

GENERAL EDUCATION REQUIREMENTS

Clarion University of Pennsylvania

Revised, Summer 2005, Spring 2006, Summer 2007, Spring 2008

INTRODUCTION

General Education has long been discussed by organizations such as the National Institute of Education, the Association of American Colleges, The National Endowment for the Humanities, and the American Association for the Advancement of Science. The Pennsylvania State System of Higher Education has also focused on General Education, for example, through the Board of Governors Policy 1993-01 (General Education at State System of Higher Education Universities), the State System's *Priorities* statement for the 1990s and in its more recent *Imperatives Affirmed* (2001) and strategic plan (*Leading the Way: A Plan for Strategic Directions 2004-2009*). While the emphases of these discussions may differ, they hold in common certain fundamental beliefs about General Education, including:

Courses in the liberal arts and sciences form the basis of good undergraduate education.

General Education courses (programs) help students gain fundamental skills in reading, writing, speaking, and mathematics as basic tools of creativity, analysis, and synthesis.

Courses in liberal arts and sciences help students understand the integrity of individual disciplines and the interrelationship of these disciplines in the arts, humanities, social sciences, and sciences.

General Education programs engage students with the values implicit and explicit in their studies, encourage students to reflect on their own values, and to integrate the diversity of human values with their own.

General Education courses emphasize active approaches to learning that involve students directly in their own learning.

General Education is a total baccalaureate experience for students, with both its own integrity and integration with the major.

The reform of General Education is an on-going process requiring continued experimentation and assessment, and overt encouragement of innovation in teaching and learning practices.

Clarion University uses national and state-wide conversations about General Education to inform changes in its own Program. Indeed, the following proposal to revitalize the University's program of General Education, first implemented in 1975, is consonant with national and state-wide trends (see Appendix A for a full history of general education at Clarion).

GOALS OF GENERAL EDUCATION AT CLARION UNIVERSITY

The General Education Program at Clarion University has four goals. Students in the Program will:

- Learn the academic skills necessary for obtaining knowledge and for attaining success in life.
- Acquire liberal knowledge as a basis and a context for specialized study and for productive lives after graduation.
- Shape and understand their own values and respect values of others.
- Apply their learning to their professional, personal, and public lives.

The broad student learning outcomes for Clarion University's General Education Program are listed below.

- (1) Students graduating from Clarion University will reason effectively
- (2) Students graduating from Clarion University will communicate effectively
- (3) Students graduating from Clarion University will write effectively
- (4) Students graduating from Clarion University will use information effectively
- (5) Students graduating from Clarion University will use technology effectively
- (6) Students graduating from Clarion University will know a natural scientific method for understanding the world
- (7) Students graduating from Clarion University will effectively apply their knowledge of the natural sciences
- (8) Students graduating from Clarion University will know a social scientific method for understanding the world
- (9) Students graduating from Clarion University will effectively apply their knowledge of the social sciences
- (10) Students graduating from Clarion University will know an artistic/humanistic method for understanding the world
- (11) Students graduating from Clarion University will effectively apply their knowledge of the arts/humanities
- (12) Students graduating from Clarion University will understand the value of and be respectful of diversity
- (13) Students graduating from Clarion University will understand appropriate ethical and professional behavior

- (14) Students graduating from Clarion University will know and appreciate the importance of wellness
- (15) Students graduating from Clarion University will effectively apply their knowledge of wellness
- (16) Students graduating from Clarion University will work independently and interact effectively with others

At its best, general education encourages students to develop academic skills, acquire liberal knowledge, shape individual values, and apply all three (skills, knowledge, and values) to their academic, professional, personal, and public lives. General education programs typically provide students with instruction in these areas, and at Clarion University, the general education program is committed to this same mission. The complete text of the university's *Statement of Philosophy on General Education* is included as Appendix B. In addition, Clarion University is committed to assessing and improving its general education programs.

FUNDAMENTAL CRITERIA FOR GENERAL EDUCATION COURSES

To be included among the offerings in the General Education program, courses must meet the following general criteria. The sponsoring department or departments must demonstrate how the courses meet these criteria.

- Whenever possible, General Education courses are "open" enrollment courses, eligible for selection by any undergraduate student.
- Beginning or introductory General Education courses should not have prerequisites, and upper division courses selected for General Education should have only limited prerequisites.
- The course content and evaluation measures of all General Education courses involve significant integration of at least two learning skills, including: writing, reading, mathematics and quantitative reasoning, speaking and listening, and critical thinking.
- General Education courses should include as many skills as possible but no fewer than two. The course syllabus should explicitly state emphasized skills and their weight in determining the course grade.
- The General Education Program encourages the concept of paired, linked, and/or team-taught courses as means for students to develop skills in the context of connected knowledge. Such experiences enhance critical thinking especially, since students are asked to analyze and synthesize information from seemingly disparate sources.
- The General Education Program does not include remedial courses or courses designed to raise student skills to generally accepted college standards. Such courses may count as meeting full-time enrollment or financial aid requirements but are not to be accommodated in the context of General Education. (Students under-prepared in the skills requisite for university study will be identified and are required to take

courses that will attempt to prepare them for such study). These courses will have the following characteristics:

- Enrollment is restricted to those students in need of remedial work.
 - The courses do not apply to requirements in General Education.
 - The sponsoring departments will designate these courses as remedial in intent.)
- Students have reasonably wide choice within the context of General Education course offerings and the respective distribution categories of the program. Specific course requirements in General Education have the approval of the Faculty Senate and the university administration.
 - Courses applicable to the General Education Program require students to learn actively and independently of the textbook and the instructor.
 - Courses in General Education integrate Liberal Knowledge concepts so that students learn that every course and discipline has a history, a philosophy, and a set of theories based on a set of values.

THE GENERAL EDUCATION PROGRAM

The General Education Program at Clarion University is designed to help students to:

- Develop skills, especially writing and mathematical skills, as tools for analysis, synthesis, and creation of ideas.
- Acquire liberal knowledge in the sciences, social sciences, and the arts and humanities, so to understand both the integrity and interrelationships of these disciplines.
- Shape individual, personal values through examination of the values implicit and explicit in their studies.
- Apply skills, liberal knowledge, and values in their academic, professional, personal, and public lives.

Statement of Requirements

A. Students must complete 12 credits of Liberal Education Skills courses as follows:

- English Composition (three credits). The English composition requirement is met by completing English 111: Writing II. First year students, and transfer students who have not completed an English course equivalent to the university's required English course must complete the university's English Placement Test. Based on test results, students place directly into English 111,

or into English 110 (Writing I), completion of which (with a C or better) qualifies them to enroll in the required English 111. (See Rationale, below). Appendix C and D provide the learning outcomes for English composition classes.

- Mathematics Requirement (three credits). The mathematics requirement is met by completing at least three credits of mathematics numbered MATH 111 or higher, excluding Math 290, 295, 390, 490, 492, and 495. (See Rationale, below.)

All students entering the university will be assessed prior to their initial registration for classes in order to assess their mathematics skills. Students who place below the minimum entry mathematical skills level must complete the appropriate remediation class or classes. Mathematics remediation classes do not count toward General Education credits.

Upon successful completion of the appropriate remediation class or classes (with a grade of C or better), students may enroll in classes that meet the university mathematics requirement.

- Liberal Education Skills Electives (sufficient to total 12 credits in the Liberal Education Skills area). Students must select courses in at least two of these areas: academic enrichment, communication, computer and information science, elementary foreign language, English composition, logic, mathematics, or speech communication.

B. Students must complete 27 credits of Liberal Knowledge courses, distributed among three categories:

- Physical and Biological Sciences (9 credits). Students must select courses from at least two of the following disciplines: Biology, Chemistry, Earth Science, Mathematics, Physical Science, or Physics
- Social and Behavioral Science (9 credits). Students must select courses from at least two of the following disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, or Women's Studies
- Arts and Humanities (9 credits). Students must select courses from at least two of the following disciplines: Art, English, Humanities, Language and Literature, Intermediate Foreign Language and Cultures, Music, Philosophy, or Speech and Theater.

C. Students complete, if necessary, General Education Elective courses to total the 48 credits required in the General Education Program.

D. Students must complete HPE 111, a two-credit course focused on issues of health and wellness, and at least one credit of a personal performance course.

E. Students must complete two Writing Intensive (W) flagged courses. Ideally, students should select one W flagged class from General Education offerings, and

one from the major. Appendix E provides the learning outcomes for writing intensive classes.

- F. Students must complete one Quantitative Reasoning (Q) flagged course either within or beyond the General Education program.
- G. Students must complete two Values (V) flagged courses. During their first year, students must complete a First-year V flagged course. First year Values courses examine the intellectual and cultural context in which values are formed. Subsequently, students must complete at least one additional V flagged course. These courses emphasize values inquiry. Students should select courses in General Education and in their majors carefully to ensure they complete two courses that, in addition to qualifying for general education or the major, are flagged as "values" courses.
- H. Transfer students are required to satisfy the requirements of the General Education Program, with the following adjustments:
 - If a student transfers more than 24 credits,
 - the first year values flag (V) is waived
 - one writing intensive flag (W) is waived

Rationale for Requirements in the General Education Program

Writing Courses

Students should write in courses across the curriculum, as a vehicle for learning. Students must therefore complete three writing-focused courses prior to graduation: English 111 and two W flagged courses. Some students may also be required to complete English 110, depending on English Placement Test results.

English 110: Writing I

Entering first year students have had some degree of writing instruction in secondary school; some of this instruction, however, does not prepare students for the transition to university-level writing and its expectations. English 110 is geared toward those students whose placement results demonstrate the need for university-level writing instruction prior to enrolling in English 111. The learning outcomes for English 110 can be found in Appendix C.

English 111: Writing II

English 111: Writing II is the foundational first year writing course at Clarion University. The General Education Program recognizes “that certain fundamental skills—especially reading, writing, speaking, and mathematics skills—are basic to students as tools for analysis, synthesis, and creation of ideas in the content areas of General Education and beyond in their majors.” English 111, one of two “overt requirements” in General Education, requires students to engage in the critical thinking, reading, and writing activities expected in the academy and in

chosen areas of study. The learning outcomes for English 111 can be found in Appendix D.

Writing Intensive Courses

Students are also required to complete two W flagged courses. Students may take these courses as part of the General Education Program, in the major, or in support courses for the major not taken to fulfill requirements in General Education. Writing Intensive courses are based on the idea that writing should engage students in higher order reasoning, such as synthesis and analysis, as well as the communication modes of specific disciplines.

In writing-intensive classes:

- Writing not only tests knowledge, but provides learners opportunities to explore ideas and develop connections between new knowledge.
- Writers revise some portion of their work, guided by the instructor, so to better understand the constraints of the discipline within which they are working.
- Writers will use many forms, including in-class responses, journals, notebooks, reports, formal argumentative essays, research papers, and other forms pertinent to specific disciplines.

In writing-intensive classes, students:

- Complete a substantial body of finished work. This is generally expected to total 20+ double-spaced pages in at least two, preferably more, submissions. A variety of forms is strongly encouraged--journals, reports, essays, research papers, etc., not all of which must be graded.
- Receive professional assistance as they complete writing assignments. Such assistance may take several forms, from visits to the Writing Center to conferences with the instructor.
- Revise some pieces. Since revision is an essential characteristic of good writing, students should be able to revise some portion of their work.
- Receive response to their writing. Such response may take many forms--from extended comments by the instructor to peer evaluation in student groups. It is expected, however, that the instructor will respond in detail to some extended work of the students.

The learning outcomes for writing-intensive classes can be found in Appendix E.

Mathematics and Quantitative Reasoning

Students must complete a mathematics requirement of at least three credits of mathematics numbered MATH 111 or higher (excluding Math 290, 295, 390, 490, 491, 492, and 495). Students must also complete a Quantitative Reasoning (Q) flagged

course. Mathematics and quantitative reasoning skills are fundamental to the learning process. Like writing, they are vehicles for learning beyond themselves and are important tools for learning in courses across the curriculum. Quantitative reasoning flagged courses are intensive in the teaching of skills or abilities such as, but not limited to, the following:

- Learning from data: collecting and analyzing data. Data collection includes understanding the notion of hypothesis testing and specific methods of inquiry such as experimentation and systematic observation.
- Quantitative expression: the ability to use and comprehend quantitative language in a variety of contexts. These would include units of measurement (e.g., milliseconds, calories), visual representations (e.g., graphs and maps), and scales and distributions.
- Evidence and assertions: the ability to determine which conclusions logically follow from a body of quantitative evidence.
- Quantitative intuition: a subjective "feel" for numbers including the ability to estimate, an appropriate sense of scale, a sense of the probability or frequency of events (stochastic intuition), and appropriate use of heuristics (rules-of-thumb).
- Applications of quantitative reasoning: the ability to determine when quantitative reasoning is appropriate and how can it be applied to real-life problems.

For many majors, a mathematics competency has been defined through a specific set of mathematics classes that are required within the major. These majors will explicitly articulate the mathematics competency that is expected of students who graduate within the major. The majors will also be responsible for assessing the mathematics competency of their graduates. Additionally, every major is encouraged to incorporate the quantitative reasoning flag within a course required for the major. Using the definition of quantitative reasoning found in the General Education Program document, majors will explicitly articulate how quantitative reasoning is being addressed within the major, the outcomes that are expected as these relate to the major and for the major, and assessment strategies for documenting that the stated outcomes within the major are being met. These will be published through the General Education Program document.

Liberal Education Skills Electives

Academic skills in addition to writing, mathematics, and quantitative reasoning are important to a liberal education, as vehicles for further learning. Students may choose nine credits from numerous disciplines to enhance their foundational skills.

Liberal Knowledge

The Liberal Knowledge component of General Education reduces the segmentation of the curriculum by showing students the inter-relatedness of all aspects of human knowledge. In liberal studies, students learn basic concepts and current thinking in the physical and

biological sciences, the social and behavioral sciences, and the arts and humanities. Students also begin to understand how these disciplines are interrelated by examining the perspectives and paradigms particular to these disciplines, experiencing the processes whereby knowledge is generated in these disciplines, applying discipline-specific knowledge to general human understanding and action, and finally, analyzing the wisdom of these applications in human affairs. In brief, students come to understand these disciplines as both discrete and interrelated ways of knowing and understanding the world.

Values Courses

The Values courses in Clarion University's General Education Program do not advocate a particular set of values; rather values courses encourage students to appreciate the great diversity of human values, recognize their own personal values, identify those values fundamental to an academic discipline, and help students learn to reason critically about values.

First Year Values courses focus on the intellectual, historical and cultural contexts in which values are formed. By exposing students to the broad spectrum of values found within cultures and societies throughout history and across the globe, students learn to appreciate the rich array of human values, while also learning to identify and evaluate the sources and nature of their own values. As a result, students are encouraged to become more tolerant and respectful of diversity and to develop those attitudes necessary for them to be successful participants in a global society.

Second Year Values courses focus on identifying and examining those value judgments that are implicit within an academic discipline—either the student's own discipline or some other. By exposing students to the fundamental value assumptions of a discipline, students learn that a full understanding of any discipline, including their academic major, requires recognizing and understanding those value judgments that underlie it. As a result, students are better prepared to critique their own disciplines in a manner that leads to scholarly innovation and to the development of new knowledge.

Health and Personal Performance Courses

General Education should also enhance health and wellness, creative performance, physical activity, and use and enjoyment of leisure time. Therefore, students will take HPE 111, a two credit course focused on health and wellness, and one credit of a personal performance course.

APPENDIX A

HISTORY OF GENERAL EDUCATION AT CLARION UNIVERSITY

Before 1975, Clarion mandated a highly prescriptive, 61-credit hour General Education curriculum. A revised program, introduced in 1975, gave students far more choice: 48 credit hours spread across a series of distribution categories, and only two overt requirements, ENG 111 and HPE 111. This program remained in effect until 1986, when Clarion University's Faculty Senate directed its Subcommittee on General Education to compose a comprehensive *Statement of Philosophy on General Education*. The *Statement* was reviewed by the faculty and received approval from Faculty Senate and the Council of Trustees in 1988. The *Statement* can be found in Appendix B. The Senate next assigned the Subcommittee to develop a plan for "implementation of the *Statement of Philosophy on General Education*."

In 1991, the University sponsored Conference on Strategic Planning and Goal Setting reinforced the Subcommittee's assignment as follows:

By Fall 1992, the General Education Subcommittee shall present through the Committee on Courses and Programs of Study to the Faculty Senate an implementation statement for the General Education Program, and, if approved, begin implementation no later than Fall 1994.

Conference participants specifically noted that the General Education Program should help students to develop and integrate skills in problem solving, decision making, writing, speaking, viewing, and listening. Further, General Education should help students understand their own heritage and values as well as those of other people in an increasingly diverse culture. Participants observed that the public will continue to expect more of college graduates in terms of analytical, mathematical, oral and written communication, and critical thinking abilities, and that the skills, knowledge, and values students acquire in General Education courses are clearly applicable to their academic, professional, and personal lives. Participants identified the following points as particularly important. Clarion University students should

- acquire basic academic skills;
- experience the breadth of human intellectual achievement;
- read and discuss the work of some of the great minds of world culture;
- engage in critical and integral thinking;
- explore personal interests beyond a major field of study or a career choice;
- gain the wisdom and guidance of millennia of human efforts to major existential questions such as, "who am I" and "what kind of person do I want to be?";
- understand their relationships with friends, neighbors, and loved ones;
- assess their responsibilities as participating citizens of the nation and the world.

THE PROCESS OF DEVELOPING THE PROPOSAL

The Subcommittee on General Education constructed its work with two basic beliefs. First, the *Statement of Philosophy* should be implemented incrementally and should build logically toward a proposal for change. Second, the process and the proposal should encourage substantial and continuing faculty involvement from across the university.

Initially, the Subcommittee sought funding for a series of public presentations and workshops conducted by nationally recognized authorities on General Education. This series, which occurred during 1989-1990, was intended to inform campus-wide discussions on the status of General Education nationally and to assist in developing a proposal to implement the University's *Statement on Philosophy*. While many people from across campus attended the series—faculty, students, and administrators—a core group of roughly 30 faculty members, representing each academic unit, participated in all the workshops. The Faculty Senate formalized this core group to work with the Subcommittee on General Education toward writing the proposal for implementing the *Statement on Philosophy*. Student Senate added several students as well, and the expanded group met regularly through the fall of 1992 to shape the direction of General Education at Clarion University.

At the same time, faculty experimented in specific ways with the potential for change in General Education. For example, faculty infused existing courses with writing and/or with a focus on values. Many courses in the humanities used a “common reading” during one academic year, for example, and the Making Connections program, a living and learning community program that enrolls students in thematically linked clusters of skills and liberal learning courses, began its run. These initiatives marked both the desire for change in General Education and the variety of potential strategies for change.

In Fall 1994, the Faculty Senate authorized a revised General Education Program, which approved by the Council of Trustees in the same semester. On September 26, 1994, the Council on General Education was seated by the Faculty Senate (information regarding the structure and charge for the Council on General Education can be found in Appendix F). The new program went into effect for entering students in 1995.

The new program required 52 credits of General Education (GenEd) courses spread among specified distribution categories, as follows:

- ENG 111 (Writing 2), or ENG 110 (Writing 1) and 111, if warranted by the placement test.
- Three (3) GenEd approved credits in quantitative reasoning.
- Three (3) GenEd approved credits of mathematics competency.
- Eighteen (18) GenEd approved credits of liberal education skills.
- Twenty seven (27) GenEd approved credits of liberal knowledge:
 - Nine (9) from physical and biological sciences.
 - Nine (9) from social and behavioral sciences.

- Nine (9) from arts and humanities.
- Four (4) GenEd approved credits in Health and Personal Performance:
 - HPE 111.
 - Two (2) activity courses.

Students were also required to complete eight “flagged” courses:

- One (1) “link flagged” course, linking general education with the major.
- Two (2) “values flagged” courses, one in General Education and one in the major.
- Two (2) “writing intensive flagged” courses, one in General Education and one in the major.
- Three (3) “applications flagged” courses, which applied general education knowledge and skills to the major.

At the beginning of the Fall 1995 semester, the Council on General Education issued a call for departments to submit an initial list of courses to be included within the structure of the Program. These courses could be offered for three years without formal Council approval, on the assumption that instructors made a good faith effort to meet General Education requirements while the departments prepared the courses for review. The Council reviewed each of the initially certified courses during the ensuing three years and recommended to CCPS that they be offered for General Education credit.

Assessment of the revised General Education Program carried out between 1994 and 1998 identified several problems, among them, the implementation and scope of flagged courses and the approval of courses for general education credit. After a series of discussions and public hearings, Faculty Senate eliminated the quantitative reasoning course, the linked flag, and the application flags. The Senate added a quantitative reasoning flag to the list of flagged courses. Senate also expanded the scope of the Writing Intensive flag so that any major, elective or general education W flagged course would meet the requirement. Senate designated all Arts and Sciences courses as General Education approved within the Liberal Knowledge distribution category. Finally, the Senate charged the Council on General Education to continue approving flagged courses and courses submitted by colleges other than Arts and Sciences.

In 2002, the Board of Governors mandated that all majors with the Pennsylvania State System of Higher Education require no more than 120 credits. The General Education Program was revised again to meet this mandate. The Program was reduced from 52 to 48 credits by lowering the number of required credits in the Liberal Skills category by three, and by eliminating one personal performance course. An additional policy change allowed one credit of personal performance to count as a free elective or as a general education elective. The revised program took effect in Fall 2003.

APPENDIX B

STATEMENT OF PHILOSOPHY ON GENERAL EDUCATION

The baccalaureate programs at Clarion University consist of both specialized and liberal studies. Specialized education--in other words, a major--gives students some depth of knowledge in an academic discipline and perhaps in a potential career area. Liberal education substantiates disciplined study; students develop bases and contexts for their specializations, for their university lives, and for their lives after graduation.

Broad Student Learning Outcomes

- (1) Students graduating from Clarion University will reason effectively
- (2) Students graduating from Clarion University will communicate effectively
- (3) Students graduating from Clarion University will write effectively
- (4) Students graduating from Clarion University will use information effectively
- (5) Students graduating from Clarion University will use technology effectively
- (6) Students graduating from Clarion University will know a natural scientific method for understanding the world
- (7) Students graduating from Clarion University will effectively apply their knowledge of the natural sciences
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- (13) Students graduating from Clarion University will understand appropriate ethical and professional behavior
- (14) Students graduating from Clarion University will know and appreciate the importance of wellness

- (15) Students graduating from Clarion University will effectively apply their knowledge of wellness
- (16) Students graduating from Clarion University will work independently and interact effectively with others

(approved by Clarion University Faculty Senate in spring 2007)

Ideally, liberal studies give students space and time to develop academic skills; to acquire liberal knowledge; to shape their values; and to apply all three (skills, knowledge, values) to their lives. At Clarion University, the General Education Program is committed to these ideals.

Skills

The general education program focuses on fundamental academic skills. These skills--reading, writing, speaking, mathematical--make it possible for students to acquire and create knowledge, to assess existing values and to develop new ones, and become, finally, vehicles for critical analysis and synthesis of ideas and attitudes. These skills, moreover, encourage critical thinking, and motivate active inquiry and reasoning so vital for the creation of knowledge.

General Education at Clarion University is particularly committed to writing and mathematics.

University level writing encompasses more than the formal presentation of ideas. Through writing, students first discover what they know about a subject. Writing, in this sense, puts students in touch with their thinking and encourages students to be their own teachers, to integrate into their own thinking what they have read and heard. In other words, university level writing is best understood as a process, a means of inquiry and analysis appropriate to all studies, and a vehicle for critical and creative thinking. This is not to say that university writing ignores formalities. Students use writing to create and convey their thoughts and ideas to specific audiences. To do so well, students present the content of their thinking within the established conventions or forms of written language. Developing and refining this relationship encourages thinking and learning. It also leads students to better understanding and use of the standard forms of written expression.

The study of mathematics offers students another opportunity to discover, create, and communicate knowledge. As a symbol system, mathematics functions in human thinking and communication much as any other language. Not unlike writing, the study and use of mathematical symbols encourages precision in analysis and communication. It involves students in the active inquiry and reasoning basic to most study in the university, and serves them further as a means of discovery and creation. Finally, based on such analysis, mathematics provides students with an additional vehicle for communication.

Liberal Knowledge

Academic skills, of course, exist and grow within particular circumstances. Students read about *something*; students write about *something*. The Liberal Knowledge component of General Education is concerned in broad terms, then, with the intellectual context of students' learning and of their lives inside and outside the university.

Humans think, reflect, create, plan, and pass on culture through a system of shared symbols, across a wide domain of knowledge. This domain includes the ecosystem and biosphere that sustains all life; the social world, within which humans interact; and the endeavors that enrich life, that give it purpose and meaning. In traditional academic terms, this domain incorporates the liberal elements of general education: the physical and biological sciences, the social and behavioral sciences, the arts and humanities.

To function intelligently inside and outside the university, students must comprehend the domain both as an integrated whole as well as its component parts. Human experience is not comprised of discrete entities; indeed, the world is an integrated and interdependent system, where one area of knowledge clearly affects another. To ensure that students make accurate and realistic assessments of experience, the Liberal Knowledge component of General Education recognizes the integrity of individual academic disciplines and the interrelatedness of these same disciplines.

In their liberal studies, therefore, students learn basic concepts and current thinking in physical and biological sciences, social and behavioral sciences, and the arts and humanities. Students also learn how these disciplines (and, indeed, all knowledge) is interrelated. Students accomplish these goals by examining the perspectives and paradigms particular to academic disciplines, experiencing the processes whereby academic disciplines generate knowledge, applying discipline-specific knowledge to general human understanding and action, and, finally, by analyzing the wisdom of these applications in human affairs.

Values

Academic skills and knowledge are without practical point, however, unless they are applied by those students who acquire them to particular situations and circumstances in their lives. Yet the application of knowledge and skills by an individual cannot take place without a set of values to direct it. The values component of the General Education Program, therefore, encourages students to recognize and critically evaluate their own values, the values of others, and the values imbedded within the various academic disciplines.

Values education encourages students to develop a sense of the intellectual, historical and cultural context in which values are formed. By asking students to examine and critically reflect on the values of cultures and societies distinct from their own, students are led to discover that they also operate with a set of values and that their own values have particular historical and cultural antecedents. As a result, students achieve a greater

appreciation for the values of others, a deeper understanding of their own values, and are led to the realization that all values are subject to critical inquiry from both an academic and a personal perspective.

Values education also encourages students to identify the values implicit in both the substance and the process of what they study. By asking students to examine and critically reflect on the values that underlie the various academic disciplines, students are led to discover that all professions operate within a core set of values and via some received set of ethical principles and guidelines. As a result, students achieve a fuller understanding of their own academic disciplines, a greater appreciation for professional ethics in general, and uncover methods by which they can make sound ethical decisions throughout the course of their lives.

Values education at Clarion University is ultimately grounded in the belief that when students actively engage in liberal studies, they become clearer about their own values and more comfortable with both intellectual and cultural diversity. It is also grounded in the belief that as students participate actively in the campus community—a community itself rich in diversity both of ideas and peoples—and in other communities after graduation, they become more tolerant and respectful of diversity and become more receptive to alternative choices in their own lives.

Appendix C

English 110 Outcomes

(approved by Clarion University Faculty Senate, Spring 2003)

Entering first year students have had some degree of writing instruction in secondary school; some of this instruction, however, does not prepare students for the transition to university-level writing and its expectations. ENG 110 is geared toward those students whose placement exams demonstrate the need to university-level writing instruction prior to enrolling in English 111.

Upon successful completion of English 110, students will exhibit the following abilities:

INVENTION

Invention entails:

- Generating ideas.
- Developing ideas.

Invention benchmarks may include:

- ✓ Writer interprets a variety of prompts.
- ✓ Writer generates ideas in response to various prompts.
- ✓ Writer uses various invention techniques (e.g. brainstorming, freewriting, clustering).

READING

Reading entails:

- The ability to comprehend and interpret various genres and types of texts, including visual texts.
- Using reading to support and substantiate claims.

Reading benchmarks may include:

- ✓ Writer demonstrates competency with interpreting, understanding and applying various genres and types of texts, including visual texts.
- ✓ Writer uses evidence from reading to support and substantiate claims.

DRAFTING

Drafting entails:

- Establishing a position in a clearly stated thesis or claim.
- Establishing the writer's purpose for writing (inform, persuade, analyze).
- Determining readers' needs.
- Organizing ideas and information to support the thesis/claim.
- Developing ideas through example and illustration.
- Adhering to essay conventions (introduction, body, conclusion).

Drafting benchmarks may include:

- ✓ Writer demonstrates purpose and direction through clearly stated thesis/claim.
- ✓ Writer maintains purpose from beginning to end of essay.
- ✓ Writer addresses readers' needs for complete presentation of position.
- ✓ Writer demonstrates logical organization and development of ideas within paragraphs.
- ✓ Writer demonstrates logical organization and development of ideas from paragraph to paragraph.
- ✓ Writer offers relevant examples, explanations, proof to support thesis/claim.
- ✓ Writer demonstrates knowledge and application of essay conventions.

REVISION

Revision entails:

- Refocusing the thesis/claim so that it controls the writing.
- Expanding areas that require further support.
- Rearranging text for coherence.
- Deleting irrelevant text.
- Redirecting introductions and conclusions to support the thesis/claim.

Revision benchmarks may include:

- ✓ Writer creates a clearly focused main idea (thesis/claim).
- ✓ Writer includes both specific and general details and examples to support main idea (thesis/claim).
- ✓ Writer arranges and organizes text logically and coherently.
- ✓ Writer establishes introduction that sets the direction and tone and states or implies the main idea (thesis/claim).
- ✓ Writer establishes conclusion that resolves main idea (thesis/claim).

EDITING

Editing entails:

- Recognizing errors in “standard written English,” including mechanics, punctuation, and syntax.
- Recognizing stylistic faults such as wordiness, jargon, awkwardness, inappropriate diction, lack of audience awareness.
- Recognizing structural problems such as transitions, coherence, sentence unity, paragraph unity.
- Demonstrating the ability to correct these errors.

Editing benchmarks may include:

- ✓ Writer demonstrates ability to edit text so that “standard written English “ errors do not affect readability.
- ✓ Writer demonstrates ability to edit text so that it meets stylistic requirements indicative of college-level composition.
- ✓ Writer demonstrates ability to edit text so that structural problems do not hinder readers’ understanding.

Appendix D

English 111 Outcomes

(approved by Clarion University Faculty Senate, Spring 2003)

English 111: Writing 2 is the foundational freshman writing course at Clarion University. The General Education Program recognizes “that certain fundamental skills—especially reading, writing, speaking, and mathematics skills—are basic to students as tools for analysis, synthesis, and creation of ideas in the content areas of General Education and beyond in their majors.” English 111, one of two “overt requirements” in General Education, requires students to engage in the critical thinking, reading, and writing activities expected in the academy and in chosen areas of study.

Upon successful completion of English 111, students will exhibit the following abilities.

CRITICAL LITERACY

Demonstrate in writing the critical thinking characteristic of students entering advanced studies.

Critical thinking entails:

- Acknowledging and engaging one’s personal biases regarding a topic.
- Placing others’ views (whether written or oral) in relation to one’s personal experience and knowledge.
- Arriving at a more thorough understanding of the topic.

Benchmark indicators of critical thinking may include:

- ✓ Writer actively engages her own knowledge and/or opinions.
- ✓ Writer incorporates different perspectives with her own opinion.
- ✓ Writer synthesizes various perspectives to achieve a new level of understanding of a topic.
- ✓ Writer prepares and presents written texts that demonstrate critical engagement, incorporation and synthesis.
- ✓ Writer engages in the recursive nature of critical engagement, incorporation and synthesis.

Establish a critical stance in relation to a topic.

Establishing a critical stance entails:

- Interpreting and negotiating texts based on one’s own cultural experiences and perspective.
- Comprehending the meaning of a text (essay, article, website).
- Incorporating supporting and/or oppositional perspectives.
- Judging the validity of one’s critical stance in relation to others (texts, peers).

Benchmark indicators of a critical stance may include:

- ✓ Writer demonstrates ability to comment on oppositional/supporting perspectives

- ✓ Writer negotiates his interpretation of texts with others (e.g. students, teachers).
- ✓ Writer defends his interpretation with logic, reason and evidence.
- ✓ Writer learns alternative strategies of interpreting texts.
- ✓ Writer develops a new understanding of texts based on his ability to comment on oppositional/supporting perspectives.
- ✓ Writer establishes an informed critical stance.

Use reading as a means for critical inquiry.

Using reading as a means for critical inquiry entails:

- Finding and assessing information from primary and secondary sources.
- Careful reading of disparate texts to form a critical stance.
- Using those readings to support an original thesis and argument in writing.

Benchmark indicators of reading as critical inquiry may include:

- ✓ Writer locates appropriate library and/or electronic sources.
- ✓ Writer evaluates quality and reliability of these sources.
- ✓ Writer demonstrates skill in using sources through development of summary, paraphrase and direct quotation.
- ✓ Writer integrates sources into her own text to form a coherent argument.

Use writing as a means for critical inquiry, learning and thinking.

Using writing as a means for critical inquiry entails:

- Gathering information.
- Reporting information in writing.
- Explaining understanding of subject matter in writing.

Benchmark indicators of writing as critical inquiry may include:

- ✓ Writer analyzes the topic.
- ✓ Writer identifies the inter-relatedness of ideas and subject matter.
- ✓ Writer assesses his own articulation of the subject matter.

Engage in constructive assessment of one's own written work.

Constructive assessment entails:

- Attaining distance from one's own written work.
- Reflecting on one's own work.
- Revising based on this reflection.

Benchmark indicators of constructive assessment may include:

- ✓ Writer composes written reflection on her own writing process.
- ✓ Writer assesses of strengths and weaknesses in one's own writing.
- ✓ Writer revises beyond superficial changes and mechanical corrections.

Rhetorical Abilities. Establish and maintain a clear focus in writing.

Benchmark indicators for clear focus may include:

- ✓ Writer develops thesis and/or “kernel” ideas.
- ✓ Writer shows coherence, unity and control of sentences.
- ✓ Writer demonstrates continuity and logical development between and across sentences.
- ✓ Writer demonstrates coherence, unity and control of paragraphs.
- ✓ Writer demonstrates continuity and logical development between and across paragraphs.
- ✓ Writer composes paragraphs to support thesis and/or “kernel” idea.

Write using appropriate tone, voice and formality expected in academic writing.

Benchmark indicators of appropriate tone, voice, formality may include:

- ✓ Writer’s text free of slang, cliché and idioms.
- ✓ Writer uses Standard Written English rather than informal or colloquial.
- ✓ Writer uses language appropriate for defined audience.

Write for specific audiences.

Benchmark indicators for specific audiences may include:

- ✓ Writer identifies different audiences.
- ✓ Writer produces written texts appropriate for identified audiences.
- ✓ Writer demonstrates language conventions appropriate for various audiences.

Develop a text that integrates one’s own ideas with external sources.

Benchmark indicators for integration of sources may include:

- ✓ Writer demonstrates ability to introduce and use quotations.
- ✓ Writer demonstrates ability to comment on quotations.
- ✓ Writer demonstrates ability to write and use paraphrase, summary, précis.
- ✓ Writer adheres to style sheet conventions.

Write with control of the conventions of Standard Written English.

Benchmark indicators for control may include:

- ✓ Writer presents a text with minimal surface errors.
- ✓ Writer controls sentence boundaries and structure.
- ✓ Writer controls paragraph boundaries and structure.
- ✓ Writer’s surface errors do not interfere with relative readability.

Appendix E
Outcomes for Writing-Intensive Classes
(approved by Faculty Senate, Fall 2004)

The outcomes below are consistent with the pedagogical philosophies of writing across the curriculum and writing in the disciplines.

Writer identifies discipline-specific audiences.

Readers in different academic fields expect particular contexts, vocabularies, organizational schemes, discourse conventions, etc. Student writers should be aware that these differences exist; what constitutes the differences; and how to adjust their writing accordingly.

Writer generates texts appropriate for discipline-specific audiences.

Student writers will write the kinds of texts particular to specific fields of study, i.e. lab reports, research reports, proposals, persuasive essays, and so on.

Writer demonstrates language conventions appropriate for discipline-specific audiences.

Student writers learn the vocabulary and other discourse conventions of the field they are studying by various means, for example, listening in class, reading textbooks, conducting research.

Appendix F

Council on General Education

General Education should be understood as a “living” program amenable to review, revision, and innovation. To retain its vitality, the program in General Education will be open to experimentation and assessment, and, indeed, will invite change and innovation. The program will also be flexible enough to accommodate changes in academic focus, teaching methods, and even policy without requiring a complete reconceptualization of the program itself.

The General Education Program transcends both departmental and college levels. General Education is a university requirement and requires a university-wide oversight. Administrative oversight of General Education is through the Committee on Courses and Programs of Study which is the contractual body for curriculum matters. Administration and oversight of the General Education Program is implemented by a Council on General Education.

Structure of the Council on General Education.

Involvement of a representative group from the university community in the development and oversight of the programs in General Education is the fundamental way of maintaining the commitment and energetic support among faculty, administration, and students necessary for the success of the program. The structure outlined below is consistent with existing curricular review and structures of the university.

The Council on General Education will be an elected body with the exception of the administrative representative and the student representative who will be selected by their respective groups. Each faculty group allocated a representative will elect and submit a list of two candidates for their council position to the CUP-APSCUF Executive Committee who will in turn oversee the election of the respective representatives in a general bargaining unit election. The runner-up for each position will serve as an alternate for that position.

The membership of the Council will consist of one faculty representative from each college or school; one faculty representative from the natural sciences and mathematics; one faculty representative from the humanities and social sciences; one faculty representative from the Venango Campus; one faculty representative from the faculty not in a college or school; one representative from the administration (the Vice President for Academic Affairs or a designee); and one student representative, selected by Student Senate. All faculty representatives will be elected. The term of office for each member will be three years. Terms of members will be staggered to assure continuity on the Council.

The Faculty Senate initiates the election of the Council on General Education.

The Council will elect a chairperson at its first meeting after the general elections of Bargaining Unit.

The Council will report its recommendations directly to the Committee on Courses and Programs of Study of Faculty Senate.

Responsibilities of the Council on General Education

The Council will be guided by three fundamental documents: Mission and Goals of Clarion University, Statement of Philosophy on General Education, and the program in General Education as approved. The Council will also be guided by the “General Criteria and Recommendations for the General Education Program” that can be found in Appendix G.

The Council will recommend to CCPS an initial certification of all offerings for General Education using course syllabi and departmental rationales for the inclusion of the offerings as continuing options in General Education.

The Council will have the authority to recommend changes to the structure and substance of the program in General Education through the Committee on Courses and Programs of Study to the Faculty Senate.

The Council will review all offerings proposed for the program in General Education.

The Council will be proactive in support of General Education in such ways as assisting faculty in generating workshops, grants, and training programs in areas of General Education, solicitation of course proposals or initiatives in General Education, and as spokespersons for the General Education Program on- and off-campus.

APPENDIX G

General Criteria and Recommendations for the General Education Program

The recommendations presented here are general in nature and relate to all courses in the program in General Education.

1. Transfer students' General Education requirements will be pro-rated upon admission, based on the number of credits with which a student enters.
2. CCPS will adjust the circulation deadlines for curricular proposals to facilitate implementation of the General Education requirements.
3. Development and teaching of general education courses is the responsibility of the academic faculty. All courses proposed for inclusion in the program in General Education should originate with the department or departments proposing the courses.
4. The academic faculty, acting on behalf of individual departments, bears responsibility for developing and teaching General Education courses.
5. A successful program in General Education must have the support and involvement of the faculty. The academic departments are the base of such support. This fundamental idea is commonplace in literature on General Education and reflects academic common sense.
6. General Education should not be conceived as a "first two year" program. A vital general education program must be understood as part of a total baccalaureate experience, including junior and senior level courses, and related specifically to the experience of students in the major.
7. To make the program in General Education effective and meaningful for students, it must have both an integrity of its own and integration with other facets of the academic experience of students, especially the major.
8. Choice in course selection allows students to pursue their intellectual and personal interests in the context of General Education and to relate their selection to their other academic goals.
9. In the spirit of General Education, courses in the major and courses required by the major may not be used on the left (general education) side of the checksheet.
10. Departments other than Arts and Sciences departments will propose General Education courses to the Council on General Education for review and recommendations.

11. Appropriate incentives will be offered to faculty to encourage the development of writing-intensive courses across the curriculum.
12. The creation of writing-intensive courses should enhance initiatives in the university focused on writing in the disciplines and across the curriculum.
13. Courses applicable to the program in General Education will consider overtly with students the values reflected in their content and method of instruction.
14. Certain courses in the curriculum are focused on the matter of values. All courses in the university, in one way or another, reflect values in their content or approach to teaching and learning. All courses that apply to the credits required in General Education, while they may not focus on values, should help students to understand the values implicit in what they are learning and how they are asked to learn it. Doing so will enable students to deal better with their own values and to come to terms with values other than their own.
15. Proposals submitted on behalf of General Education or by faculty involved in General Education initiatives should be given equal consideration with other types of initiatives in an open competition for faculty development funding.
16. The need for continuing review, revision, innovation, and assessment in connection with General Education requires support for faculty involved in the program as they seek to maintain its vitality in course content, in teaching methods, and in the connections between and integration of knowledge and skills across courses.
17. Students must understand the purposes of General Education and, indeed, the purposes of higher education itself. Many students come to the university without an understanding of the purposes of higher education and without clear academic goals for themselves as students in the university. If they have come solely for "job training," they misunderstand the greater purpose of a university education. And whatever their sense of purpose and direction, they often do not fully grasp the intrinsic and extrinsic value of General Education.

A variety of means must be found to help students understand the purposes of a university education, including and especially its General Education component. Recruitment literature, program brochures, and course catalogue materials should overtly reflect on these purposes. Orientation and advisement programs should accommodate the need of students to understand these purposes. Courses in the program and course materials themselves should reiterate these purposes and lead students incrementally toward an understanding of them. Finally, the relationship of General Education to the major should be made obvious to students by better integration of these two primary areas of focus for undergraduate students.

20. Clarion University graduates should be able to apply useful intellectual skills that transcend the boundaries of a specific course, course of study, or major. Skills such as writing, reading, and speaking; computer use and library information retrieval; quantitative analysis and critical analysis and synthesis -- all should be introduced to students and used regularly in the context of General Education and reinforced frequently across the curriculum beyond General Education.
21. Students must exercise meaningful choice in the selection of courses in General Education that will broaden their intellectual and personal knowledge outside the major.
22. Because most departments designate the courses that students may take to fulfill the requirements of their major, it is within General Education that students typically are able to take courses reflecting their own interests. Sometimes, however, it is difficult for students to exercise meaningful choice in General Education. In some cases, the individual student's own lack of experience and knowledge makes it difficult for him or her to exercise appropriate choice. Sometimes, a student's major program has stipulated courses in General Education, expanding requirements native to the major beyond the major. And, in some cases, courses that reflect a student's interests are circumscribed by limited availability of these courses. Enabling students to exercise meaningful choice among course options in General Education requires that:
 - a) the requirements for a major should not impinge on the choices students are permitted to make in the context of General Education,
 - b) while scheduling of General Education courses cannot be separated from the scheduling of courses outside General Education, every reasonable effort should be made to provide courses and sections that allow students appropriate choice in General Education,
 - c) print materials and appropriate advising should be available to students that to assist them in understanding the nature of each General Education course option and its relationship to the purposes of General Education, and
 - d) care should be taken to ensure availability of appropriate courses within the General Education program.
23. Students must be actively engaged in Clarion University as they develop personally.

24. Clarion University should offer students opportunities to clarify and develop their personal values and beliefs and to consider "what kind of person" they are and may wish to become. Through the General Education program, students access the accumulated wisdom of human experience derived from diverse times and cultures. The processes of discussing and applying that wisdom guide students in their personal development. In that wisdom, explicitly and implicitly, may be found appropriate guidance for students in their personal development. Students should be made aware of this and in the context of General Education students should be provided with opportunities for free and civil examination of their own values and beliefs.
25. Students must become more cosmopolitan in experience and outlook as they enter the next century. Students must recognize the diversity of cultures within and beyond our nation as well as the fundamental relationships in the national and global community.
26. The revolution in transportation and communications technology is effectively shrinking the world. From an economic, political, cultural, and social perspective, students being educated as citizens of the twenty-first century must be aware of the world beyond their locality, region, or nation. General Education must, therefore, provide students with access to the diversity of cultures within and beyond our nation and lead students to an understanding of fundamental relationships in the national and global community.
27. Departments not specifically listed as eligible for inclusion in General Education may submit course proposals to the Council on General Education for review and possible approval as general education qualified courses.
28. To be included as options in General Education, departmental courses with multiple sections should be submitted to the Council on General Education as a common syllabus designed to meet certain requirements in General Education, and if the common syllabus is approved, all professors teaching the course are expected to follow the common syllabus. If the department does not agree on a common syllabus, the department may develop a course syllabus meeting the general education requirement, and submit the proposed syllabus along with a request for a new course number for normal course approval procedure, i.e., the regular ECON 211 course would not be submitted for general education approval, but all sections of ECON 210 would be approved based on the general education approved syllabus and new course number.
29. Departments may request that a course be double flagged. Double flagging should be reflected in the course description and syllabus. Because a flagged designation implies a significant treatment of the indicated flag requirement, courses may not be triple flagged. Students may satisfy two flag requirements per course approved for double flags.
30. Students will be informed of the program in General Education by a variety of means. Recruitment literature, program brochures, and course catalogue materials should

overtly reflect on the nature and purposes of the program. Orientation and advisement programs should be developed or re-developed to encourage students at entry into the university and in their continuing studies to reach a full understanding of the nature and purposes of General Education.

31. Departments are encouraged to develop a capstone course within the major which emphasizes disciplinary values, whether in a single discipline or in an interdisciplinary context. The credits for this course would apply in the major. The capstone course would reinforce for students the relationship of study in General Education and in the major by its overt concern with values.

Appendix H Processes and Forms

Submitting Courses for General Education Categories or Flags

Faculty are encouraged to submit their courses for inclusion in the General Education Program. The process has the following stages.

1. The department responsible for the course submits the appropriate forms (see below) to the Chair of the Council on General Education.
2. The Council on General Education reviews the submission sends its recommendation to CCPS.
3. CCPS send its recommendation to the Faculty Senate.
4. The Faculty Senate notifies the Registrar of a positive action.
5. The Registrar prepares the *Fall/Spring Schedule* to indicate the course falls under a particular category and/or carries a particular flag.

To make sure a course is recorded in the official database of General Education courses for a particular semester, a department should begin the process early in the preceding semester. The department should be advised that the notice of the new status will likely not show up in the printed *Schedule* until a year after the semester the course is approved.

Course Request Form

Revised - September 1999

GENERAL EDUCATION PROGRAM COURSE COMPONENTS - REVIEW FORM

Instructions: Complete required items (determined by category in which course is submitted) on both sides of this form. If more space is needed for items 6 and 7, use a separate sheet. Return this form **with a copy of the syllabus for the proposed course that includes statements that support the request** to your representative on the Council on General Education.

Course Name/Catalogue Number: _____

Category(s) for which course is being proposed (Circle)

Foundation Skills: IA IB IC

Liberal Knowledge: IIA IIB IIC

Health and Personal Performance: IIIA IIIB

IIIB submissions - Answer only Questions 1-5 below.

General Education Electives: IV

1. College: _____ 2. Department: _____

3. Faculty Contact(s): Name(s) _____ Department Chair: _____ (sign.)

Phone: _____ E-Mail: _____

4. Catalogue Description:

5. Prerequisites to proposed course:

6a. For a course for **Category I - Liberal Education Skills**, indicate which **ONE** of the following foundation skills is the main focus of the course:

_____ Writing	_____ Critical Thinking	_____ Speaking and Listening
_____ Reading	_____ Mathematics	_____ Computing
_____ Quantitative Reasoning		

If the course is proposed **ONLY** in Skills Category I, answer only Questions #1 - 6a of this course components review form. The response to #6a should be incorporated into the course description on the syllabus.

6b. Describe how students participate actively in their own learning in this course. Indicate how the course incorporates active instructional approaches so that students are involved directly in their own learning. Examples might include the use of technology such as computer data bases, the use of library resources for assignments, or the incorporation of cooperative learning groups, simulations, and field work as useful alternatives to lecture.

7a. For courses proposed for **Categories II - Liberal Knowledge, IIIA - Health and Personal Performance, or IV- General Education Electives**, indicate at least **TWO** of the following learning skills that are integrated within the content and evaluation measures utilized in the course.

- | | | |
|------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Writing | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Viewing |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Quantitative Reasoning | <input type="checkbox"/> Computing |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Reading |

In addition, answer Questions #7b, c, d, of this course components review form. The responses to these questions (7b,c,d,) should be incorporated into the syllabus for the course, and the indicated learning skills should be highlighted in the course description on the syllabus.

7b. Describe how students participate actively in their own learning in this course. Indicate how the course incorporates active instructional approaches so that students are involved directly in their own learning. Examples might include the use of technology such as computer data bases, the use of library resources for assignments, or the incorporation of cooperative learning groups, simulations and field work as useful alternatives to lecture.

7c. Indicate how the instructor of the course will consider overtly with students the values (academic, human, etc.) that are reflected in the content and method of instruction.

7d. Indicate how this course helps students to understand both the history and philosophy of the discipline, and its interrelationship with other disciplines in the arts, humanities, and the social, physical, and biological sciences.

Flag Request Form

Revised – January 2006

GENERAL EDUCATION PROGRAM FLAG REQUEST - REVIEW FORM

Instructions: Indicate the desired flag below and answer questions 1-4. Beginning with #5, choose the question that is appropriate to the flag. Answer the question justifying the requested flag on a separate sheet. Return this form with a copy of the syllabus for the proposed course that includes statements that support the request to your representative on the council on General Education.

Course Name/Catalogue Number: _____

Flag requested: W Q V S (Circle one)

W = writing intensive Q = quantitative reasoning V = first year values S = second values

Note 1: a V flagged course must be a course in General Education. All other flags may apply to a course inside or outside General Education.

1. College: _____ 2. Department: _____

3. Faculty Contact(s): Name(s) _____ Department Chair: _____ (sign.)

Phone: _____ E-Mail: _____

4. Catalogue Description:

5. For courses that will carry the **First year Values flag** in General Education, answer the following questions:

- a) How does this course focus on the intellectual and cultural context in which values are formed?
- b) How does this course examine culture and society?
- c) How will students actively engage in thinking about and discussing their own values, the values of others, and the values of human society?

The rationale for the **First year Values flag** should be incorporated into the course syllabus.

6. For courses that will carry the **Second values flag** either in General Education or in the major, answer the following questions:

- a) How will students focus on the historical development and application of values specific to the discipline?
- b) How will students focus on ethical issues in the academic disciplines and/or the profession as well as those raised by the responsibilities of citizenship in the world?
- c) What techniques will be used in this course to emphasize values inquiry?

The rationale for the **Second values flag** should be incorporated into the course syllabus.

7. For courses that will carry the **Quantitative reasoning flag**, describe how the course fosters learning from data, formulating quantitative expressions, and arguing from evidence and assertions, and how it aids students in developing quantitative intuitions.

Learning from data refers to the skills associated with collecting and analyzing data. Quantitative expression is the ability to use and comprehend quantitative language in a variety of contexts. Facility with evidence and assertions allows one to comprehend which conclusions may be reasonably drawn from a body of evidence. (According to the quantitative reasoning requirements in the General Education Requirements.) The rationale for the quantitative reasoning flag should be incorporated into the course syllabus.

8. For courses within General Education or beyond General Education within the major or in support of the major that carry the **Writing intensive flag**, indicate in what ways students use writing to engage in higher order reasoning, as well as the communication modes of specific disciplines. Additionally, indicate how the guidelines set forth in the General Education Requirements Document will be followed in the course. The rationale for the Writing flag should be incorporated into the course syllabus.