

Attachment #3

Additional Guidelines for Gen Ed Courses (Effective Fall 2008)

2. Institute clarified guidelines for a required Wellness course.

The Wellness requirement (WELL) is designed to assist students in making positive lifestyle changes that reduce their health risks, modify their consumer behavior, and enhance their personal well-being and productivity.

Criteria for the General Education Wellness requirement are as follows:

- a) must be a 3 credit course.
- b) requires students to participate in a weekly physical or experiential component.
- c) must be a comprehensive approach to wellness employing a variety of cognitive, behavioral, and social learning strategies to encourage and assist students in accepting responsibility for their own wellness.
- d) engages students in critical thinking about wellness.
- e) emphasizes the development of life-long holistic learning.

5. Institute stronger guidelines for Writing Intensive (W) courses including a “revised prose” component. Class size limits for W courses should be reset to 25.

This recommendation re-affirms the faculty’s commitment to writing-across-the-curriculum which has been eroded from its original design with increases to class size and the resulting lowering of expectations for writing and revising. The original 1988 guidelines have been updated and made slightly more flexible while maintaining the original spirit of revised prose and the centrality of the writing process to teaching and learning.

Proposed Revised Guidelines:

- 1) Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
- 2) Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include:
 - (A) a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis.
 - (B) short analytical essays that explore a topic with reasoned evidence and informed opinion.

- (C) position papers prepared by students that address pros and cons of controversial topics.
 - (D) microthemes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two.
- 3) Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors' feedback on students' writing will contribute to effective revision and encourage students to develop effective self-assessment.
- 4) Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.

6. Add a Cultural Diversity and Community (D) requirement such that students will be required to take one approved D course as part of their major, minor, or General Education requirements.

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria. This course may also count for credit in a student's major or minor program or may satisfy another Gen Ed requirement.

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. The following factors are seen as underlying these differences: Race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation and/or physical ability among others.

Specifically, a D course:

- a) involves 3 semester hours at the 100-level or above.
- b) is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by race and ethnicity, gender, geography, language, sexual orientation, education, economics, age, nationality, religious affiliation, occupation, and/or physical ability among other factors.
- c) examines historical and environmental factors that underlie cultural differences.

- d) examines the potential global, regional, or local socio-economic factors that underlie cultural differences.
- e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- f) provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
- g) challenges students to evaluate their own personal worldview.
- h) has a meaningful written and oral component.
- i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.