

Attachment #4

General Education: Comparison of Current & Revised (Fall 2008) Curricula

	Current Curriculum	Fall 2008 Revised Curriculum
Fundamentals/ Foundations		
	ENGL 110 Composition	ENGL 110 Composition
	COMM 100 Fundamentals of Speech	COMM 100 Fundamentals of Speech
	(see below)	MATH 1xx Approved Gen Ed Math course
	(see below)	ENGL 311/312/313/316 Advanced Writing (AW)
Distribution		
	Four courses (≥ 12 credits) in ...	Three courses (≥ 9 credits) in ...
	Humanities & Fine Arts (G1)	Humanities & Fine Arts (G1)
	Science & Mathematics (G2)	Science & Mathematics (G2)
	- MATH 1xx Approved Gen Ed Math course	(see above)
	- Laboratory course (L)	- Laboratory course (L)
	Social Sciences (G3)	Social Sciences (G3)
Add'l Reqs/ Connections & Exploration		
	Perspectives (P) course*	Perspectives (P) course*
	ENGL 311/312/313/316 Advanced Writing (AW)	(see above)
	WELL 175/352 Wellness/Health Ed in Elem Schls	WELL 175/352 Wellness/Health Ed in Elem Schls
	Four Writing Intensive (W) courses	Four Writing Intensive (W) courses (with revised guidelines*)
		Cultural Diversity & Community (D) course*
		First-Year Inquiry (FYI) seminar*
		Open Elective(s)
Total Credits	51	51

Note: * These items are further defined on subsequent pages.

Revised General Education Purpose & Objectives (Adopted April 2007)

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 in a diverse and technologically complex, global community.

General Education Objectives

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

Foundations for Life-Long Learning

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.
 - d) the use of statistical methods and other techniques of mathematics to analyze and solve problems.

Critical Thinking across the Liberal Arts

2. Students will demonstrate foundational knowledge of the important ideas and methods of different ways of knowing as follows:
 - a) in the humanities students will analyze and interpret existing works of literature and the arts.
 - b) in the sciences students will engage in the scientific method, laboratory study, appropriate technology, and mathematics to investigate, evaluate, and apply scientific concepts and theories.
 - c) in social sciences students will develop the necessary tools of critical thinking, inquiry, and diplomacy to participate effectively in our democracy and the increasingly complex global society.

Connections and Exploration

3. Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. 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.

C. Perspectives (N.B. From MU Governance Manual)

Perspectives is an advanced studies component of GENERAL EDUCATION. A major function of these courses is to apply analytical and critical thinking abilities in resolving major social, cultural, scientific/technological, and/or aesthetic problems. They are interdisciplinary and/or multi-cultural in content and require a high level of educational maturity, knowledge, and thinking.

Perspectives courses nurture and extend the basic communications skills developed in the Fundamentals component. These courses integrate the knowledge acquired throughout the baccalaureate experience, and demonstrate how different areas of knowledge in the Liberal Arts core relate and might be used in complementary ways. At the same time, Perspectives courses encourage undergraduate students to make independent and responsible value judgements and decisions.

Perspectives Course Criteria

Each Perspectives course:

- A. Must be 3 s.h. at the 300 level or above.
- B. Must have meaningful writing and oral communication components but may not carry a "W" label.
- C. Must be interdisciplinary and/or multicultural in content.
- D. Requires the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures.
- E. May not have a narrow technical, professional, or career orientation.
- F. Must enable quality interaction.
- G. As indicated above, all perspectives courses must demonstrate that they are either interdisciplinary or multi-cultural in content.
- H. If a course is proposed as interdisciplinary, the course proposal must demonstrate that the course integrates knowledge from two or more different academic disciplines.
- I. If a course is proposed as multi-cultural, the course proposal must demonstrate that a major objective of the course is to provide students with an understanding of two or more different cultures.

(N.B. Items J & K refer to course approval processes and are omitted here.)

- L. No Perspectives course may have more than two prerequisites from a single department.
- M. No Perspectives course may be counted in the Liberal Arts Core.
- N. Additionally, no Perspectives course may be required by the major and also count as a GENERAL EDUCATION Perspectives course.
- O. Perspectives courses must be designed so as to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

(N.B. From March 6, 2007 Proposal for Revised General Education Curriculum)

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.

Rationale:

- Provides clear purpose, intentional alignment and coherence to the General Education program.
- Restored rigor of writing and revision will add to students’ intellectual experience.

(N.B. From March 6, 2007 Proposal for Revised General Education Curriculum)

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.

Rationale:

- Aligns general education curriculum with University mission to foster in students an appreciation for cultural diversity.
- Professional scientific literature supports the value of a structured educational approach rather than simply an experiential approach to exposing students to cultural diversity.
- Students with improved abilities to understand and engage different cultures are more likely to succeed as positive citizens in the increasingly complex local and regional multicultural environment beyond Millersville University.

- Association of American Colleges and Universities in 2000 reported that 62% of all colleges and universities either already had some form of a diversity course requirement or were in the process of developing one.