

General Education Skills and Competencies Courses

Goals 1 through 3 are currently addressed through the skills and competencies courses of the General Education program. This section provides descriptions, learning objectives, assessment rubrics, and assessment report forms for those categories.

Writing-Intensive First-Year Seminar (WIFYS)

The Writing-Intensive First-Year Seminar is an interactive course designed to introduce students to thought-provoking texts and subjects. The seminar assists students in developing four basic skills: writing, reading, discussion, and critical thinking. Students learn to communicate more effectively as writers; they also learn to read, discuss, and think more deeply and successfully. The seminars introduce students to some university resources, such as the library and the Learning Center. The Writing-Intensive First-Year Seminar assists students in making the transition from high school to the university by providing a small, interactive writing-intensive course. The learning objectives are assessed through the Common Final Assignment instrument.

Learning Objectives

Upon successful completion of the course the student will be able to

1. Understand writing as a recursive process of discovery, drafting, revision and editing;
2. Write essays that meet conventional academic expectations for clarity, organization, paragraphing, and grammatical control;
3. Discover and develop a thesis or main idea that is supported by examples and/or evidence;
4. Conduct academic research and to integrate ideas and knowledge from sources into the students' own writing;
5. Avoid plagiarism by properly quoting, paraphrasing and summarizing sources and documenting them according to a respected academic style such as MLA;
6. Comprehend and analyze college-level readings;
7. Demonstrate analytical and critical thinking skills; and
8. Engage in a college-level discussion.

World History I and II (HIS 105 and HIS 106)

World History I and II are included as mandatory courses in the Required Skills and Competencies Category of General Education. These courses help students acquire a basic cultural awareness through historical perspective. A basic competency in the skills associated with World History I and II is essential to comprehend our complex and diverse world and to participate in it. The skills and knowledge acquired while completing these classes serve as major pillars in the general education curriculum and

the student's entire academic experience. The world history requirement provides an awareness of how the past shapes current issues and conditions. These classes lay the scaffolding of broad cultural and intellectual awareness that facilitate continued student success in both the General Education program and the curricula associated with specific majors. World History I and World History II have the following specific learning objectives:

Learning Objectives

After completing World History I, students should demonstrate the following:

- 1a. A foundational understanding of world history to 1500;
- 1b. An ability to write clearly and think critically about world history to 1500;and
- 1c. An ability to analyze historical events and trends effectively.

After completing World History II, students should demonstrate the following:

- 2a. A foundational understanding of world history since 1500;
- 2b. An ability to write clearly and think critically about world history since 1500; and
- 2c. An ability to analyze historical events and trends effectively.

Introduction to Human Communication Studies (HCS 100)

HCS 100: Introduction to Human Communications Studies is a survey course examining the following aspects of human communication: (1) general theoretical overview of historical aspects and current models, (2) intercultural communication, (3) small group, organizational, and leadership dimensions of human communication, (3) interpersonal communication, and (4) public speaking strategies. Emphasis is placed on developing student sensitivity to and understanding of the necessity to adapt one's communication styles to various environment and sociological communication situations.

Learning Objectives

Upon successful completion of HCS 100, the student will be able to

1. Interpret and use human communication theories and models;
2. Identify and display understanding of theories and concepts of interpersonal communication;
3. Use theories and concepts of interpersonal communication to plan, conduct, and adapt effective interpersonal communication as part of class exercises and assignments;
4. Display understanding of small-group communication concepts and theories;
5. Use theories and concepts of small-group communication to plan, conduct, and adapt effective small-group communication as part of class exercises and assignments;
6. Identify the various rhetorical strategies required to effectively plan public speaking; and

7. Use rhetorical strategies of verbal and nonverbal communication in order to effectively deliver public speeches.

Mathematics Basic Competency Requirement

After completing the General Education math competency, students should be able to use numerical data and mathematical methods for analysis and problem solving. Specifically, they will be able to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers.

Shippensburg University requires all students to satisfy a college-level mathematics competency in order to qualify for graduation. Students who test are placed at one of the following levels:

Advanced: Students who place at the advanced level, based on SAT scores or the placement test, have fulfilled the university competency requirement.

College High or Low: Students who place at the college level, based on SAT scores or the placement test, must pass at least one college-level math course. Some majors require a particular course. Some majors require or suggest a second course as a prerequisite dependent on the individual student's score. Further, some students, based on their placement test and/or completion of developmental coursework, will be required to take a prerequisite course before taking the first math course required by their major. Please contact the mathematics department for more information.

Developmental: Students who score at the developmental level are required to improve their proficiency in mathematics. The work toward the satisfaction of this requirement must begin within one calendar year of enrollment at Shippensburg. Students who fail to meet this requirement will not be permitted to register for classes the following academic year. There are a variety of options available for meeting this requirement. Students who test at the developmental level will receive information about these options.

Learning Objective

The student exhibits the ability to solve problems involving mathematical models, including problem formulation, solution, and interpretation of the resulting answers.