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A Proposed Model for General Education at Kutztown University

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General Education Restructuring

When we began this process over two and a half years ago, we were charged by President Cevallos with looking at KU's General Education program to see how it might be improved to better serve today's students. Specifically, President Cevallos asked us to set the number of required credits at 48 and to try to make General Education more uniform among the four undergraduate colleges.

The request to limit General Education to 48 credits is in direct response to the Chancellor's mandate that all programs require 120 credits. In some programs, moving from 128 to 120 necessitated some creative juggling of the General Education portion of the program. For example, in some education programs, "Perspectives on American Education" now counts in the Humanities category. Some programs in the College of Visual and Performing Arts (VPA) have reduced their General Education requirements to 39 credits. Over the years many programs have been forced to tinker with General Education in order to meet accreditation requirements for their majors. There are now 16 different "variations" of the General Education program in the College of Liberal Arts and Sciences alone.

That we do not have one General Education program is undeniable. The only course required in all four undergraduate colleges is "English Composition." VPA students do not have to take a speech course, for example. Nor do they have to take a mathematics course. These examples are provided merely to illustrate the non-uniformity that exists within our General Education program without passing any judgment on the wisdom of the choices that those colleges have made.

With just those two requests in mind—48 credits and uniformity—the General Education Restructuring Team embarked on a journey that has brought us to this point. We approached this task with no pre-conceived agenda, nor with the assumption that General Education at KU was "broke." Instead our approach all along has been to examine our General Education program to see if it might not be improved. Using the research to guide us, we sought out the recognized best practices to design a program that would be most beneficial for our students.

While our current General Education program has its strengths, it does have its weaknesses. It has not been changed substantially in over 50 years. It has no overarching philosophy, developmental structure, nor interdisciplinary cooperation. Made up of pieces from all four colleges, no one has had ownership nor responsibility for General Education. The result has been that each college, and indeed each program, has been left to its own devices, resulting in the lack of uniformity described above.

Clearly, the students who are admitted to KU are not the same as those from 50 years ago. They come to us with very different skill sets from their predecessors. They have been transformed forever by the proliferation of mass media and the Internet. During those 50 years, we have continually upgraded our major programs to accommodate our students' needs and the changes that the world has wrought, but not so with General Education. As academicians and stewards of the future, we owe it to our students to change our General Education program to better accommodate their strengths and weaknesses.

Because we have never had any formal assessment to measure the effectiveness of our General Education program, we have had to rely on anecdotal evidence from students, employers, and professors. Using a variety of means ("Food for Thought" sessions, the "IDEAS" process, informal conversations, personal experience, student surveys, reports from employers, etc.), certain themes began to emerge. In short, we were told repeatedly that our students don't read, can't write, and don't

know how to think critically. Furthermore, our students have no shared educational experience unique to KU.

At the same time that we were gathering evidence about the effectiveness of our General Education program, we were also exploring what other schools have done to address these very same shortcomings at their institutions. We looked at exemplary models for General Education, we consulted the experts, we combed the literature, and we communicated with colleagues at other institutions.

After more than two years into this process, the team has reached some conclusions as to what General Education should be:

- It should follow the PA-SSHE's 1993-01 policy for General Education.
- It should address the Middle States Commission on Higher Education's report regarding "resolving differences and moving forward."
- It should adhere to the recently-approved General Education Mission and Goals.
- It should have a common experience.
- It should be rigorous.
- It should emphasize both process and content.
- It should have more opportunities for writing and speaking.
- It should have both breadth and depth.
- It should have a multidisciplinary component.
- It should have a globalization/diversity component.
- It should have an information literacy component.
- It should have a quantitative literacy component.
- It should prepare students both for success in their majors and in their post-graduate lives.
- It should give students a sense of ownership by continuing to provide them with choices.
- It should attempt to span all four years of a student's undergraduate education.
- It should be sensitive to the needs of transfer students (both into and out of KU).
- It should reflect a commitment to an ongoing outcomes assessment process.

After much deliberation and consultation with various constituencies, we have identified what we are calling three components of a model for General Education at KU.

Component #1: Core Requirements.

The Core is designed to give all students a common academic foundation. Emphasizing the habits of mind that distinguish an educated person, it has been designed to give students a maximum number of opportunities for reading, writing, speaking, and critical thinking. Since such activities cannot exist in a vacuum, the Core also focuses on the foundations of the humanities, the social sciences, and the sciences.

Component #2: Breadth of Knowledge.

Very similar to our current distribution requirements, the Breadth of Knowledge component allows students to explore a variety of disciplines.

Component #3: Depth of Knowledge.

While our current distribution requirements have been described as a mile wide and an inch deep, the Depth of Knowledge component directs students to take courses that share a common topic or theme from several different disciplines, but at a level beyond the 010. By experiencing multiple perspectives on a given topic, students will be better able to appreciate the interdisciplinary nature of education.

Chronological Summary of the Development of the Proposed Model

The General Education Restructuring Team was convened by Dr. Cevallos in February 2003 with a specific charge to look at the existing General Education program at KU and see if it could be improved. The committee was appointed through the Committee on Committees so that all four undergraduate colleges, units, and governance bodies would have representation.

Since the original meeting, the team has met almost weekly, including meeting during the 2003 and 2004 summers. The team approached this task as an academic exercise. We studied numerous other General Education models, used an expert consultant in the field of General Education, and reviewed the literature to understand trends and beliefs about General Education.

Further, at every possible juncture, we sought input from KU faculty. Meetings were held with each of the undergraduate colleges in Spring 2003 to discuss the Mission and other issues related to General Education. In Fall 2003 we brought a consultant on campus for two University-wide meetings. Additional University-wide meetings were held in Fall 2003 and Spring 2004 to discuss the Mission and Goals for General Education.

At the same time that we were fine-tuning the Mission and Goals, we also began developing what we called “elements” of a model. We began distributing these in Fall 2004. A total of 14 “Food for Thought” sessions were held in Spring and Fall 2004 to discuss the Mission and Goals as well as these elements. During Fall 2004, we also sought input from faculty using an IDEAS process. On October 27, 2004, by referendum, the faculty voted to approve the Mission and Goals for General Education at Kutztown University. The elements eventually evolved into the three “components” outlined above.

During the Spring 2005 and Fall 2005 semesters, we met individually with departments and other faculty groups to discuss the components. Meetings were held with the following departments and governance bodies:

Anthropology/Sociology	Philosophy
Biology	Physical Sciences
Chemistry	Political Science
English	Social Work/Criminal Justice
Geography	Speech and Theater
Human Kinetics	Chairnet
History	College of Business
Mathematics	College of Education
Modern Languages	University Senate
Music	APSCUF Representative Council

In the past two and a half years, the team has held over 110 meetings related to General Education. Our Web site, which was launched April 1, 2003, has continuously informed the KU community of the team’s activities, while also providing background information and research results on General Education. To date our Web site has had over 76,000 “hits,” averaging nearly 2,500 per month.

The following page synthesizes the feedback the team received from faculty and our responses to it.

Synthesizing Feedback from Faculty

Although the team received feedback on practically every facet of General Education at KU, certain common themes began to emerge as the process developed:

- Strong support for an additional course in composition.
- Globalization/diversity not addressed (or not addressed enough).
- Foundations of Modern World and Foundations of Scientific Inquiry too vague.
- Concerns about who would be teaching courses.
- Various departments suggesting a required course of all students (history, mathematics, computer science, political science, speech, modern languages, human kinetics, philosophy, physical sciences, biological sciences, English, etc.).
- Foundations of Academic Inquiry course must be rigorous.

Assimilating Feedback from Faculty

Based upon initial feedback from faculty, the team first synthesized the suggested “elements” into the three proposed “components.” After subsequent feedback and additional research, the team further modified and fine-tuned those components. Listed below are the major modifications the team has made over the past two and a half years in direct response to faculty feedback:

1. Elimination of the Sophomore Inquiry course.
2. Communication I and Communication II changed to College Composition and Fundamentals of Speech.
3. Clarified the second writing course as a Core requirement to be taken after the student has completed 60 credits.
4. Expanded upon the delivery of the Foundations of Academic Inquiry course so that it can be offered through various formats:
 - professor choice
 - theme based (perhaps by college or department)
 - one large lecture accompanied by smaller “recitation” sections
5. Changed the Foundations of the Modern World course from a single course to a “family” of courses. In addition to the new course, the team is recommending that a faculty committee develop a set of criteria that can be used to modify and/or enhance existing courses (HIS, GEG, POL, ECO, SOC, ANT, ARH, PHI, ARU) so that they address the General Education Goals and meet the expectations of the Core Requirements. Such criteria might include such things as specifying the number and length of writing assignments required, providing opportunities for oral presentations and group work, etc. New courses are also encouraged.
6. Changed the Foundations of the Scientific Inquiry course from a single course to a “family” of courses. In addition to the new course, the team is recommending that a faculty committee develop a set of criteria that can be used to modify and/or enhance existing courses (CHM, BIO, GEL, PHY, AST) so that they address the General Education Goals and meet the expectations of the Core Requirements. Such criteria might include such things as specifying the number and length of writing assignments required, providing opportunities for oral presentations and group work, etc. New courses are also encouraged.
7. A globalization/diversity requirement must be completed and may be satisfied in any component or the major.
8. A quantitative literacy requirement must be completed and may be satisfied in any component or the major.
9. A lab science course must be completed and may be satisfied in any component or the major.
10. Request that tenure/tenure-track faculty teach courses in the Core to insure academic quality.

General Education Mission

The General Education Program at Kutztown University offers students a rigorous foundation in skills, experiences and knowledge integrated with the comprehensive study in their major fields. It requires students to analyze and evaluate fundamental principles and assumptions of knowledge through various modes of inquiry across disciplines. This program fosters in students the curiosity, passion, and desire for excellence necessary for transforming learning into a lifelong pursuit and for participation in a complex and diverse global society.

*Approved by General Education Restructuring Team 4/16/03
Revised and Unanimously Approved by General Education Restructuring Team 6/11/03
Approved by faculty referendum 10/27/04*

General Education Goals

Knowledge of the World: Students will examine the development of human knowledge by exploring issues experienced across time, location, and culture.

Critical Thinking: Students will be able to think abstractly, logically, and creatively. They will pursue critical, analytical, and aesthetic inquiry across disciplines to research and integrate information, solve problems, and make informed decisions.

Communication: Students will be able to communicate effectively in various ways such as writing, speaking, listening, quantitative expression, performance, and other visual means. They will collaborate with others in group work. They will use appropriate technology to enhance their ability to communicate in academic, career, and personal contexts.

Human Diversity: Students will respond effectively in both personal and professional situations to people from diverse backgrounds. They will gain an understanding of how factors such as culture, ethnicity, class, race, gender, religion, age, national origin, disability, and sexual orientation affect the human experience.

Ethical Issues & Responsibilities: Students will examine and critically evaluate their own value systems as well as the value systems of others in order to facilitate substantive decision making based upon reasoned moral considerations.

Attitudes for Success: Students will be encouraged to strengthen personal qualities and attitudes acknowledged to be necessary for a full and successful life, such as, curiosity, passion, cooperation, imagination, commitment, self confidence, and compassion.

*Approved by the General Education Restructuring Team 9/10/03
Revised and approved by the General Education Restructuring Team 5/19/04
Approved by faculty referendum 10/27/04*

Resources and Implementation

Faculty Development

- The Foundations of Academic Inquiry course will require faculty to participate in some team designing of the course as well as possibly team teaching. Because faculty will participate in developing these courses the University should commit to an ongoing, systematic program of faculty development. The research indicates that faculty development programs are an integral part of the curricular reform.
- The development program will be focused on two goals.
 - The first is to improve knowledge about freshman inquiry. Faculty from different disciplines will work together to design and deliver courses. Further, faculty who will wish to improve their knowledge of the many contributions in their disciplines will be provided a combination of incentives and/or reassigned time to adequately prepare courses. The freshman inquiry course will require that faculty have opportunities to attend seminars to be better able to design and implement their inquiry.
 - Secondly, the need to strengthen pedagogy will be extremely important. Workshops and seminars will be planned and implemented in order to introduce faculty to different classroom activities and how to integrate these into their respective courses.
- Across the country faculty have responded to development programs with a good deal of enthusiasm. Research indicates the following: increased collaboration across disciplines, enhanced pedagogical effectiveness and improved student satisfaction with their learning experiences in general education courses. The team recommends that the University expand its current efforts and work towards a clear and sustained, systematic commitment to an ongoing program of faculty development.

Implementation Over Four Years

- The team recommends that the proposed program be phased in over a four-year period of time. The team further recommends that the General Education Committee (a standing committee reporting to the University Curriculum Committee) develop a phase-in process for the recommended four years.

Program Administration

- From the review of the current trends in the reform of General Education, it is clear that the long-term success of the program will require a clear administrative design. This design would include responsibility, authority and support for the General Education program at Kutztown University. Presently, no such administrative structure exists at Kutztown University.
- The team recommends that a faculty member be designated to be the administrator of the General Education program and that this will be his/her primary responsibility. This person shall be assisted by the General Education Committee.
- Finally, the program being recommended would include the premise that General Education is the responsibility of all university faculty.

Components of a New Model for General Education at Kutztown University

1. Core Requirements (18 credits)
 2. Breadth of Knowledge (21 credits)
 3. Depth of Knowledge (9 credits)
 4. Additional Requirements (0 additional credits)
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Core Requirements – 18 credits (to be taken mostly during the first two years)

GENXXX College Composition	3 sh
GENXXX Foundations of Speech.....	3 sh
GENXXX Foundations of Academic Inquiry.....	3 sh

Course Description: *Foundations of Academic Inquiry* is a General Education course aimed at developing the academic skills and attitudes necessary for college success. Foundations of Academic Inquiry will provide first-year students with initial opportunities for writing, oral presentation, gathering and evaluating information, and critical thinking at the college level organized around a common theme or topic through a close analysis of a variety of texts. This course will foster in students the ability to make connections across various domains of knowledge, and will facilitate the acquisition of a broad array of skills and appreciations commonly associated with liberal education and learning.

Foundations of Academic Inquiry is a 3-credit, Core I course in General Education that is intended for first-year students in their first semester at Kutztown University. Transfer students with 16 or more credits are exempt from this course. This course is designed for classes no larger than 25 students to enhance faculty-student contact and student-to-student interaction.

Course Rationale: A survey of first-year seminar programming in American higher education by the National Resource Center for the First-Year Experience (2000) indicated that approximately 74% of over 1000 institutions that responded to the inquiry offer some special course for first-year students that addresses the typical needs of new students in transition. These courses have been associated with outcomes such as increased persistence into the sophomore year, student satisfaction with the institution, improved academic abilities and performance, increased use of campus services, and campus involvement. This course will address the need for students to develop and refine basic academic skills in order to benefit from the college experience.

Course Objectives:

- **Primary Objectives**
 - Develop academic foundation skills (e.g., written and oral communication, information literacy, critical reading, critical thinking, information evaluation and analysis from a variety of perspectives)
 - Cultivate intellectual curiosity and commitment to education.
 - Increase understanding and appreciation of the value and benefits of General Education.

- **Secondary Objectives**
 - Enhance self-management skills (e.g., management of time and schedule, task focus, establishment of priorities)
 - Facilitate involvement with peers and the university community
 - Build familiarity with campus resources.

GENXXX Foundations of the Modern World..... 3 sh

Foundations of the Modern World is not a survey course, but rather an examination of how ideas and books influence subsequent thinking, create traditions, and reflect societal ideals. This course aims to provide a richer understanding of how cultures are constructed, modified and represented. Interdisciplinary in nature, and relying to a great degree on primary texts, this course would be open to a variety of approaches. For example, it could look at the inter-relationships between philosophy, economic theories, and artistic representation at several crucial historical moments that have laid the foundation of the modern world. Through this core experience in humanistic, artistic and social science inquiry, students will learn about the historical and cultural contexts that shape our understanding of the events of the day; they will enter into a dialogue with one another that will encourage lifelong habits of intellectual curiosity and engagement.

Foundations of the Modern World is not a single course, but rather a “family” of courses. In addition to the new course, the team is recommending that a faculty committee develop a set of criteria that can be used to modify and/or enhance existing courses (HIS, GEG, POL, ECO, SOC, ANT, ARH, PHI) so that they address the General Education Goals and meet the expectations of the Core Requirements. Such criteria might include such things as specifying the number and length of writing assignments required, providing opportunities for oral presentations and group work, etc. New courses are also encouraged. Departmentally-developed new and existing courses satisfying these criteria would carry a dual prefix (such as GEN/HIS) to identify them as meeting this Core requirement while at the same time identifying the discipline of origin.

GENXXX Foundations of Scientific Inquiry 3 sh

Physical science, life science, mathematics, and technology taken together provide students with awareness for the role of science in society. Scientific methodologies provide ways of knowing about the workings of the natural world. Scientific inquiry is one of the distinguishing characteristics of the contemporary world: a person who is literate in the sciences can apply scientific knowledge and scientific thought processes to personal, professional and social life components. This course combines all of these critical aspects of scientific thought and knowledge in a broad manner that creates a foundation in scientific thought and inquiry. Students will see how the scientific method is used in everyday decision-making and they will examine the limits of science as a tool for understanding the world. This experience will help students evaluate the important scientific and technological issues they will face everyday.

Foundations of Scientific Inquiry is not a single course, but rather a “family” of courses. In addition to the new course, the team is recommending that a faculty committee develop a set of criteria that can be used to modify and/or enhance existing courses (CHM, BIO, GEL, PHY, AST) so that they address the General Education Goals and meet the expectations of the Core Requirements. Such criteria might include such things as specifying the number and length of writing assignments required, providing opportunities for oral presentations and group work, etc. New courses are also encouraged. Departmentally-developed new and existing courses satisfying these criteria would carry a dual prefix (such as GEN/BIO) to identify them as meeting this Core requirement while at the same time identifying the discipline of origin.

GENXXX Advanced Writing Course..... 3 sh

This course will build on skills developed in *College Composition*. Students will fulfill this junior-level writing requirement in one of the following ways:

- Take a discipline-specific course developed by professors from their major field of study. For example, Biology or History could develop, with the help of Writing faculty, an advanced writing course specifically for Biology or History majors respectively.
- Take a course to be designed for areas of study: Writing for the Arts and Humanities or Science Writing. (These courses will be taught by English Department faculty.)
- Take an existing 200-level writing course such as Creative Forms, Journalism, Writing for the Workplace or Technical Writing. (These courses will be taught by English Department faculty.)

It is anticipated that English Department faculty will teach many but not all courses meeting this requirement. Faculty in other departments will be strongly encouraged to develop appropriate courses for students in their majors. English Department writing faculty would act as consultants to faculty interested in developing new major-specific writing courses. Prior to enrolling in this course, students will have declared a major and completed 60 credits.

Breadth of Knowledge Component (21 credits)

This component is separated into three *perspectives* with a total of 21 credits required from three categories. A minimum of two courses, with different prefixes, from each category must be included as part of the 21 credits.

The purpose of this component is to broaden students’ appreciation and knowledge of the many aspects of their world as well as to develop their thinking, writing, speaking and listening skills required for more effective interaction with the world as citizens, workers, family members and individuals. Courses in this element engage students in rigorous learning activities in subjects outside of their major.

Breadth of Knowledge courses should have no or limited prerequisites and introduce a significant aspect of a discipline. While courses in the element are similar to General Education courses currently offered, new courses can be developed to fulfill this requirement.

Humanities & Fine Arts..... 6 sh

- Artistic expression, oral expression, written expression, literary expression

Science, Mathematics, and Technology 6 sh

- Living systems, logical systems, physical systems

Social Sciences..... 6 sh

- World civilization, economic systems, political systems, social systems, human kinetics

Elective 3 sh

- Any course from the above categories or any existing credit-bearing KU course.

Depth of Knowledge Component (9 credits)

The purpose of the *Depth of Knowledge* component is to give the student an opportunity to delve deeper into a topic of interest, across disciplines, in depth, and beyond the introductory level. *Depth of Knowledge* brings the student in contact with complementary and competing viewpoints and recognizes that any issue or problem can be viewed from multiple perspectives. Cross-disciplinary study helps students integrate knowledge from various disciplines through the study of a major idea. These classes emphasize the integrative and creative qualities of thought characteristic of the generally-educated person. The pedagogy used in *Depth of Knowledge* courses address the goals of General Education to a significant degree, with particular emphasis on critical thinking and communication. Depending on the nature of the course, the other General Education goals may also be heavily emphasized. A *Depth of Knowledge* sequence typically consists of three courses that all relate to a particular topic or theme. Among those schools that have a *Depth of Knowledge* requirement, many have rules that require the three courses to be from three different disciplines and at three different levels. The General Education Restructuring Team is suggesting the following criteria for the *Depth of Knowledge* component at KU:

- The three courses should be from at least two different disciplines.
- No more than one course may be below the 100 level.
- At least one course must be at the 200 or higher level.
- A student who completes a minor is exempt from the *Depth of Knowledge* component.

Here at KU, we already have many courses from which a *Depth of Knowledge* component could be constructed. A few examples are listed below. Additionally, it is hoped that new courses will be developed expressly for this component.

LATINO STUDIES

ENG 234 - Ethnic American Literature (PREREQ: ENG 023 or its equivalent)

ENG 247 - Modern Latin American Literature in Translation (PREREQ: ENG 023 or its equivalent)

GEG 125 - Geography of South America

GEG 127 - Geography of Central America and the Caribbean

HIS 131 - History of Latin America: Colonial

HIS 150 - Minorities in American History

HIS 453 - Conflict and Revolution in Latin America

POL 131 - The Politics of Latin America

SOC 140 - Racial and Ethnic Minorities

SPA 247 - Modern Latin American Literature in Translation

NUTRITION & HEALTH

BIO 146 - Basic Nutrition and Diet Therapy

ECO 322 - The Economics of Health and Medicine (PREREQUISITE: ECO 012)

ENG 126 - Current Themes in Literature: Sports in Literature: An Examination of a Public Metaphor (PREREQUISITE: ENG 023)

GEG 264 - Medical Geography

HEA 105 - Emergency Care and Risk Management

HPD 110 - Personal Health Management

HPD 115 - Health Maintenance/Nutrition & Exercise

HPD 116 - Health Maintenance/Prevention and Early Detection of Illness

HPD 120 - Personal Nutrition

NUR 111 - Women's Wellness

NUR 116 - Achieving Wellness

PSY 331 - Health Psychology (PREREQUISITE: PSY 011)

WST 111 - Women's Wellness

THE ENVIRONMENT

BIO 130 - Environmental Issues: Global Perspectives (PREREQ: 3 sh of Biology)
ENG 123 - Current Themes in Literature: American Writers and the Environment (PREREQ: ENG 023 or its equivalent)
ENV 100 & 101 - Introduction to Environmental Science Lecture and Lab
GEG 210 - Environmental Conservation
GEG 341 - Environmental Planning
GEL 210 & 211 - Environmental Geology & Laboratory (PREREQ: GEL 100-101)
POL 258 - The Administration of U.S. Environmental Law (PREREQ: ENV 100 or POL 010)
PSY 255 - Environmental Psychology (PREREQ: PSY 011)

AMERICAN CULTURE

ANT 135 - Pennsylvania German Cultural Traditions
HIS 229 - American Urban History
HIS 230 - Topics in the History of American Popular Culture
MUS 215 - American Music (PREREQ: MUS 010 or permission of instructor)
MUS 225 - Jazz: Its History and Influence (PREREQ: MUS 010 or permission of instructor)
MUS 228 - The History of American Musical Theatre (PREREQ: MUS 010 and THE 015 or permission of the instructor)
POL 230 - American Political Parties
SOC 180 - Sociology of Leisure
SPE 332 - American Speakers and Their Impact
THE 228 - The History of American Musical Theatre (PREREQ: MUS 010 and THE 015 or permission of the instructor)
THE 324 - Great Moments in American Theatre (PREREQ: THE 015)

AMERICAN INDIANS

ANT 101 - North American Indian
ANT 190 - Human Cultural Diversity and Adaptations in PA
ANT 437 - Indian-White Relations in North America
ENG 234 - Ethnic American Literature (PREREQ: ENG 023 or its equivalent)
HIS 150 - Minorities in American History

RELIGION

ANT 165 - Islamic Cultures
ANT 212 - Anthropology of Religion (PREREQ: ANT 010)
ARH 302 - Early Christian and Byzantine Art
ARH 311 - English Cathedrals (Prerequisite: ARH 024 or permission of the instructor)
ENG 111 - The Bible as Story and Literary Source (PREREQ: ENG 023 or its equivalent)
ENG 251 - Old Testament Literature (PREREQ: ENG 023 or its equivalent)
ENG 252 - New Testament Literature (PREREQ: ENG 023 or its equivalent)
HIS 225 - A History of the Jewish People in Modern Times
HIS 227 - History of the Holocaust
HIS 228 - A History of Religion in America
PHI 110 - Comparative Study of Religion
PHI 170 - Philosophy of Religion
SOC 210 - Religion and Contemporary Society

THE MIDDLE EAST

ANT 165 - Islamic Cultures
HIS 155 - History of the Middle East
HIS 225 - A History of the Jewish People in Modern Times
HIS 256 - The Modern Middle East
POL 253 - Politics of the Middle East

Additional Requirements (0 additional credits)

In addition to the three components listed above, the team is recommending that all students satisfy three additional requirements that can be met in any of the three General Education components or in the major:

- A Lab Science course
- A Globalization/Diversity course
- A Quantitative Literacy course

While the criteria for a course satisfying the lab science requirement is fairly straightforward, the other two are not. The team recommends that a faculty committee develop criteria to “certify” courses as meeting these two requirements. The literature and organizations (such as Middle States) already have such criteria with which the committee could begin its deliberations.

Note that these three requirements do not require that a student take three additional courses beyond the 48 credits specified in the three components. Rather a student can meet these requirements with specific courses in either the General Education components or in the major.

Recommendations

The General Education Restructuring Team recommends the following:

- The proposed General Education program consisting of three components and three additional requirements be adopted for all undergraduate students at KU.
- The program be phased in over a four-year period
- The General Education Committee (a standing committee authorized by APSCUF-KU Representative Council and reporting to the University Curriculum Committee) have overall responsibility for monitoring the General Education program.
- A faculty member be appointed as a Director of General Education, with release time equivalent to a full-course load.
- Resources be designated for development of new courses and incentives for faculty interested in teaching courses in the Core.
- Workshops and seminars be made available for interested faculty.
- General Education review be an on-going process.
- The outcomes of General Education be assessed both formatively and summatively.

Further, the team strongly recommends that:

- Class size in all courses in the Core be limited to 25 students.
- Faculty who teach the Foundations of Academic Inquiry course be connected and committed to KU (preferably tenure/tenure-track faculty).

**SAMPLE CHECKSHEET for
GENERAL EDUCATION REQUIREMENTS
(B.A., B.S., B.S.Ed., B.F.A., B.S.N.)**

I. CORE REQUIREMENTS		18 S.H.
	GR	S.H.
1. College Composition		3
ENG 023		
2. Oral Communication		3
SPE 010		
3. Foundations of Academic Inquiry		3
4. Foundations of the Modern World		3
HIS, GEG, POL, ECO, SOC, ANT, ARH, PHI		
5. Foundations of Scientific Inquiry		3
CHM, BIO, GEL, PHY, AST		
6. Advanced Writing		3

III. DEPTH OF KNOWLEDGE		9 S.H.
Depth of Knowledge consists of three courses with a unifying theme, chosen from an approved list, with the following additional restrictions:		
<ul style="list-style-type: none"> • The three courses should be from at least two different disciplines. • No more than one course may be below the 100 level. • At least one course must be at the 200 or higher level. • A student who completes a minor is exempt from the Depth of Knowledge component. 		
	GR	S.H.
1.		3
2.		3
3.		3

II. BREADTH OF KNOWLEDGE		21 S.H.
	GR	S.H.
1. Humanities & Fine Arts (6 credits from two different disciplines: ENG LIT, MUS, THE, DAN, ARH, PHI, Modern Language)		3
		3
2. Science, Mathematics, & Technology (6 credits from two different disciplines: BIO, CHM, PHY, MAT, CSC, AST, GEL)		3
		3
3. Social Sciences (6 credits from two different disciplines: HIS, POL, ANT, PSY, SOC, GEG, ECO, INT, HEA/HPD)		3
		3
4. Open Elective		3

IV. ADDITIONAL REQUIREMENTS	
Students are required to take at least one course fulfilling each of the following criteria. These courses are not above and beyond the 48 credits, but rather such courses are to be chosen from an approved list and may be "cross-counted" in any General Education component or in the major.	
1. Lab Science	
2. Globalization/Diversity	
3. Quantitative Literacy	

References

The literature on General Education is voluminous. Below is a mere sampling of the literature that the team consulted in developing the Mission, Goals, and Model for General Education at KU. Excerpts from many of these sources and/or links to the complete documents can be found on our Web site.

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