

Development Day

Thursday, January 18, 2018

What will an educated person graduating from Fitchburg State University look like?

HOLMES DINING COMMONS

- 8:00 – 8:30 a.m. **Check-In**
- 8:30 – 8:45 a.m. **Welcome, Updates**
Dr. Alberto Cardelle, Provost and Vice-President for Academic Affairs
- 8:45 – 9:45 a.m. **“Essential Education...”** To be effective, General (i.e. “Essential”) Education must enable students to achieve compelling and easily understood learning outcomes. The keys are coherence within the general education curriculum and continuity between general education and the major.
- Paul L. Gaston, Ph.D.**
Trustees Professor, Kent State University
Paul L. Gaston, III, Trustees Professor at Kent State University, teaches English literature and higher education administration. An influential author and frequent speaker on higher education and curricular reform, he is the author of three recent works on general education: *General Education Transformed: How We Can, Why We Must* (2015), *General Education and Liberal Learning* (2010), and, with Jerry Gaff, *Revising General Education* (2009). His two other recent books are *Higher Education Accreditation: How It’s Changing, Why It Must* (2013) and *The Challenge of Bologna* (2010). He is one of four authors of the influential Degree Qualifications Profile. Recent articles consider subjects such as early rock ‘n’ roll, the Italian novel, computer dominated futures trading, accreditation reform, European higher education reform, George Herbert and the British hymn tradition, and the future of the book. He earned the M.A. and the Ph.D. from the University of Virginia, where he was a Woodrow Wilson Fellow.
For more information -- <https://www.kent.edu/english/profile/paul-gaston-iii>
- 9:45 – 10:30 a.m. **Small Group Discussions**
- 10:30 – 10:45 a.m. **Break**
- 10:45 – 11:30 a.m. **Small Group Reporting and Discussion**
- 11:30 – 12:00 p.m. **Respecting Practicalities: Translating Good Ideas into Practice**
Paul Gaston, Ph.D.
- 12:00 – 1:00 p.m. **Lunch: Colleague Discussions**
- 1:00 – 1:15 p.m. **Learning Outcomes...** Essential learning outcomes must be regarded by students, faculty, and advisors as **“essential education”** for the Fitchburg State graduate — not as a series of arbitrary hurdles to “get out of the way.” Essential learning outcomes must not be about general education alone, but more about opportunities for students along meaningful curricular pathways to their educational and career objectives.
Paul Gaston, Ph.D.

HAMMOND HALL

1:25 – 2:10 p.m.

Breakout Sessions I

Regarding essential knowledge, skills, & responsibilities, what is our collective understanding of what Fitchburg State students should discover from the clusters of LA&S learning outcomes related to the bullets below?

Each breakout session will be led by faculty facilitators and allow for discussion about what our students should learn from and/or have reinforced by the following clusters of learning goals in three different spheres of student learning: General Education; the Majors; and Co-curricular experiences:

1. FSU Graduates are Critical & Creative Thinkers - ELLIS WHITE LECTURE HALL

Aesthetic Analysis and Creative Expression: Analyze and interpret various forms of artistic and literary works, understand the contexts from which they emerge and which they reflect, articulate and defend their meanings and values, and use this understanding to craft works in any number of media including words, images, and sound.

Inquiry and Analysis: Engage with and answer questions about the biological, physical, and social world using scientific practices including analyzing and interpreting data.

Quantitative Reasoning: Analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.

2. FSU Graduates are Global Citizens - MAIN LOUNGE

Civic Learning: Apply knowledge of local, national and world history and governmental traditions, the values associated with democratic and civic institutions, and the intellectual and practical skills required to engage effectively in civic activities.

Diverse Perspectives: Identify and explore diversity across the spectrum of differences, and recognize different historical and contemporary cultural perspectives that are reflected in prominent problems such as in politics, society, science, the arts and/or global relations.

Ethical Reasoning: Assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

3. FSU Graduates are Lifelong Learners - ROOM G01

Integrative Learning: Integrate and apply knowledge from different disciplines and experiences to solve problems.

Personal Wellness: Enhance personal wellness by applying knowledge and practical skills related to physical, social, intellectual, and emotional well-being.

Information Literacy: Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.

4. FSU Graduates are Effective Communicators - ROOM G01B

Reading: Read to extract and construct meaning through interaction and involvement with written language and other media.

Speaking and Listening: Speak and listen to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Writing: Craft original texts to develop and express ideas working with different media including words, data and images.

2:15 – 3:00 p.m.

Breakout Sessions II (Repeated)