would like this class to result in tangible results (students build/make/create artifacts) that are outward-facing. What counts as an artifact? How is creativity measured? How is innovation measured?