

General Education Objectives and Courses

Assessment Notes. The document below the line describes the review and revision of the General Education (Gen Ed) program at Dallas Christian College that was put in place in the curriculum last year. The Chair of the Arts and Sciences Department (who oversees the Gen Ed program) and the Director of Academic Assessment have been in the process of developing a new assessment plan along with the necessary rubrics, but that work is not yet complete. The plan DCC is preparing to implement includes course embedded assessments in PHIL 3310 *Worldview and Ethics*, which is the capstone course, to assess the first three program level student learning objectives:

1. Be able to employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Be able to construct and deliver effective written and oral communication. (Communication)
3. Able to articulate a biblical worldview and engage with those with a different worldview. (Worldview)

The assignment(s) and rubrics are nearly completed for these.

4. The fourth program level student learning objective will be measured in HIST 3320 *American Christianity* with a course embedded assessment. This is a new objective, so the assessment for this objective is taking longer to develop: Able to connect past cultural context to the current cultural context. (Cultural Intelligence).

DCC also is working with [Peregine Global Services](#) to begin administering their General Education Assessment in order to have an external assessment to complement the course embedded ones.

The Arts and Science department expects to have these assessments partially implemented by the end of the Fall 2024 term and everything in place by the end of the Spring 2025 term.

Mission. The 2021-22 review and revision of the General Education Program (GEP) at DCC was prompted both by the need for regular review but also by the change of mission that occurred three years ago. The mission of DCC is to educate and mentor students to be people of influence, engaging in their calling to the work of Christ in the Church and in the world. The General Education curriculum emerges from the College's conviction that all students need an understanding of themselves, their world, and their community, combined with the ability to think and communicate effectively. The Arts and Sciences Department believes the revised program objectives and core courses support the mission of DCC by establishing the foundation for students to become people of influence.

Model. The Arts and Sciences Department is proposing a new model for the General Education Program. Rather than a different GEP program for each department, A&S is proposing a core group of classes that every student takes that amount to 30 hours plus orientation. This proposed core meets the requirements for a GEP, and assessment will be contained within those courses. Each department can then add 9-12 hours of general education classes (typically 100 and 200-level classes) that are needed to support the major(s) from that department.

Rationale

- A. Previously, A&S was assessing GEP objectives in general education classes and upper-level classes in the major. Because so many students are transfers, students who had not been through the DCC GEP were being assessed without the foundation of the GEP program. This approach means only those taking those classes will be assessed for the connected objectives.

- B. Having a core group of classes for the GEP will allow the A&S department to focus on developing those classes to meet program objectives and possibly have a consistent team teaching those classes and doing the assessments.
- C. This model enables department chairs to simply add the other classes they want to add to the general education curriculum to best support their majors.

Notes:

- 1. In developing this model, the A&S department understands that this approach may not work for the education department degrees, but the approach should work for all other departments.
- 2. If this model is adopted, the A&S department would work with the registrar’s office to accept transfer credit for most of the core courses.

Proposed New Program Objectives

- 5. Be able to employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
- 6. Be able to construct and deliver effective written and oral communication. (Communication)
- 7. Able to articulate a biblical worldview and engage with those with a different worldview. (Worldview)

Rationale: Even if a student does not have a biblical worldview, each student should be able to articulate one. In order to fulfill the great commission and be able to lead others, students need to be able to engage those with a different worldview.

- 8. Able to connect past cultural context to the current cultural context. (Cultural Intelligence)
Rationale: Cultures and worldviews are born out of the past. By helping students understand the past, DCC prepares students to better understand the present culture and serve effectively within it.

Proposed Core Classes and the GEP Objectives Supported by Each

The proposed objectives and courses have a strong overlap with the components of the [Texas Common Core](#) but do not include Government/Political Science or Creative Arts.

Course	Core	Communications	Critical Thinking	Worldview	Cultural Intelligence
DCC 101 or DCC 201	X				
ENGL-1310 Composition I	X	X			
ENGL-1320 Composition II	X (revise) ¹	X	X		
HIST-1311 World Civilization I	X		X	X	X
HIST-1321 World Civilization II	X		X	X	X
HIST-3320 American Christianity	X ²		X	X	X
MATH-1310 College Algebra	B ³		X		
MATH-1332 College Mathematics	A ³		X		
MATH-2342 Introduction to Statistics	C ³		X		
PHIL-3310 Worldviews and Ethics	X ⁴		X	X	
PSYC 1325 Cultural Competency	X ⁵	X	X	X	
SCIN-2310 Life Science	X		X		
SPCH-2310 Speech	X	X			

Notes:

- 1. The proposed revision of Comp. II would be to give it a strong focus on research, thus enhancing information literacy.
- 2. The President and VPAA both believe it is important that all DCC students take American Christianity to understand how Christianity spread across the United States and specifically to understand DCC’s roots in the Restoration Movement.
- 3. All students would take at least one mathematics class, choosing from A, B, or C based on their advisor’s recommendations. If additional math is needed, the extra math would be part of the added hours beyond the core.

4. This class is more focused on worldview than any other, so all students need to take it.
5. Accreditors require at least one social science class. The A&S department is proposing PSYC 1325 to be the social science class all students take.