General Education Reform

A REPORT AND PROPOSAL SUBMITTED BY THE GENERAL EDUCATION TASK FORCE

MARCH 15, 2010

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EXECUTIVE SUMMARY OF RECOMMENDATIONS FOR GEN ED REFORM

The General Education Task makes the following recommendations:

1) That Kutztown University implement a new General Education program, valid with the incoming class in Fall 2011, and that the New General Education Program contain the following features:

1. Core Courses shared by all students (12 credits, as outlined below)
2. University Distribution Courses shared by all students (15 credits, as outlined below)
3. College Distribution Courses defined by college (as outlined below, subject to revision by March 1, 2011 by the College Curriculum Committees)
4. Competency Across the Curriculum Courses (21 credits), based on established themes and taught within disciplines, University Distribution and College Distribution courses (as outlined below), and any other courses not counted in the Core Curriculum.

2) That the new program be administered by the General Education Committee.

a) That this committee, already established by the bylaws of the University Curriculum Committee, be convened before the end of the 2009-10 Academic Year.

b) That this committee be responsible for reviewing courses to be included in the General Education program and for making recommendations for course inclusion to the UCC, which remains the final arbiter on curricular decisions.

c) That this committee work with departments to identify existing courses that fulfill the new General Education requirements.

d) That this committee work with interested departments and faculty to develop new courses for the General Education program.

3) That the new program be assessed by the university faculty through the agency of a General Education Assessment Committee.

a) That this committee be formed and bylaws be written and approved during the 2010-11 Academic Year, and that this committee should contain a majority of voting members from the teaching faculty.

b) That the composition, structure, and methods of selection for service for this committee be decided by majority vote in UCC, Senate, and APSCUF-KU Rep Council, with a positive vote in all three bodies required to finalize the structure and bylaws of the committee. Once bylaws are in place, the committee will use these for operational purposes.

b) That this committee work with departments to identify and collect appropriate assessment data on how well the General Education program is working for students in their respective majors.

c) That this committee be advisory in nature, and that its sole purpose is to make recommendations to the UCC on ways to improve the structure and content of the General Education program, and to the Division of Academic Affairs on the allocation of resources for the General Education program.

4) That the University provide adequate resources to implement, operate, and assess the new General Education Program.

> a) That the University provide office space and administrative assistance for the implementation, operation, and assessment of the General Education program.

> b) That the University provide ¼ reassigned time for the chairs of both the General Education Committee and the General Education Assessment Committee, subject to review following the 2013-14 Academic Year.

> c) That the University provide professional development resources to departments and faculty for the design and implementation of new General Education courses.

> d) That Writing-Intensive, Computer-Intensive, and Communication-Intensive courses be capped at 25 students.

I. INTRODUCTION

The General Education Task Force (GETF) was formed in the Spring of 2009 to develop a draft of a new General Education program for Kutztown University. The GETF was empowered through a joint statement made by the University President, APSCUF-KU Representative Council, the University Curriculum Committee, and the University Senate. That statement was based on a process document agreed upon by APSCUF-KU Representative Council, the UCC, and the Senate.

According to the process document approved by these bodies in Spring 2009, the General Education Task Force was required to adhere to a specific set of deadlines and an approval process. Both because the Task Force completed its draft ahead of the November 1 deadline, and because the KU liaison to the Middle States Commission on Higher Education has recommended that a vote be taken by April 15, the following are the new deadlines for action on General Education Restructuring:

- **October 15, 2009**: GETF finishes first draft of new General Education model, initiates communication plan by distributing draft to departments
- **November 15, 2009**: Departments submit comments to College Curriculum Committees
- **December 22, 2009**: College Curriculum Committees submit comments and recommendations for amendment to University Curriculum Committee
- **February 1, 2010**: UCC synthesizes comments and recommendations for amendment, and forwards them to GETF
- **March 15, 2010**: GETF submits amended draft of model(s) to APSCUF, Senate, UCC for vote
- **April 1, 2010**: GETF submits model(s) and results of vote to University President
- **August, 2011:** Implementation of new General Education program.

This document describes the program proposed by the GETF in fulfillment of our charge expressed through the joint statement of the President, UCC, Senate, and APSCUF-KU.

II. WHY GENERAL EDUCATION REFORM NOW?

This initiative to reform General Education at KU was mandated by the Middle States Commission on Higher Education, the body that accredits Kutztown University. Following their last re-accreditation visit, Middle States determined that, as a condition of the reaffirmation of KU's accreditation, the school had to design and implement a General Education program. In a letter addressed to President Javier Cevallos dated June 27, 2008, Dr. Peter Burnham, Chair of the Middle States Commission on Higher Education, reported that the commission acted:

"To reaffirm accreditation and to request a monitoring report, due by March 1, 2010, documenting (1) progress in the development and implementation of a comprehensive and sustained process for the assessment of institutional effectiveness (Standard 7), and (2) *the development and implementation of a general education program, including direct evidence of student learning outcomes* (Standards 12 and 14). A small team visit may follow the submission of the monitoring report. The Periodic Review Report is due June 1, 2013" (text emphasis by James Delle).

This statement unambiguously calls for a new General Education program for Kutztown University, and that assessable progress toward implementing that program be made and reported by March 1, 2010. Furthermore, the Middle States report, based on their recent campus visit and examination of KU's recent self-study, recommends under Standard 12 (General Education):

"The University **should establish an inclusive committee structure to guide the design and implementation of a General Education curricular and administrative model** compatible with the University's mission and vision. Implementation of this model must include the long-term plan for the assessment of student outcomes. **General Education must exist within a framework for Assessment of Student Learning**. Therefore, immediate steps must be taken to implement an effective system of assessing General Education goals" (text emphasis by James Delle).

Taken together, these two statements mandate that our University must implement a new General Education program that incorporates a curricular model, administrative structure, and a plan for the assessment of student outcomes. The implementation of this comprehensive General Education program is prerequisite to future university reaccreditation by Middle States. Failure to comply with recommendations from Middle States could lead to the University being place on probation.

On the Middle States webpage, their action, to reaffirm with request for monitoring report, is defined:

"To REAFFIRM accreditation, with a request for a monitoring report on specific issues to be submitted by a specific date: The Commission requests a monitoring report when it has identified one or more standards where future non-compliance is possible, if institutional attention and progress are not ongoing.[1]"

Non-compliance is a serious issue. The web page defines actions that can be taken in a case of non-compliance:

"An institution found not to be in compliance with Commission standards may be placed on probation. Similarly, institutions for which a decision on accreditation has been postponed OR institutions already on warning may be placed on probation when, in the Commission's judgment, the institution has failed to demonstrate that it has addressed satisfactorily the Commission's concerns regarding compliance with Commission standards[2]"

Probation could mean the loss of additional prestige by the university, and, in the worst-case scenario, the suspension of financial aid grants and other federal funds. It is imperative to the well being of the university that probation be avoided.

III. DEFINING GENERAL EDUCATION

During University Senate and APSCUF-Representative Council deliberations on the process to be used for General Education reform, it was established that when Middle States mandated that the University initiate General Education reform, they did not provide guidance on a definition of General Education, beyond suggesting that we are in potential non-compliance with Middle States Standard 12 (General Education):

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.[3]

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[1] http://www.msche.org/?Nav1=ABOUT&Nav2=FAQ&Nav3=QUESTION12A
[2] http://www.msche.org/?Nav1=ABOUT&Nav2=FAQ&Nav3=QUESTION12A
[3] http://www.msche.org/?Nav1=About&Nav2=FAQ&Nav3=Question07

Thus, according to Middle States, a General Education program must minimally cover the following:

- Oral communication
- Written communication
- Scientific reasoning
- Quantitative reasoning
- Critical analysis and reasoning
- Technological competency

While the Middle States Commission on Higher Education provides a detailed statement of what content needs to be covered in a General Education program, they say little about how a program should be structured. However, the Association of American Colleges and Universities, a consortium that has examined General Education in the United States, does provide insight on how General Education should be structured, and what components of an undergraduate curriculum can fulfill General Education requirements.

According to the Association of American Colleges and Universities, General Education is defined as that part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

Following this definition, the General Education Program at KU should
- Be a program shared by students
- Expose students to multiple disciplines
- Form the basis for intellectual and civic capacities

A. Definition, Mission, and Goals of KU General Education

With these guidelines in mind, the GETF proposes that General Education, its mission and goals at Kutztown University be defined as follows.

Definition
The General Education Program at Kutztown University is a program of study that provides students majoring in a diverse array of programs with a common intellectual experience. The General Education program includes a core curriculum, university distribution requirements, college-specific distribution requirements, and thematic courses. Together, these features of the program provide our students with a common intellectual experience, expose them to a diversity of academic disciplines, and lay the foundations for a successful undergraduate educational experience.

Mission and Goals
The mission of the General Education Program is to cultivate intellectual and practical skills, introduce students to the range of intellectual traditions and perspectives expressed in the disciplines represented by our major programs, educate our students in the knowledge of human cultures and the physical and natural world, and encourage the development of personal and social responsibility.

Goal 1: To cultivate intellectual and practical skills that are practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Domains
    1.1 inquiry and analysis
    1.2 decision making
    1.3 critical and creative thinking
    1.4 written and oral communication
    1.5 quantitative literacy
    1.6 information literacy
    1.7 teamwork and problem solving
    1.8 wellness

Goal 2: To develop an understanding of human cultures and the physical and natural world that is focused by engagement with big questions, both contemporary and enduring.

Domains
    2.1.   Sciences
    2.2.   Mathematics
    2.3.   Social sciences
    2.4.   Humanities
    2.5.   Histories
    2.6.   Languages
    2.7.   Arts

Goal 3: To inculcate a sense of personal and social responsibility that is anchored through active involvement with diverse communities and real world challenges.

Domains
    3.1. Local and global civic knowledge and engagement
    3.2. Intercultural knowledge and competence
    3.3. Ethical reasoning and action
    3.4. Personal qualities and attitudes such as passion, curiosity, self-confidence, imagination, cooperation, commitment, to support life-long learning

B. Recognized Features of a General Education Program

While General Education goals may be broadly and ambiguously expressed, many universities in the United States have designed General Education Programs with common structural elements to attain these objectives. In a recent study commissioned by the AAC&U[4], several hundred institutions were surveyed, and the following were defined as being common features of General Education programs:

1) Core Curriculum:
   - What it is: *Specific courses all students must take*
   - Curricular objective: *Provide common foundational experience for undergraduates*
   - Assessable outcome: *Students establish basic intellectual skills*
2) Core/Group Distribution Courses
   - What it is: *Group of courses that students choose from a limited "menu"*
   - Curricular objective: *Students introduced to a variety of "ways of knowing"*
   - Assessable outcome: *Students expand upon basic skills established by core*
3) Distribution Requirements
   - What it is: *Series of introductory courses that introduce students to multiple disciplines*
   - Curricular objective: *Expose students to variety of approaches to understanding the world*
   - Assessable outcome: *Breadth of Knowledge established*
4) Thematic Courses "Across the Curriculum"
   - What it is: *Courses that share a set of learning outcomes; themes can be broad or specific, content or process based*
   - Curricular objective: *Develop competencies in framework of shared intellectual experience*
   - Assessable outcome: *Students develop interdisciplinary skills and understandings*

IV. OUTCOMES ASSESSMENT

As stated in the letter from Middle States to President Cevallos, any new General Education program must be implemented in such a way as to be able to assess **direct evidence of student learning outcomes.** An important goal of General Education reform must be to establish a common set of learning outcomes for students in order to assess how well General Education is working.

A common set of learning outcomes need not be equated with a common set of courses. What the General Education literature defines as " a common intellectual model," can be established at KU. This can be done by establishing shared goals and objectives for General Education courses, thus different courses that fulfill the same General Education requirement can all be assessed in terms of how well they meet a common set of intellectual goals. The GETF recommends that this be established through the implementation of a core curriculum, university-wide and college-specific distribution courses, and a set of thematic courses. For example, thematic courses (e.g. "Writing-Intensive" courses) could be taught in a variety of different disciplines, but could all be assessed equally if they share a set of assessment criteria. These courses could exist within established major and minor programs.

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[4] Trends and Emerging Practices in General Education. Accessible from http://www.aacu.org/resources/generaleducation/index.cfm.

In developing this report and proposal, the GETF has followed the mandate from Middle States that our General Education program must focus on student learning outcomes. In this light, we heed the comments outlined by AAC&U in their report titled *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002, p. 31), "the goals of liberal education are so challenging that all the years of college and the entire curriculum are needed to accomplish them. Responsibility for a coherent curriculum rests on the shoulders of all faculty members working cooperatively." [5]

The GETF concludes that student learning outcomes should be reinforced across the General Education curriculum and within program majors and minors in order to create a unified educational experience. The fundamental argument is that "through their course requirements for the major, departments can do an excellent job of addressing skills such as critical and analytic thinking, communication, and the use of technology. They also can incorporate attention to ethics and help students attend to diversity in their courses of study. At institutions that value these kinds of learning, it is a mistake to neglect the power of majors to embrace and cultivate them (Gaff, 2004, p. 7). "[6]

The GETF recommends that an independent General Education Assessment Committee be formed to assess direct student learning outcomes of the General Education program in order to comply with the requirements made of us by Middle States. The General Education Assessment Committee will work with the Office of Assessment to identify the most appropriate means of assessing learning outcomes for the General Education program at KU. The General Education Assessment Committee will annually interpret assessment data, and based on these interpretations, make recommendations to the University Curriculum Committee on proposed curricular revisions, and to the Division of Academic Affairs on the potential allocation of resources for the improvement of the General Education program. This process will be part of the regular budget and planning cycle for the Division of Academic Affairs. Academic Affairs will make annual reports on the allocation of resources for General Education, and will make this report available to the UCC, the General Education Assessment Committee, and the General Education Program Committee.

The General Education Assessment Committee will complete its first cycle of outcomes assessment by the end of the Fall 2012 semester, and will use assessment data from the first full academic year of the newly implemented General Education Program.

The GETF further recommends that a General Education Assessment Plan, including an outline of the membership, structure, and specific responsibilities of this committee, and timelines for assessment cycles, be implemented by majority vote of the UCC, APSCUF-KU Representative Council, and University Senate by May 15, 2010. The GETF will submit an Assessment Plan proposal that may be debated and amended by these three bodies by March 15, 2010. A conference committee minimally consisting of the chair of the UCC, APSCUF-KU President, and Senate President (or their designees) will meet to reconcile any contradictions that might exist between the versions of the General Education Assessment Plan approved by the respective bodies. The chair of the GETF will be invited to the conference committee meetings, but will not have voting privileges. UCC, APSCUF-KU, and University Senate may each appoint one additional representative to the conference committee. The reconciled Assessment Plan must be approved by UCC, APSCUF-KU Representative Council, and University Senate prior to implementation.

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[5] Association of American Colleges and Universities (AAC&U). 2002. *Greater expectations: A new vision for learning as a nation goes to college.* Washington, DC: Association of American Colleges and Universities.
[6] Gaff, J. G. (2004). What is a Generally Educated Person? *Peer Review*, 7 (1), 4-7.

V. REVIEW OF EXISTING GENERAL EDUCATION PROGRAM AT KU

In past discussions of General Education reform at KU, it has occasionally been observed that prior to changing the existing system, a review of that existing program should be conducted. As part of the General Education Task Force's work in the summer of 2009, we conducted a review of the existing General Education program at KU. This was done in the context of comparing our existing practices, which do not meet Middle States standards, with those of our sister schools that do (see Appendix E).

The first conclusion we drew was that General Education exists on campus, but in such a decentralized format that it is nearly impossible for external reviewers to perceive the common intellectual experience our students currently share.

Given the definition and composition of General Education programs outlined by the Association of American Colleges and Universities, the GETF examined each program on campus to determine how General Education works on the university, college, and program level. Our review revealed a stunning array of diversity among the programs, resulting in part from the long-standing KU policy of devolving curricular decisions to the colleges and programs. Several programs have prescribed sets of courses that students must take as prerequisites to upper division major courses; in multiple cases these courses are then used by majors to fulfill Gen Ed distribution requirements. Because these prerequisites differ from program to program and college to college, it is often the case that General Education courses are not immediately and fully transferable when students change majors, particular internal transfers who shift colleges. While it would be laudable to have a unified set of courses that could translate across every program on campus, this would require a massive restructuring of existing programs, and would be impossible to implement within the time constraint imposed on KU by Middle States.

Because the GETF feels it is beyond our mandate to require departments to make significant structural changes to their majors, the task force examined current practices to determine whether a re-framing of the existing General Education program(s) could result in a more rationalized campus-wide curriculum.

Our review did determine that, although not framed in these terms, each of the colleges currently uses a core curriculum and distribution requirement model for General Education. A closer examination revealed that the vast majority of programs shared a 24-credit set of courses. We propose that this existing system be reframed to better reflect how General Education actually exists campus-wide. Framed in the terms used by the AAC&U, these 24 credits can exist within core curriculum and core/group distribution features of a General Education program.

Our assessment also concluded that KU must better articulate the goals and objectives of our General Education program in light of the mandate to implement our curriculum within a framework of student outcomes assessment. While the GETF believes it important to frame the KU General Education program in such a way as to make it understandable to outside accreditation entities, it is also our belief that we must work from our existing strengths to make a new General Education program work within the culture of our university.

VI. PROPOSED GENERAL EDUCATION PROGRAM FOR KU

Given our existing culture, the definition and description of General Education provided by the AAC&U, the success our sister schools have had in revising General Education, and the relatively short time line afforded us by Middle States, the GETF proposes that KU adopt a General Education program similar in structure to those recently adopted by our sister schools in the State System of Higher Education (See Appendix E). To this end, we propose a program based on a shared University Core Curriculum and University Distribution Requirements, a college-specific set of distribution requirements, and a university-wide set of thematic courses.

The outline of the program would look like this:
    A. University Core Curriculum—12 credits
    B. University Distribution Requirements—15 credits
    C. College-based Distribution Requirements—21-33 credits (12 for approved VPA programs)
    D. Thematic Courses—21 credits

A. University Core Curriculum

The objectives of the proposed University Core Curriculum would be to **provide a common experience for undergraduate students and to establish basic skill**s which will provide them a foundation for success in future courses. The GETF recommends that the core curriculum consist of four courses (12 credits), focused on developing oral communication, written communication, quantitative literacy, and wellness skills.

University Core Curriculum (12 credits):

A. Oral Communication (SPE 010 or above) – 3 credits
B. Written Communication (ENG 023, 024 or 025) – 3 credits
C. Math (MAT 017 or above) – 3 credits
D. Wellness (HPD 110 + activity; 3 credit Wellness course could be substituted if developed)

B. University Distribution Requirements

The objective of the university distribution requirement is to **expose students to a variety of disciplines**. The GETF proposes that the University Distribution Requirements consist of a range of course choices organized under four categories and an elective; students would be required to take three credits under each category for a minimum of 15 additional credits.

University Distribution Requirements (15 credits):

A. Natural Science (any lab or non-lab course with prefix AST, BIO, CHM, ENV, GEL, PHY, MAR; GEG w/lab
        permitted)—3 credits
B. Social Science (any course with prefix ANT, CRJ, ECO, GEG, HIS, INT, MCS, PSY, POL, SOC, SWK)
        —3 credits
C. Humanities (any course with prefix ENG, HUM, PAG, PHI, WRI, WST, or Modern Language)—3 credits
D. Arts (any course with prefix ARC, ARH, ART, ARC, CFT, CDH, CDE, DAN, FAR, FAS, MUP, MUS, THE)
        —3 credits
E. Elective (any course carrying university credit)—3 credits

C. College Distribution Requirements

The objective of the college distribution requirements is to ***provide students with a breadth of knowledge appropriate to their degree program***. Although in a perfect world a General Education program would be totally consistent between colleges, without a significant restructuring of many existing programs, this objective is not feasible for KU. Instead, we propose that separate sets of distribution requirements be implemented for each of the four undergraduate colleges. In all four cases (CLAS, CVPA, COB, COE) the overarching goal of the college distribution requirement feature of the General Education program is the acquisition of a broad knowledge base by our students. The GETF recommends that the following sets of courses be implemented by the respective colleges as the College Distribution Requirement feature of the General Education program. The GETF further recommends that each of the four college curriculum committees finalize the distribution of categories and courses within these categories for each of their respective programs by March 1, 2011. The GETF also recommends that each college curriculum committee be vested with the power to make changes to their College Distribution Requirements, pending approval by the UCC, by the March 1, 2011 deadline and thereafter as part of the 5-year General Education Assessment cycle outlined below. Any changes made to these requirements must remain consistent with Middle States, PASSHE, and University requirements, and may not nullify or amend the University Core, University Distribution, or Competency requirements, and must retain the overall number of credits listed (CLAS and COB 33 credits, CVPA min. 12 credits, COE 12-27 credits). Courses counted in the College Distribution Requirements may not simultaneously be used to fulfill Core or University Distribution Requirements, nor may they be used as substitutes for the Core or University Distribution Requirements. They may, however, be used to fulfill the Competencies Across the Curriculum requirements.

1. College of Liberal Arts and Sciences Distribution Requirements (minimum 33 credits):
    a. Physical Science with Lab – 3 credits
    b. Biology with Lab – 3 credits
    c. Social Sciences – 9 credits
    d. Humanities (including Modern Languages) 6-12 credits
    e. Electives– 6-12 credits

2. College of Business Distribution Requirements (33 credits)
    a. Physical Science or Biology with Lab– 3 credits
    b. Math, Biology, or Physical Science – 3 credits
    c. Social Sciences – 9 credits
    d. Humanities (including Modern Languages) – 9 credits
    e. Electives– 9 credits

3. College of Visual and Performing Arts Distribution Requirements (min. 12 credits) Note: VPA has received an exception from PASSHE defining their college as a professional school; this exception allows them to design programs with 39 credit hours of General Education.
    a. Humanities – 6-21 credits
    b. Social Science – 3-9 credits
    c. Electives – up to 6 credits

4. College of Education (21-27 credits)
   Because the College of Education has this past year developed and had received state approval for different distribution requirements for each of the programs in Elementary and Secondary Education, this college will need to use multiple sets of distribution requirements. However, the GETF proposes that all COE programs distribute 21-27 credits within this structure:

   a. Humanities – min. 3 credits
   b. Social Science – min. 3 credits
   c. Certification Courses – 15-21 credits

D. Thematic Courses: Competencies Across the Curriculum

The primary objective of the thematic course requirements, which the GETF proposes we call "Competencies Across the Curriculum," is ***to provide students with a common intellectual experience through which they further develop the interdisciplinary skills acquired through the Core Curriculum and University Distribution courses, thus forming the basis for intellectual and civic capacities***. While the implementation of the core curriculum, university distribution, and college distribution features of the General Education program will require little beyond the expansion, reframing, standardization, and rationalization of existing practice, the GETF proposes that KU implement a new General Education requirement in the form of thematic courses.

In order to make the thematic feature of the curriculum work, courses within the major and minor programs can be used to fulfill these General Education requirements. This is consistent with the practice of our sister schools, and is condoned by the AAC&U (see footnote 4). Thus, existing courses, should they meet the Competency Across the Curriculum criteria, can be used BOTH to fulfill major/minor requirements AND General Education requirements. Newly proposed courses may also be designed to fulfill both major/minor program requirements and General Education Requirements. The GETF recommends, however, that core curriculum courses NOT be double counted for use in the Competency Across the Curriculum requirement; however, university distribution and college distribution courses could be so used.

It is also possible that courses may be able to fulfill more than one Competency Across the Curriculum requirement. For example, ANT 101: North American Indians, is typically used as one of six electives required for Anthropology majors. The home department of this course, in this case Anthropology, could request that the course be used to fulfill multiple Competencies Across the Curriculum, including Writing-Intensive and Cultural Diversity. An Anthropology major could take this class as a requirement for his/her major, but use the course to fulfill BOTH the Writing-Intensive AND Cultural Diversity requirements of the General Education program. The GETF recommends that a limit of TWO competencies be fulfilled by any one course.

A further advantage of these courses is that offerings approved for use to fulfill this requirement will need to conform to a set of assessable criteria, thus fulfilling our need, as spelled out by Middle States, to have a General Education program operating within a framework of outcomes assessment.

The thematic courses will be courses that fulfill other elements of a student's curriculum; for example, courses within the major or courses used to fulfill college distribution requirements could be used to fulfill this requirement, should those courses have been previously approved. These courses may best be imagined as overlays, or value-added courses.

The GETF proposes that the following thematic courses be required as part of the General Education Program.

1. Writing-Intensive Courses (9 credits)
2. Quantitative Literacy or Computer-Intensive Courses (3 credits)
3. Visual Literacy or Communication-Intensive Courses (3 credits)
4. Cultural Diversity (3 credits)
5. Critical Thinking (3 credits)

In the pages below the rationale and guidelines for each of the Competency Across the Curriculum themes is explored. It should be noted that the following guidelines are not to be interpreted in such a way as to infringe on any faculty member's contractual rights, including Academic Freedom as protected by Article 2 of the APSCUF CBA.

WRITING-INTENSIVE COURSES-9 credit hours

Rationale

A Writing-Intensive course provides students with multiple writing opportunities in order to deepen their thinking about course content. Unlike a writing-instruction course ("composition") in which the class is largely devoted to the mechanics of writing, a Writing-Intensive course recognizes the contribution of writing as a way of knowing and thinking about course content. As such, Writing-Intensive courses are designed to be taught in multiple disciplines. A Writing-Intensive course links students' writing proficiency with learning about the discipline in which the course is taught, engaging in asking and answering questions in that field of study, and becoming more active participants in academic discourse.

Guidelines

Based on Writing Across the Curriculum literature, the General Education Task Force recommends the following guidelines for Writing-Intensive courses at Kutztown University:

1. Writing assignments should be an integral part of the course.
   - Students will practice forms of writing typical of the discipline in which the course is taught.
   - Writing assignments will be designed to develop and increase content knowledge.

2. There should be a required number of papers or words, and assignments will be distributed throughout the course.
   - Students should submit at least 3000 words of formal, graded, analytical writing, distributed across at least two assignments.
   - Examples of formal writing assignments include research papers, analytical essays, position papers, theme papers, essay questions on exams, creative writing, lesson plans, etc.

3. There should be opportunities for revision and resubmission.
   - At least one assignment will be structured and sequenced so that students will be able to improve their writing skills through practice and revision. At least one of the formal assignments must go through a revision process.
   - Drafts may be read and critiqued by a combination of the instructor and peers.
   - Feedback and revision must involve more than just pointing out surface errors.

4. Writing assignments will constitute a significant portion of the course grade and content. It is recommended that at least 50% of the course grade and content will be based on writing assignments.

5. Informal writing assignments may be incorporated into the course work.
   - In addition to the 3000 words of formal writing, students may also complete writing assignments that are expressive, reflective, or observational in nature, in order for them to offer their perceptions informally and to increase their writing practice.

QUANTITATIVE LITERACY OR COMPUTER-INTENSIVE COURSES-3 credit hours

<u>QUANTITATIVE LITERACY</u>

Rationale

Quantitative Literacy is the ability to think about the world based on numerical data. This does not simply refer to the ability to perform computations or to cite someone else's data. Individuals with strong Quantitative Literacy skills possess the ability to reason and solve quantitative problems from a wide array of contexts and everyday life situations. They understand and can create arguments supported by quantitative evidence, and they can communicate those arguments in a variety of formats using mathematical reasoning through words, tables, graphs, mathematical equations, and other expressions of quantitative data.

Guidelines

Quantitative Literacy courses must place emphasis on students' *doing* quantitative reasoning, rather than merely being exposed to it. Any course stressing quantitative skills, regardless of the home department or prefix, might qualify as a Quantitative Literacy course. A quantitative literacy course may have many means for imparting on students an understanding of how quantitative reasoning can be applied in the world.

The General Education Task Force recommends the following guidelines for Quantitative Literacy courses at Kutztown University:

1. Quantitative assignments should be an integral part of the course. These assignments should cover a subset of the following:
   - Interpretation of mathematical models such as formulas, graphs, tables, and/or schematics
   - Representation of mathematical information symbolically, visually, numerically, and verbally;
   - Use of arithmetical, algebraic, geometric, and/or statistical methods to solve problems;
   - Computation of mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
   - Recognition that mathematical and statistical methods have limits;
   - Other quantitative analyses related to disciplines, such as the calculation of light, color, or sound ratios.

2. There should be a required number of quantitative assignments, and these assignments should be distributed throughout the course.

3. Quantitative assignments will constitute a significant portion of the course grade and content. It is recommended that at least 30% of the course grade and content will be based on quantitative assignments.

4. There should be assignment-related instruction and evaluation of quantitative skills.

<u>COMPUTER-INTENSIVE</u>

Rationale

Computer technology has become an integral part of modern life. According to the International Society for Technology in Education (ISTE), technology can "facilitate and inspire student learning and creativity." Furthermore, technology offers a wide variety of learning and communication styles. A Computer-Intensive course provides students with multiple opportunities to use technology to deepen their understanding of course content. Rather than just learning how to use software, for example, a Computer-Intensive course offers ways for students to learn more about course content, to both refine and expand their understanding of the discipline, and to become more active participants in academic discourse.

Guidelines

While most students use word processing, e-mail, and the Internet in many of their courses, a Computer-Intensive course should go beyond the mere basics of using a computer. Consequently, the General Education Task Force recommends the following guidelines for Computer-Intensive courses at Kutztown University:

1. Computer-based assignments should be an integral part of the course.
   - Students should practice using technology typical of the discipline in which the course is taught.
   - Computer-based assignments should provide content and technological knowledge and skills important for students to understand and apply technology solutions in the discipline.

2. There should be a required number of computer-based assignments, and they will be distributed throughout the course.
   - Students will be required to complete at least two computer-based assignments throughout the semester.
   - Examples of computer-based assignments include but are not limited to PowerPoint presentations, spreadsheets, computer algebra system workbooks, computer programs, database construction and use, Photoshop and Illustrator projects, multimedia productions, statistical software projects, etc.

3. There should be opportunities for revision and resubmission.
   - Assignments should be structured and sequenced so that students will be able to improve their technological skills through practice and revision. At least one of the formal assignments must go through a revision process.
   - Feedback and revision should involve more than just pointing out surface errors.

4. Computer assignments will constitute a significant portion of the course grade and content. It is recommended that at least 50% of the course grade and content will be based on computer assignments.

5. There should be assignment-related instruction and evaluation of computer-based assignments. Instructors should provide instruction on how to use the technology effectively, efficiently, and ethically to complete the assignments. For example, an instructor may teach directed lessons on features of the technology, provide instruction on evaluative procedures, or explain the ethical/legal aspects of using the software.

VISUAL LITERACY OR COMMUNICATION-INTENSIVE COURSES- 3 credit hours

<u>VISUAL LITERACY</u>

Rationale

A Visual Literacy course provides students with multiple visual communication opportunities in order to deepen their thinking about course content. Unlike a visual-instruction course ("studio art or craft") in which the class is largely devoted to visual production, a Visual Literacy course recognizes the contribution of Visual Literacy as a way of knowing and thinking about course content. A Visual Literacy course links students' visual literacy with learning about the discipline in which the course is taught, engaging in asking and answering questions in the field of study, and becoming more active participants in academic discourse.

Guidelines

Based on Visual Literacy literature, the General Education Task Force recommends the following guidelines for Visual Literacy courses at Kutztown University:

1. Visual assignments should be an integral part of the course.
   - Students will practice forms of visualization and visual analysis typical of the discipline in which the course is taught.
   - Visual assignments will be designed to develop and increase content knowledge.

2. There should be a required number of visual assignments, and visual assignments will be distributed throughout the course.
   - Students should submit at least two visual assignments (images, objects, spatial designs, reviews or critiques of visual media) distributed across at least two assignments.
   - Examples of visual assignments include but are not limited to charts, diagrams, maps, illustrations, posters, exhibits, models, prototypes, visual presentations, drawings, paintings, sculptures, photos, videos, reviews and analysis of visual media.

3. There should be opportunities for revision and resubmission.
   - Assignments should be structured and sequenced so that students will be able to improve visual literacy skills through practice and revision.
   - Drafts may be viewed and critiqued by a combination of the instructor and peers.
   - Feedback and revision should involve more than just pointing out surface errors.

4. Visual assignments will constitute a significant portion of the course grade and content. It is recommended that at least 30% of the course grade and content will be based on visual assignments.

5. There should be assignment-related instruction and evaluation of visual assignments.
- Instructors should provide instruction on visual assignments. In addition, instructors should provide guidelines for the ethical use of sources and avoidance of plagiarism.

<u>COMMUNICATION-INTENSIVE</u>

Rationale

Communication in the modern world is comprised of multiple modes that support and enhance the impact and effectiveness of the message. A speech given with gestures and vocal inflection emotes and succeeds. An article with supporting visual content and care given to the font chosen, to margins and to space on the page is more rich and engaging as is the production of a musical play that gives life to words and music with costumes and sets that transport the audience into the moment. A contemporary student must be able to understand and demonstrate how to combine modes to meet their personal communication goals or those assigned to them. The contemporary student must also be able to reach multiple audiences such as the visual or hearing impaired.

Guidelines

The GETF recommends the following guidelines for Communication-Intensive courses at Kutztown University:

2. Communication-based assignments should be an integral part of the course.
   - Assignments should emphasize formal communication to reach a public audience.
   - Assignments should be designed to demonstrate the student's ability to effectively communicate.

3. There should be a required number of communication-based assignments, and they should be distributed throughout the course.
   - Assignments may be drawn from a subset of the following modes of communication: Aural (sound, music/instrumental performance); Oral (speech, singing); tactile (sculpture, Braille,etc.); Kinetic (acting, dance, gestures); Visual (art, design, information graphics, costume, presentation graphics); Written (research papers, essays, articles, blog postings)
   - Communication-Intensive projects should be discipline-specific.

3. There should be opportunities for feedback and revision.
   - Assignments should be structured so that students can improve their communication skills through practice and revision.
   - Feedback may be derived from a combination of instructor and peer-related activities.

4. Communication-based assignments will constitute a significant portion of the course grade and content. It is recommended that at least 50% of the course grade and content will be based on such assignments.

5. There should be assignment-related instruction and evaluation of communication-based assignments as they relate to the discipline in which the course is taught.

CULTURAL DIVERSITY COURSES – 3 credit hours

Rationale

The research on multicultural education strongly suggests that being attentive to diverse voices and views provides an individual with a better understanding of how social, political, economic, and cultural variables shape our worldview. An emphasis on the fact that there are many ways of knowing prepares a student for the complexity of the diverse world in which they will work and live. *Cultural diversity refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved.* Diversity can include but may not be limited to the following: age, economic class, education, gender indentiy, geography, language, nationality, occupation, physical ability, race, ethnicity, religious affiliation, and/or sexual orientation.

Guidelines

The General Education Task Force recommends the following guidelines for Cultural Diversity courses at Kutztown University:

1. Intercultural and/or cross culturally focused assignments will be an integral part of the course.

2. There should be a required number of assignments focused on cultural diversity, and they should be distributed throughout the course. Such assignments may be drawn from discipline-based course content that focuses on the influence that historical and environmental factors play in appreciating and understanding cultural differences.
   - Assignments may examine how global, regional, and local factors affect the dynamics underlying cultural differences.
   - Assignments may focus on the concepts of identification, critical analysis, and applied scholarship as they relate to cultural diversity.

3. The course should facilitate positive engagement with individuals of diverse histories and communities.
   - Assignments and scheduled activities should promote engagement in positive discussions and/or interactions with members of diverse communities.

4. Cultural Diversity assignments will constitute a significant portion of the course grade and content. It is recommended that at least 30% of the course grade and content will be based on such assignments.

CRITICAL THINKING COURSES– 3 credit hours

Rationale

Critical thinking is a fundamental intellectual skill. Institutions of higher learning aspire to produce graduates who think critically, who can make judgments in complex situations on the basis of sound reasoning, adequate evidence, and analysis and articulated values. While students acquire considerable declarative knowledge (knowing facts, concepts, basics in a discipline) in most college courses, Critical Thinking courses focus on procedural knowledge (knowing *how to* reason, *how to* inquire, analyze, arrive at a conclusion, connect and present knowledge) to foster the development of higher level cognitive abilities (e.g. the abilities to assess information in terms of its relevance, validity and strength; to evaluate information from multiple perspectives; to recognize central theses or arguments, etc.).

Guidelines

The General Education Task Force recommends the following guidelines for Critical Thinking courses at Kutztown University:

1. Critical Thinking assignments will be an integral part of the course.

2. There should be a required number of critical thinking assignments, and they will be distributed throughout the course.
   - Assignments should focus on basic critical thinking skills and processes, including logical inquiry, problem solving, decision-making, and the scientific method.
   - Assignments should focus on analytic processes and provide experiences in reasoning.
   - Assignments should enhance students' abilities to assess information, acquire and integrate knowledge, construct relationships and utilize argumentative skills.

3. Critical Thinking assignments will constitute a significant portion of the course grade and content. It is recommended that at least 30% of the course grade and content will be based on such assignments.

VII. ADMINISTRATION OF THE NEW GENERAL EDUCATION PROGRAM

The Middle States Decennial Review Team recommended to the Middle States commissioners that Kutztown *should establish an inclusive committee structure to guide the design and implementation of a General Education curricular and administrative model.* It is therefore incumbent upon us to propose a committee structure that can implement and administrate the university's revised General Education program. Several years ago, the University Curriculum Committee wrote into its bylaws the existence of a General Education Committee. The following is taken verbatim from the UCC bylaws, and the GETF recommends that this committee be given the responsibility of implementing the General Education program. We would also recommend that the chair of the General Education Committee be given ¼ release time in AY 2010-11, 2011-12, AND 2012-13 to oversee the implementation of the new General Education program. Following AY 2012-13, the UCC, GEC, and Provost should review the release time to determine if it should be re-authorized. The GETF also recommends that the UCC revise its bylaws to make this a permanent standing committee, and that this committee be called the General Education Program Committee, to avoid confusion with the General Education Assessment Committee.

GENERAL EDUCATION COMMITTEE

A. Function and Duties

    1. The GEC will function as a standing committee reporting to the UCC, authorized for a two-year period, subject to re-authorization.

    2. The primary purpose of the GEC will be to make recommendations about both new and existing courses to be included in the General Education curriculum.

B. Membership

    1. The General Education Committee (GEC) will be composed of a total of ten (10) members.

        (a.) Each of the four undergraduate colleges will have representation of one (1) voting member. Four (4) additional members will be elected at large from the undergraduate colleges.

        (b.) The Provost or designee will be a voting member of the GEC.

        (c.) A non-voting student member will be appointed by the chair of UCC and ratified by two-thirds (6 members) vote of the GEC.

    2. Members will be elected for a two year term.

    3. College Curriculum Committees will determine the procedures for electing representatives from their college. The APSCUF Nominations and Elections Committee will conduct the elections for the members at large.

    4. The GEC will elect a chairperson from its membership.

        (a.) The chairperson will be elected for a one year term and may be reelected.

        (b.) The chairperson will serve as an ex-officio member of UCC unless he/she is already a member of UCC.

VIII. APPROVAL PROCESS FOR GENERAL EDUCATION COURSES

The General Education Committee will have the responsibility of recommending to the UCC which courses will carry General Education credits; the UCC will make the final decision on these curricular matters following established procedure. The GETF proposes that the following procedures be used for the approval of existing and newly approved courses for use in the new General Education program.

A. Core Curriculum, University Distribution, and College Distribution Courses

Approval of courses fulfilling Core Curriculum and University Distribution requirements would be a relatively simple matter. Because specific courses will be part of the core at the time this program is implemented, these courses will not need to be routed through a recommendation and approval process. Similarly, within this proposal, the GETF has made recommendations about which courses will fulfill the University and College Distribution requirements. Should this program be implemented as designed, these courses will not need to be routed through a recommendation and approval process.

However, if new courses are developed and proposed for use within the Core Curriculum, University Distribution, and/or College Distribution, they will need to be routed to the respective College Curriculum Committees according to current practice. If approved by the College CC, the proposal will then be routed to the General Education Committee, which will determine if the course meets the goals and objectives of the General Education program. The GEC will then make a recommendation to the UCC, which will make the final determination about whether the course will be accepted for use within the General Education Curriculum. If the UCC determines that a course does not meet the goals and objectives of General Education, course proposers would have the opportunity to revise and resubmit their proposal to the General Education Committee and UCC for reconsideration. The GEC would be responsible for communicating with the course proposer, and for making suggestions for revision.

A. Competency Across the Curriculum Courses

Courses proposed for the Competency Across the Curriculum feature of the program will need to the criteria of the Competency themes those courses are proposed to carry. Existing courses that a department would like to carry a Competency designation need not be routed through the College Curriculum Committee as they have already been approved for use in the major curricula. In this case, course proposers would submit a standardized form to the General Education Committee (see Appendix for proposed format of this form). Course proposals meeting the appropriate criteria will be recommended to the UCC for approval, and appear on the College Curriculum Committee agenda as announcements, as is current practice for Distance Education course approval.

Course outlines for existing courses approved for Competency Across the Curriculum will be attached as addenda to the master syllabi kept on file by the UCC.

Newly proposed courses would be routed through the College Curriculum Committees, the General Education Committee, and the University Curriculum Committee. If passed by a College Curriculum Committee, the proposed course will be reviewed by the General Education Committee to determine if the course meets the criteria established for each Competency requirement. The GEC will then make a recommendation to the UCC. If the UCC determines that a course does not meet the goals and objectives of General Education, course proposers would have the opportunity to revise and resubmit their proposal to the General Education Committee and UCC for reconsideration. The GEC would be responsible for communicating with the course proposer, and for making suggestions for revision.

Competency Across the Curriculum courses will be taught within existing departments with existing prefixes. Because these will be regularly scheduled courses within a department, these courses may count not only for General Education, but for major and minor requirements as well.

It should be noted that NOT ALL sections of a given course need to carry a Competency Across the Curriculum designation. As is currently practiced with Distance Education, specific sections could be designated as fulfilling these requirements. To eliminate confusion as to which sections carry the Competency designation, the GETF recommends that the Registrar's Office use an alpha-numeric designation, either as an additional prefix or suffix, to keep record of students' progress through the General Education program.

For example, SOC 120, Marriage and Family, could theoretically be approved to carry a Writing-Intensive designation. Once so designated, any section of the course could be listed in the semester schedule as a Writing-Intensive course. The department chair, in consultation with the dean, would determine how many sections of Writing-Intensive courses needed to be offered in a given semester. If three faculty members are teaching this course, but only one section is required, the chair, with the cooperation of the department faculty, would choose which section would carry the WI designation. The course could then, again theoretically, be designated as SOC 120 010 WI. The other sections would carry the usual designation, e.g. SOC 120 020, SOC 120 030, etc.

IX. APPROVAL PROCESS FOR THIS PROPOSAL

Following the procedures agreed upon by UCC, University Senate, and APSCUF-KU Representative Council, the GETF successfully met the following deadlines:

a. By October 15, 2009, GETF distributes model to all undergraduate academic departments for review and comment.

b. By November 15, 2009, departments submit their comments to their respective College Curriculum Committees.

c. By December 22, 2009 the College Curriculum Committees review the draft and departmental comments. Each College Curriculum Committee submits compilation of comments and makes recommendations for amendments to the draft to the University Curriculum Committee.

d. By February 1, 2010, UCC reviews the draft and College Curriculum Committee comments. UCC submits compilation of comments and makes recommendations for amendments to the draft to the GETF.

e. By March 15, 2010, the GETF reviews comments and recommendations for amendments, makes appropriate revisions to model, and submits revised draft to APSCUF-KU Representative Council, University Senate, and University Curriculum Committee, initiating approval process.

At the conclusion of the communication process, GETF will follow the following Approval Process:

a. By March 15, 2010, GETF submits final General Education program to APSCUF-KU Rep Council, Senate, and UCC. Each body votes to approve/reject revised draft of General Education model. No additional revisions may be made at this point. Votes must be conducted through representative process, i.e., representatives to each body must vote the will of their department as decided by majority vote by eligible members of each department. As outlined in the General Education Process documented approved by UCC, Senate, and Representative Council in January 2009, each body will need to establish voting privileges for members not directly representing departments.

b. The new model will be approved if the three governance bodies vote to approve the model.

c. By April 1, 2010, GETF submits the model and the results of the vote to the University President. If the three governance bodies vote to approve the model, the President will act to implement the model.

d. If approved, the new General Education Program will be implemented in the Fall of 2011.

X. IMPLEMENTATION TIMELINE

The GETF recommends that the revised General Education program be fully implemented by AY 2011-12 according to the following calendar.

March 15, 2010: Draft Submitted to APSCUF-KU, UCC, and University Senate for vote.
April 1, 2010: Result of vote submitted to University President
May 15, 2010: General Education Program Committee Formed
October 1, 2010-March 1, 2011: General Education Program Committee and UCC work with departments to Approve General Education courses for use in Core Curriculum, University Distribution, and College Distribution, as well as Competency Across the Curriculum courses.
August 2011, all incoming students use new General Education Curriculum. Students enrolled prior to August 2011 remain on old system through graduation.

APPENDIX A

DRAFT SAMPLE OF GEN ED COURSE APPROVAL FORM FOR COMPETENCY ACROSS THE CURRICULUM COURSES

KUTZTOWN UNIVERSITY
General Education
Competency Across the Curriculum Proposal Cover Sheet

Course:		Contact College Curriculum Committee Chair for **Identification Number**
Contact Person:	**Phone:**	

Table 1: Requested Competencies (please check the appropriate boxes—no more than two)

☐	Writing Intensive
☐	Quantitative Literacy
☐	Computer Intensive
☐	Visual Literacy
☐	Communication Intensive
☐	Cultural Diversity
☐	Critical Thinking

Table 2: Approval Sequence

Table 2: Approval Sequence	Date Approved	Date Rejected	Signature
Initiating Department ( )			
General Education Committee (GEC)			
University Curriculum Committee (UCC)			
University President			

Table 3: Documents (attach this cover sheet to the specified documents from the following list)

Syllabus
Completed Approval Form(s)
Additional Supporting Documentation (optional)

Table 4: Effective Date

Session: ☐ Fall, ☐ Spring, ☐ Summer I, or ☐ Summer II	Year

Directions

In order for a course offering to be approved as fulfilling a Competency Across the Curriculum provision of General Education, it must first be submitted to the General Education Committee (GEC) for approval and then to the University Curriculum Committee (UCC). Once approved, a designated section (or sections) of the course may be offered in subsequent semesters as fulfilling that particular provision of General Education. Not all sections of the course must be offered as fulfilling a Competency Across the Curriculum, but those that are must follow the approved guidelines for that course. Each semester, the decision to offer certain sections as fulfilling a Competency Across the Curriculum is made by the department chair in consultation with the dean.

To submit an *existing* course for approval as fulfilling a Competency Across the Curriculum, first attain department approval, then complete the appropriate form and submit it along with this cover sheet (in the appropriate color—see below), a syllabus, and any additional supporting documentation to the GEC, which will in turn submit approved courses to the UCC for final approval. Note: a *new* course must first be approved through the regular curriculum routing process before it can be submitted for a Competency across the Curriculum designation.

A single course may be approved for no more than two (2) Competencies Across the Curriculum. A separate approval form must be completed for each requested competency.

See the UCC web site (http://www.kutztown.edu/committees/ucc/) to obtain the required forms or for more information.

Cover Sheet colors: Interdisciplinary Programs: **tan**
College of Business: **green**
College of Education: **blue**
College of Liberal Arts & Sciences: **yellow**
College of Visual & Performing Arts: **white**

revised 03/10

WRITING-INTENSIVE COURSE APPROVAL FORM

In order for a course offering to be approved as writing intensive, it must first be submitted to the General Education Committee (GEC) for approval. Once approved, a designated section (or sections) of the course may be offered in subsequent semesters as fulfilling the writing-intensive provisions of General Education (much as certain sections of courses are now offered as Distance Education courses).

To submit an existing course for approval as writing intensive, first attain department approval, then complete the attached form and submit it along with a syllabus to the GEC, which will in turn submit approved courses to the University Curriculum Committee (UCC) for final approval. Note: a new course must first be approved through the regular curriculum routing process before it can be submitted for the writing-intensive designation.

In order to qualify as writing-intensive, a course must meet the following approved criteria:

1. Writing assignments will be an integral part of the course.
   - Students will practice forms of writing typical of the discipline in which the course is taught.
   - Writing assignments will be designed to develop and increase content knowledge.

2. There should be a required number of papers or words, and assignments will be distributed throughout the course.
   - Students should submit at least 3000 words of formal, graded, analytical writing, distributed across at least two assignments.
   - Examples of formal writing assignments include research papers, analytical essays, position papers, theme papers, essay questions on exams, creative writing, lesson plans, etc.

3. There should be opportunities for revision and resubmission.
   - At least one assignment will be structured and sequenced so that students will be able to improve their writing skills through practice and revision. At least one of the formal assignments must go through a revision process.
   - Drafts may be read and critiqued by a combination of the instructor and peers.
   - Feedback and revision must involve more than just pointing out surface errors.

4. Writing assignments will constitute a significant portion of the course grade and content.
   - It is recommended that at least 50% of the course grade and content be based on writing assignments.

5. Informal writing assignments may be incorporated into the course work.
   - In addition to the 3000 words of formal writing, students may also complete writing assignments that are expressive, reflective, or observational in nature, in order for them to offer their perceptions informally and to increase their writing practice.

6. There should be assignment-related instruction and evaluation of papers.
   - Instructors will provide instruction on how to write, conduct research, review, revise, and mark writing assignments. In addition, instructors will provide guidelines for the ethical use of sources and avoidance of plagiarism. For example, an instructor may teach directed lessons on research techniques or provide grading rubrics and feedback checklists.

WRITING-INTENSIVE COURSE APPROVAL FORM

Course Prefix & Number	Course Title

Contact Person	Phone and/or e-mail

According to the guidelines, Writing-Intensive Courses will have the following characteristics:

1. **Writing assignments will be an integral part of the course.**

   Will students practice forms of writing typical of the discipline?   YES ❏   NO ❏

   Will writing assignments be designed to develop and increase content knowledge? YES ❏   NO ❏

2. **There should be a required number of papers or words, and assignments =distributed throughout the course. Students should submit at least 3000 words of formal, graded, analytical writing, distributed across at least two assignments.**

   In the list below, fill in the number of assignments and the total number of words for each kind of formal writing assignment.

   　　　　　　　　　　　　　　　　　NUMBER OF ASSIGNMENTS　　　　TOTAL NUMBER OF WORDS

   Research papers .... _____ .... _____

   Analytical essays.................................. _____ .... _____

   Position papers.................................... _____ .... _____

   Theme papers..................................... _____ .... _____

   Essay questions on exams .... _____ .... _____

   Creative writing .... _____ .... _____

   Lesson plans .... _____ .... _____

   Other (please describe below) .... _____ .... _____

3. **There should be opportunities for revision and resubmission.**

How many of the formal writing assignments will students be able to revise and re-submit? _____

Will students' peers take part in the revision process? YES ❏   NO ❏

4. **Writing assignments will constitute a significant portion of the course grade.**

What percent of the final grade will be based on writing assignments? _____

5. **Writing assignments will be both formal and informal.**

How many of each of the following *informal* writing assignments will students be required to complete

NUMBER OF ASSIGNMENTS

Expressive .... _____

Reflective .... _____

Observational .... _____

Other (please describe below) .... _____

6. **There will be assignment-related instruction and evaluation of papers.**

In the list below, place a checkmark in front of those types of instruction and/or assignments/handouts that will be used in the course.

❏ Writing instruction
❏ Research instruction
❏ Revision instruction
❏ Marking instruction
❏ Grading rubrics
❏ Feedback checklists
❏ Other (describe below)

APPENDIX B
DRAFT OF NEW GENERAL EDUCATION CHECKSHEET

KUTZTOWN
U N I V E R S I T Y

STUDENT: **STUDENT ID NUMBER:**

COLLEGE • DEGREE • MAJOR

Program Number: XXXXX   **Version Number: XXXXX**   **Effective Date: Fall 20XX**   **Program Number: XXXXX**

GENERAL EDUCATION

The General Education Program at Kutztown University is a program of study that provides students majoring in a diverse array of majors with a common intellectual experience. The program is designed to cultivate intellectual and practical skills and to introduce students to the range of intellectual traditions and perspectives expressed in the disciplines represented by our major programs. The courses will educate our students in the knowledge of human cultures and the physical and natural world and encourage the development of personal and social responsibility.

Applicable courses are listed in the booklet "Applicable Courses in General Education by College and Degree" and online at kutztown.edu. Be sure to schedule an appointment with your advisor when choosing courses to make sure that they will apply to the General Education requirements.

Competencies Across the Curriculum are thematic courses which are overlaid onto general education courses (indicated in CAC column). The purpose of these courses is to provide students with a common intellectual experience through which they further develop interdisciplinary skills acquired in required courses. Competency Courses are indicated in the course catalog with suffixes WI, QL, CI, VL, CO, CD, CT.

University Requirements

I. UNIVERSITY CORE CURRICULUM [12 credits]

	RC	CR	GR
A. Oral Communication: SPE 010 or above	3		
B. Written Communication: ENG 023, 024 or 025	3		
C. Math: MAT 017 or above	3		
D. Wellness: HEA 110 + activity; ; 3cr wellness course if developed	3		

II. UNIVERSITY CORE ELECTIVES [12 credits]

	RC	CR	GR	CAC
A. Natural Science: Any lab or non-lab course with prefix AST, BIO, CHM, ENV, GEL, PHY, MAR; GEG w/lab permitted	3			
COURSE:				
B. Social Science: ANT, CRJ, ECO, GEG, HIS, INT, MCS, PSY, POL, SOC, SWK	3			
COURSE:				
C. Humanities: ENG, HUM, PAG, PHI, WRI, WST, or Modern Language	3			
COURSE:				
D. Arts: ARC, ARH, ART, CFT, CDH, CDE, DAN, FAR, FAS, MUP, MUS, THE	3			
COURSE:				
E. Elective:	3			
COURSE:				

III. COMPETENCIES ACROSS THE CURRICULUM

	RC	CR	GR
A. Writing Intensive [WI]	9		
COURSE:			
COURSE:			
COURSE:			
B. Quantitative Literacy [QL] **OR** Computer Intensive [CI]	3		
COURSE:			
C. Visual Literacy [VL] **OR** Communication Intensive [CO]	3		
COURSE:			
D. Cultural Diversity [CD]	3		
COURSE:			
E. Critical Thinking [CT]	3		
COURSE:			

RC: Required number of credits
CR: Credits earned
GR: Grade earned
CAC: Competency earned - *write in competency course suffix WI, QL, CI, VL, CO, CD, CT*

College Requirements

COLLEGE REQUIREMENTS [X credits]

This space is reserved for the specific requirements of individual colleges by degree. The total number of credits for each college is as follows:

	RC	CR	GR	CAC
A. Humanities:				
B. Social Science				
C. Math				

College of Liberal Arts and Sciences.............................33 credits
College of Business...33 credits
College of Visual and Performing Arts........ 12 credits (minimum)
College of education ....21-27 credits

	RC	CR	GR	CAC
D. Natural Science				
E. Free Electives				

APPENDIX C

COPY OF LETTER TO FACULTY FROM PRESIDENT CEVALLOS, CO-SIGNED BY APSCUF, UCC, AND UNIVERSITY SENATE OUTLINING RESPONSIBILITIES OF GENERAL EDUCATION TASK FORCE

Cevallos, F. Javier
Sent: Thursday, February 05, 2009 5:40 PM
To: Faculty
Attachments:

To: KU Faculty

 From: F. Javier Cevallos, President
            Paul Quinn, APSCUF President
            Maria Sanelli, University Senate President
            Randy Schaeffer, Chair University Curriculum Committee

Re: General Education

We are writing to update you on the status of the General Education reform process. The General Education Process Task Force that was formed early last fall completed its work. The task force's report was presented for approval to the University Senate and to APSCUF's Representative Council. Both bodies approved the process presented by the Task Force.   The process was also brought to and approved by the University Curriculum Committee.

A new General Education Task Force (GETF) will be formed to develop the new General Education Model. The GETF will have broad representation from the Faculty and will operate within a tight time frame. The Committee on Committees will issue a "willingness to serve" call in the next two weeks, and the entire process will be completed by the end of Spring 2010.   The report of the General Education Process Task Force is quite explicit in the crucial importance of the general education review: "The General Education Process Task Force has unanimously concluded that the Middle States Commission on Higher Education, the body that accredits Kutztown University, has mandated that this University design and implement a new General Education program. In a letter addressed to President Javier Cevallos dated June 27, 2008, Dr. Peter Burnham, Chair of the Middle States Commission on Higher Education, reported that the commission acted:

"To reaffirm accreditation and to request a monitoring report, due by March 1, 2010, documenting (1) progress in the development and implementation of a comprehensive and sustained process for the assessment of institutional effectiveness (Standard 7), and (2) the development and implementation of a general education program, including direct evidence of student learning outcomes (Standards 12 and 14). A small team visit may follow the submission of the monitoring report. The Periodic Review Report is due June 1, 2013" (text emphasis by James Delle).

This statement unambiguously calls for a new general education program for Kutztown University, and that assessable progress toward implementing that program be made and reported by March 1, 2010.

Furthermore, the Middle States report, based on their recent campus visit and examination of Kutztown University's recent self-study, recommends under Standard 12 (General Education):

"The University should establish an inclusive committee structure to guide the design and implementation of a General Education curricular and administrative model compatible with the University's mission and vision. Implementation of this model must include the long-term plan for the assessment of student outcomes. General Education must exist within a framework for Assessment of Student Learning. Therefore, immediate steps must be taken to implement an effective system of assessing General Education goals" (text emphasis by James Delle).

Taken together, these two statements mandate that our University must establish a committee or task force to design and implement a new General Education program that incorporates assessment of student outcomes. This is prerequisite to future university reaccreditation by Middle States. Failure to comply with recommendations from Middle States could lead to the University being place on probation."

We want to explicitly reassure all faculty that no regular faculty positions will be eliminated and that no regular faculty member will be retrenched or required to teach courses outside of their department as a direct result of the implementation of the new General Education model.

We look forward to an active and engaged conversation across the campus during the next few months as we work together to structure a new General Education model that will be academically challenging and enriching, and will prepare our students to succeed in their future careers.

APPENDIX D
LINKS TO STATEMENTS OF MIDDLE STATES COMMISSION ON HIGHER EDUCATION ACCREDITATION STATUS FOR CLARION, MILLERSVILLE, MANSFIELD, WEST CHESTER, AND KUTZTOWN UNIVERSITIES

Millersville:
http://www.msche.org/institutions_view.asp?idinstitution=298

West Chester:
http://www.msche.org/institutions_view.asp?idinstitution=541

Mansfield:
http://www.msche.org/institutions_view.asp?idinstitution=197

Clarion:
http://www.msche.org/institutions_view.asp?idinstitution=127

Kutztown:
http://www.msche.org/institutions_view.asp?idinstitution=225

(once the link is opened, scroll down and click on link in lower right corner "Statement of Accreditation Status"; a new window should open with the most recent Middle States information for that school)

APPENDIX E
REVIEW OF RECENT PASSHE GENERAL EDUCATION REVISIONS

In order to better understand how a General Education framework such as that proposed by the Association of American Colleges and Universities can work within the context of PASSHE, the GETF examined a number of General Education programs recently adopted by several of our sister schools, including Millersville, Clarion, West Chester, and Mansfield. Each of these sisters has recently adopted a General Education program that combines elements of the features of General Education curricula defined by the AAC&U. Because this structure is already functioning at sister schools, and because the existing General Education program at KU already features some elements of this structure, we propose that we adopt a General Education program that features a core curriculum, university distribution courses, college distribution requirements, and thematic courses.

To see how our sister schools have adopted this curricular structure, what follows is a summary, in outline form, of the General Education programs recently implemented by Clarion, Millersville, Mansfield, and West Chester.

A. Clarion (revised for AY 2007)
Clarion University has adopted a General Education program that includes a 12-credit core curriculum, a 27-credit distribution requirement, and 15 credits in thematic courses. In addition, they require students to complete a 3-credit health course, and 6 credits in electives.

CORE CURRICULUM: "LIBERAL EDUCATION SKILLS"-12 credits
  ENGLISH COMPOSITION: 3 CREDITS
  MATH: 3 CREDITS
  ELECTIVES (6 CREDITS): ENRICHMENT, COMMUNICATION, COMPUTER SCIENCE, ELEMENTARY
    LANGUAGE, ENGLISH COMPOSITION, LOGIC, MATH, SPEECH
DISTRIBUTION REQUIREMENTS: "LIBERAL KNOWLEDGE SKILLS"-27 credits
  PHYSICAL/BIOLOGICAL SCIENCES: 9 CREDITS
  SOCIAL/BEHAVIORAL SCIENCES: 9 CREDITS
  ARTS AND HUMANITIES: 9 CREDITS
THEMATIC "FLAGGED" COURES – 15 credits
  WRITING INTENSIVE (6 CREDITS)
  QUANTITATIVE REASONING (3 CREDITS)
  VALUES (6 CREDITS)
HEALTH – (3 credits)
ELECTIVES – (6 credits)

39 credits in core and distribution requirements + 15 "Flagged" credits + 9 other Total = 63 credits

B. Millersville (revised for AY 2008)
Millersville University has recently adopted a General Education program that includes 12 credits in a core curriculum, 12 credits in a university distribution program, 27 credits in distribution requirements, and 15 credits in thematic courses

  CORE CURRICULUM: "FOUNDATIONS FOR LIFELONG LEARNING": 12 credits
    ENGLISH COMPOSITION: 3 credits
    FUNDAMENTALS OF SPEECH: 3 credits
    MATH: 3 credits
    ENGLISH: 3 credits
  UNIVERSITY DISTRIBUTION: "CONNECTIONS AND EXPLORATIONS": 12 credits
    FIRST YEAR INQUIRY SEMINAR: 3 credits
    PERSPECTIVES: 3 credits
    WELLNESS: 3 credits
    ELECTIVE: 3 credits
  DISTRIBUTION REQUIREMENTS: "CRITICAL THINKING ACROSS THE LIBERAL ARTS": 27 credits
    HUMANITIES AND FINE ARTS: 9 credits
    SCIENCE AND MATH: 9 credits
    SOCIAL SCIENCES: 9 credits
  THEMATIC COURSES (15 credits)
    CULTURAL DIVERSITY & COMMUNITY: 3 credits
    WRITING INTENSIVE: 12 credits

51 credits in core, university distribution, and distribution requirements + 15 Thematic course credits = 66 credits

C. Mansfield (revised for AY 2007?)
Mansfield University's General Education program is based on a 16-credit core, 36 credits in distribution requirements, and 27 credits in thematic courses.

  "CORE COURSES": 16 credits
    ORAL COMMUNICATION: 3 credits
    ENGLISH COMPOSITION: 6 credits
    FIRST YEAR SEMINAR: 1 credit
    FINE ARTS: 3 credits
    WELLNESS: 3 credits
  "GROUP DISTRIBUTION REQUIREMENTS": 36 credits
    HUMANITIES: 6 credits
    ENGLISH AND MODERN LANGUAGE: 6 credits
    MATH: 3 credits
    NATURAL SCIENCES: 3 credits
    SOCIAL SCIENCES: 9 credits
    ELECTIVES: 9 credits
  THEMATIC COURSES :27 credits
    GLOBAL AWARENESS: 9 credits
    INFORMATION LITERACY: 9 credits
    WRITING ACROSS THE CURRICULUM: 9 credits

52 credits in core and university distribution + 27 credits in thematic courses = 79 credits

D. West Chester (revised for AY 2005)
West Chester University's recently adopted General Education program features a 12-credit core curriculum, 21 credits in distribution requirements, 15 credits in thematic courses, and 9 credits in electives.

> CORE CURRICULUM: "ACADEMIC FOUNDATIONS" 12 credits
> > *ENGLISH COMPOSITION (WRI): 6 credits*
> > *SPEECH: 3 credits*
> > *MATH: 3 credits*
> DISTRIBUTION REQUIREMENTS 21 credits
> > *SCIENCE: 6 credits*
> > *BEHAVIORAL/SOCIAL SCIENCES: 6 credits*
> > *HUMANITIES: 6 credits*
> > *ARTS: 3 credits*
> THEMATIC COURSES 15 credits
> > *DIVERSITY: 1 course*
> > *INTERDISCIPLINARY: 1 course*
> > *WRITING: 3 courses*
> ELECTIVES: 9 credits

33 credits in core and distribution requirements, 15 credits in thematic courses + 9 credits in electives = 57 credits

E. Our sister schools and Middle States Accreditation
It is important to recognize that Middle States has reaffirmed accreditation for all four of our sister schools AFTER they designed and/or implemented these revised General Education programs. In all four cases, Middle States reaffirmed accreditation without comment on General Education (see appendix).

	Date of Gen Ed Revision	**Date of Middle States Reaffirmation of Accreditation**
Clarion	AY 2007 (implementation)	November 15, 2007
Millersville	Jan. 2005 (submitted to faculty) AY 2008 (implementation)	November 16, 2005
Mansfield	AY 2007 (implementation)	November 15, 2007
West Chester	AY 2005 (implementation)	November 16, 2006

Because Middle States has mandated that Kutztown design and implement a General Education program, it is incumbent upon us to consider how successful General Education revisions have been structured.

It is the opinion of the GETF that if Kutztown implements a General Education program similar in structure and scope to those of Clarion, Millersville, Mansfield, and West Chester, then we will be in compliance with educational standards established by Middle States.