

Attachment #1

Continuation of Elements and Alternatives to the Gen Ed Proposal (10/03/06)

Proposal Element	Rationale	Possible alternatives
<p>Retain the W course designation but change the requirement from 4 to 3 courses with reinstatement of a class size limit of 25 and the original elements of the W designation.</p>	<p>There are few who would argue against the idea of writing-across-the-curriculum. Response to the Gen Ed Survey last spring overwhelmingly supported the retention of W courses and advocated changes to increase their effectiveness. For budgetary reasons in the late 1990s, class size limits for W courses were raised and the original elements for designation as a W course were made optional. Our proposal reinstates the original intentions of the W initiative and is expected to increase its effectiveness. Changing the number of W's required will preserve some measure of cost savings.</p>	<p>Keep the current 4 W course requirement with reinstated class size and required elements.</p>
<p>Add more explicit encouragement of diversity by creating a D designation for courses (similar to W writing courses) and encourage students to take these courses through advisement.</p>	<p>It is vital for our students to grow in their understanding of diversity. This is part of our University's mission. It is important that this occurs in co-curricular activities, as well as in coursework. We recommend the creation of a D designation for courses and recommend that advisors and students use this designation during the advisement process. While "diversity" has many different meanings, we recommend using the objective below to inform course designation. <u>Proposed diversity objective:</u> Students will grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States. Aligned with Characteristic 2.</p>	<p>Add no specific course designations but encourage students to build diversity into their program of study through advisement.</p> <p>Create the D designation and require students to take at least one such course somewhere in their program of studies.</p>
<p>Eliminate the requirement that exactly two courses must be taken from a single department in each G block.</p>	<p>The "at least two but no more than two" rule was an effort to legislate depth while not sacrificing breadth, but it has caused excess complexity and confusion. With a commitment to increasing flexibility and simplicity (Characteristic 6) in a revised curriculum, these restrictions should be lifted. Breadth and depth are encouraged by good advisement, the distribution of courses into three academic blocks, P courses, and increased interdisciplinarity in the curriculum.</p>	<p>Keep the current requirement.</p>

Purpose and Objectives for General Education: (Gen Ed Review Committee 10/03/06)

Purpose

Consistent with Millersville University's mission to provide a liberal arts-based education, the purpose of General Education is to provide breadth of knowledge as a balance and complement to the depth provided by the major. This is necessary for the holistic development of Millersville graduates as responsible citizens.

General Education Objectives:

Students, working with advisors, and taking into consideration prior knowledge and experience, purposefully select courses in the General Education curriculum that work together with required courses, co-curricular and extra-curricular activities, and courses in the major to achieve the following objectives:

Foundations for Critical Thinking

1. Students will think, speak and write clearly. This is evidenced by:
 - a) the clear presentation of ideas in formal spoken, written, and media forms.
 - b) the use of effective communication for ongoing dialogue.
 - c) the ability to find appropriate sources of information, evaluate that information, and integrate that information into a final product.

Critical Thinking in the Disciplines

2. In mathematics students will:
 - a) employ statistical methods to analyze and interpret data or employ techniques of calculus to solve problems.
 - b) formulate and solve problems from the real world using the symbolic language of mathematics with technology as appropriate.
3. In social sciences students will:
 - a) evaluate relationships among human behavior, social institutions, culture, and/or environment using the quantitative and qualitative methods of inquiry of the social sciences and using technology as appropriate.
 - b) evaluate and apply social science data and theories in the course of participating as informed citizens in a democracy that exists within an increasingly complex global society.
4. In the sciences students will:
 - a) use the scientific method, laboratory study, appropriate technology, and mathematics to investigate and evaluate scientific concepts and theories.
 - b) evaluate and apply scientific data and theories.
5. In the humanities students will:
 - a) use critical analysis to respond thoughtfully to works of literature.
 - b) apply critical and creative methods of the arts and humanities using technology as appropriate.

Connections Within and Beyond The Classroom

6. Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens; specifically students will:

- a) demonstrate civic and social responsibility.
- b) grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States.
- c) build the foundation for a lifelong process of understanding, developing, and monitoring healthy lifestyle behaviors in all dimensions of wellness, including physical, social, emotional, intellectual, spiritual, and environmental wellness.
- d) gain personal enrichment by developing new interests that can be enjoyed throughout a lifetime.