

Kutztown University General Education Proposal

presented by the

General Education Redesign Committee

Fall 2017

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## General Education Redesign Committee Members

The General Education Redesign Committee is composed of members from the General Education Committee and General Education Assessment Committee. Both committees are made up of appointed and elected committee members. Additionally, a liaison from the faculty senate, APSCUF, and Chairnet was assigned. The committee represented all four colleges, 15 different departments, the library, and administration.

Mary Eicholtz, Coordinator

### General Education Committee (GEC)

|                                     |                        |                                     |
|-------------------------------------|------------------------|-------------------------------------|
| College of Business                 | Mostafa Maksy          | Business Administration             |
| College of Education                | Kathleen Stanfa        | Special Education                   |
| College of Liberal Arts & Sciences  | Charlie Shim           | Computer Science & Information Tech |
| College of Visual & Performing Arts | Nicole Romanski        | Art Education & Crafts              |
| At-large                            | Ed Hanna               | Social Work                         |
| At-large                            | Rolf Mayrhofer         | Physical Sciences                   |
| At-large                            | Angelika Antoni, Chair | Biological Science                  |
| At-large                            | John Stanley           | History                             |
| Provost's Designee                  | Carole Wells           | Administration                      |
| Clerical Support                    | Brian Meares           | Support                             |
| <b>Starting August 2017</b>         |                        |                                     |
| At-Large                            | Robert L. Smith        | Communication Studies               |
| At-Large                            | Lisa Weckerle          | Communication Studies               |
| LAS Representative                  | Lindsey Runel          | Criminal Justice                    |

### Gen Ed Assessment Committee (GEAC)

|  |                          |                                     |
|--|--------------------------|-------------------------------------|
| College of Business                    | Stephen Hensler          | Business Administration             |
| College of Liberal Arts and Sciences   | Tauqeer Hussain          | Computer Science & Information Tech |
| At-Large Teaching Faculty              | Robert "Moe" Folk        | English                             |
| At-Large Teaching Faculty              | Mary Eicholtz, Chair     | Communication Studies               |
| At-Large Teaching Faculty              | Lynn Kutch               | Modern Language                     |
| At-Large Non-Teaching Faculty          | Krista Prock, Vice Chair | Library & Learning Technologies     |
| Strategic Planning Resources Committee | Jennifer Schlegel        | Anthropology and Sociology          |
| Division of Administration and Finance | Matthew Delaney          | Administration                      |
| Academic Dean                          | David Beougher           | Administration                      |
| Office of Assessment                   | Gil Clary                | Administration                      |
| General Education Committee            | Angelika Antoni          | Biological Sciences                 |
| Clerical Support                       | Kathi Malloy             | Support                             |
| <b>Starting August 2017</b>            |                          |                                     |
| At-large Teaching faculty              | Robert Ryan              | Psychology                          |
| College of Visual and Performing Arts  | Angela Cirucci           | Communication Studies               |
| College of Business                    | Yongjae Kim              | Sport Mngt & Leadership Studies     |
| Senate Liaison                         | Lisa Norris              | Art & Art History                   |
| APSCUF Liaison                         | Alex Hernandez           | Biological Sciences                 |
| Chairnet Liaison                       | John Lizza               | Philosophy                          |

This proposal for General Education is presented to the University Curriculum Committee of Kutztown University for approval and recommendation to the President. It outlines the work of the General Education Redesign Committee to redesign the curriculum in accordance with the KU Strategic Planning Committee directives and is in line with PaSSHE and Middle States Accreditation guidelines.

The proposal includes a rationale for the decisions and recommendations for the revision to the Student Learning Outcomes and structure. Additionally, it includes a new course, First Year Seminar (FYS), which is required of all incoming freshmen. A Master syllabus for that course is also included for approval.

## **Rationale**

The redesign of the Kutztown University General Education Program was initiated by the Strategic Planning Committee. Specifically, it defined the following in its plan:

### *KU Strategic Plan*

#### *Goal 1 - Academic Excellence*

*Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.*

#### *Objective 1: Develop and deliver distinctive and high-quality academic programs*

*Action 4: Strengthen the General Education program to serve as a foundation for students in all disciplines*

*Action 6: Develop and implement a vibrant First Year Experience that connects undergraduate students to the university's academic experience*

- *Benchmark: Demonstrated achievement (via assessment) of the General Education learning goals*
- *Benchmark: Implementation of a First Year Experience that connects first year students to the University and its academic goals*
- *Benchmark: Re-accreditation from the Middle States Commission on Higher Education*

Additionally, PaSSHE identified and reaffirmed the significance and value of General Education in Amended Policy 1993-01-A stating that

*General Education is aligned with the liberal education approach to learning and it is the part of a university undergraduate curriculum that is shared by all students. It ensures that students acquire breadth of knowledge and provides a basis for developing essential learning outcomes. Learning across*

*traditions and disciplines fosters integration of knowledge and develops skills in diversity, civic and cultural awareness, communication, problem solving, and critical analysis. Within General Education, student learning outcomes consist less in mastery of disciplinary content than in the acquisition of the skills, values, awareness, understanding, perspective and appreciation that are the foundation for informed citizenship in a democratic society, innovation, and career readiness. General Education is also a foundational component of employability skills.*

Furthermore, PaSSHE set guidelines that aligned with Middle States Accreditation guidelines and defined General Education within a 40-48 credit limit. These guidelines are required to be implemented for the Fall 2018 incoming class. The content of the General Education program was to meet these content requirements:

PaSSHE Guidelines:

- Oral and written communication
- Scientific and quantitative reasoning
- Technological competence
- Information literacy
- Intercultural knowledge and competency
- Values, ethics and diverse perspectives
- 40-48 Credits.

Locally, the current program, which was approved in Spring 2010 and implemented in Fall 2011, was not meeting the needs of the students and was difficult to assess. Due to individualized content and number of requirements by college or major, 18 different iterations evolved, making it difficult for transfer students to choose KU and for internal transfers between majors to occur without losing credits. These 18 different iterations ranged from 39-60 credits for completion.

The current program has 21 different domains of learning (Student Learning Outcomes - SLOs), each of which needed to be assessed. Because requirements were completed using course prefixes (i.e. COM, SOC, BIO), courses students selected to complete a requirement often did not line-up with an SLO. These challenges made it difficult to comply with Middle States assessment requirements. The sheer number of SLOs meant that data gathered was often not reliable or valid, making the opportunity for development impossible.

### **Goals of the Redesign**

In addition to assuring that the Strategic Plan goals, PaSSHE, and Middle States accrediting guidelines were met, the Redesign needed to accomplish several goals that included:

- Making the Program Student Friendly by
  - allowing for easier transfer of credits between majors

- allowing for easier transfer of credits into Kutztown University from Community Colleges and other institutions
- using language that is understandable
- creating learning outcomes that are meaningful
- Revising the Student Learning Outcomes (SLOs) by
  - making them relevant and easy to understand
  - making them measurable and assessable
  - reducing the number from 21 to something that is manageable for assessment
- Revising the Structure
  - reducing the number of required credits to 42
  - reducing the number of GE grids to one
  - providing multiple paths to completion

### **Process Summary**

In the Fall of 2016, the Provost and chairs of the General Education and General Education Assessment Committees met to review the goals of the KU Strategic Plan and the amended policy from PaSSHE. Working together, the committees merged and formed the General Education Redesign Committee to redesign the general education program to meet those goals.

Applying best practices as outlined by American Association of Colleges and Universities (AACU), the committee's work proceeded by first rewriting the SLOs, then identifying a curricular structure to meet those outcomes, and then developing an assessment plan that will identify our level of success. At each step, we sought input from students, faculty, chairs, and deans. Our interactions included:

- Meeting 14 times from January 2017-October 2017
- Participating in two 5- hour retreats
- Holding three faculty forums -- each was held twice, so 6 opportunities to contribute
- Holding one student forum
- Faculty Q&A session

Additionally, the General Education Redesign Coordinator met with

- Each Dean individually and attended one Deans' Council meeting
- The Chairs and Dean of the College of Education (COE)
- Chairnet
- 13 individual chairs
- Composition faculty
- Registrar's Office
- Center for Academic Success and Achievement (CASA) and First Year Experience (FYE) staff
- Meeting with the Student Government Board
- All College Curriculum Committees
- New Faculty Orientation

Presentations were made at Faculty Senate and APSCUF Rep Council twice each and APSCUF Executive Council once.

### **General Education Student Learning Outcomes**

The Committee began with the Student Learning Outcomes (SLOs). We agreed that the Mission of General Education Program already in place articulated what we wanted to achieve. The SLOs to reach those goals needed to be clear, measurable, and encompass the guidelines from PaSSHE and Middle States. During the process, feedback from faculty was solicited and incorporated into the outcomes. The General Education Mission and the new SLOs include:

#### *Mission*

The mission of the General Education Program is to cultivate intellectual and practical skills, introduce students to the range of intellectual traditions and perspectives expressed in the disciplines represented by our major programs, educate our students in the knowledge of human cultures and the physical and natural world, and encourage the development of personal and social responsibility.

#### *Student Learning Outcomes*

Upon completion of the requirements for the General Education Program, students will be able to:

1. Communicate clearly and effectively orally and in writing.
2. Apply scientific and quantitative reasoning to solve problems and increase knowledge.
3. Apply skills in critical analysis and reasoning for the interpretation of data.
4. Engage critically with creative or artistic works.
5. Demonstrate the ability to retrieve, interpret, evaluate, and use information.
6. Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
7. Demonstrate an understanding of various models for the development of the whole person.
8. Explore concepts, ideas, and methods from a variety of disciplines.

See also Appendix A

Students establish and build a foundation of knowledge in general education. Each department is encouraged to incorporate and reinforce these SLOs in its department's SLOs so that they can continue to achieve higher levels of competency in each of these areas.

### **General Education Structure**

Based on these SLOs, many iterations of a structure were researched and proposed. The committee wanted to be sure that students had multiple ways of completing the general



education requirements at KU while still meeting the SLOs. We also wanted to allow for the creativity of the faculty. To that end, it was determined that no one course or one department would meet a requirement and that an opportunity would exist for courses from across disciplines to be proposed to meet SLOs. Additionally, we had discussed and committed to a Freshmen Year Seminar course (FYS) that would address college success. During this process, thematic categories evolved. The 42 credits were distributed among the themes. It was determined that writing and speaking skills, which were skills that employers believed essential to job placement and which our students needed to succeed in other disciplines, would be allotted 12 credits with each of the other categories receiving nine credits. Each theme was assigned two of the SLOs that a course would need to meet to be included in that category (Appendix B). Students are required to take courses outside their major field of study to fulfill general education requirements. or but may take However, concomitant courses in their major can be used to meet general education requirements. A check sheet was also developed for use in advising. (Appendix C).

The thematic groupings that address our SLOs and the FYS course:

|  |            |
|--|------------|
| • Discovering College (FYS)              | 3 credits  |
| • Communicating with and about the World | 12 credits |
| • Understanding Self and Others          | 9 credits  |
| • Understanding Science and Technology   | 9 credits  |
| • Understanding and Creating Ideas       | 9 credits  |
| Total                                    | 42 credits |

### **Technological Competence**

The General Education program at Kutztown offers many opportunities for students to engage with technology. In accord with the PaSSHE and Middle States guidelines for general education, the SLOs identified in this program incorporate technology in various ways. Additionally, students develop technological competence appropriate to their discipline as they conduct in-depth study through their major. These discipline-specific competencies are tailored to developing the ability to select, evaluate, use, and integrate appropriate technology into learning and application as a professional. Technologies may include, but are not limited to, instrumentation, software, and/or databases and search engines appropriate to their course of inquiry. Competency with technology is defined and assessed at the department level.

### **Descriptions of Categories**

For the purposes of this proposal, the themes can be described as follows:

*1. First Year Seminar (FYS):* This course promotes the development of student success skills, such as reading, writing and speaking; helps students gain intellectual confidence; encourages the expectation of academic success; and provides assistance in making the transition to the University. Additionally, the course helps students recognize multiple perspectives through a focused study of a contemporary phenomenon.

*II.A Communicating with and About the World:* Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading, writing, listening, and speaking. CMP courses must provide writing instruction following specific guidelines and criteria for achievement. Speaking courses must provide speaking instruction following specific guidelines and criteria for achievement. Guidelines for these courses can be found in Appendices H and I.

*II.B Understanding Self and Others:* Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity.

*II.C Understanding Science and Technology:* Courses in this category describe and understand the physical and natural world by employing or understanding scientific method in analyzing situations, problems, or discoveries. Additionally, the course may use procedural skills, and reason abstractly and quantitatively. Courses in this category model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Courses explore technology in ways to understand these concepts.

*II.D Understanding and Creating Ideas:* Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts, and events before accepting or formulating a position or conclusion.

### **Provisionally Approved Courses**

In order to provide courses for incoming freshmen in Fall 2018, the General Education Redesign Committee compiled a list of courses typically taken by incoming freshmen. These courses needed to meet four criteria:

- Be at the 100-level or lower
- Have no pre-requisites – (except for testing, i.e. languages and math)
- Be offered in Fall 2018
- Be typically taken by incoming freshmen

In collaboration, the committee discussed and assigned a category from the general education program using the course and category description, as well as our experience in advising. The assigned courses were sent to the appropriate department chair for input about the assigned category and to confirm it met the criteria above. The chairs were also asked to suggest any other courses that would fit the criteria. Once confirmed, these courses were put on the provisionally approved list. These courses will be grandfathered into the general education program, but departments will need to submit the course through the approval process after two years to continue. A second provisional list will be compiled for second semester freshmen

in the general education program before implementing the approval process. This list of provisional courses for Fall 2018 can be found in Appendix D.

The provisional courses listed here are for **incoming freshmen, Fall 2018**. A second list of provisional courses will be generated during the Spring 2018 semester for Spring 2019 by the General Education Committee with input from the Chairs. At that time, different criteria for approval on the provisional list may be used to identify these courses, such as allowing pre-requisites and +100 level courses. Provisional approvals expire August 15, 2020. Courses on this list should seek approval through the regular approval process outlined in Appendix E by Fall 2019. Adjustments to this list may be made by the Gen Ed Committee or Gen Ed Redesign Committee prior to Fall 2018 at the request of the department chair. Courses on this list not offered in Fall 2018 will be removed.

### **General Education Course Approval Process**

To be included in the General Education Program, an existing course will be approved by the College Curriculum Committee (CCC), General Education Committee (GEC) and announced at the University Curriculum Committee (UCC). This approval process is outlined in Appendix E. Ideally, the approval process will occur online. Once approved at CCC, the CCC will move the courses to the General Education Committee for approval in the General Education Program. The course will then be announced to the UCC. GEC will seek the assistance of faculty in specific disciplines for input on a course assignment in a general education category if needed.

Courses in the approved current curriculum:

- Designate in which category the course should be included. A course can only be assigned to one category.
- Assure the course meets the two SLOs assigned to that category
- Agree to provide student work product for assessment purposes when that SLO is being assessed.

### **New Courses to the curriculum targeted for general education inclusion**

- Need to proceed through the normal approval process at the CCC level first.
- Once approved by CCC, complete the General Education approval form and submit the form and course to the General Education Committee to receive approval for general education inclusion
- The General Education Committee will submit both the course and general education inclusion for approval.

### **First Year Seminar (FYS)**

A FYS course is an integral part of the General Education program. The committee wanted to use this course to meet General Education SLOs: #5. *Demonstrate the ability to retrieve,*

*interpret, and evaluate information and #7. Demonstrate an understanding of various models for the development of the whole person.* Other goals for this course were to provide:

- a shared experience for incoming freshmen
- exposure to academic rigor
- a forum to explore academic success practices
- opportunities to assimilate students into Kutztown University

Essential to the success of the FYS is the ability of the instructors to select and develop a college level course to facilitate the accomplishment of the course objectives. Instructors choose a topic they are passionate about to assure the contagious nature of higher learning. Topics should reflect phenomena that students might be exploring for the first time or at a deeper level. They should be fun, yet rigorous and include opportunities for difficult reading, critical analysis, and self-reflection. Students select their seminar during Connections and may take something they know something about, but want to explore more deeply, a topic related to what they think they may major in, or something totally new and different that sparks their interest. (FYS Master Syllabus). Details of the course learning objective and a course outline can be found in the FYS Master Syllabus (Appendix F). Faculty use the content of the course as an opportunity to coach freshmen in successful academic practices and discuss concerns and issues. The relationship that the instructor and student form can improve retention and greater assimilation of the student into college life. It is recommended that the class size for this course will be kept small.

### **FYS Course Approval Process**

FYS courses should be on topics of general interest and taught at the discovery level. Planners should not assume prior knowledge by students. Additionally, courses cannot exclude students. Students need only take one FYS course. Similar to the approval process for other courses in the general education program, faculty members would submit their seminar title and description of the course content to the General Education Committee. Once compiled, these seminars will be announced at the UCC meeting in the Spring, ideally, three semesters prior to the course being offered. An online process will simplify this process. A sample approval form can be found in Appendix G. As with other curriculum, the GEC will approve courses. Staffing of FYS is at the discretion of the Dean in consultation with the Chair.

### **FYS Implementation**

Best practices as defined by AAC&U and others indicate that students are best served when they take an FYS course during their first semester on campus. Data linked to student success and retention from first to second semester show that the initial impact during the first semester allows students to assimilate into the university, feel part of a community, and learn the skills necessary for college success. A phased implementation of the FYS will facilitate development and scheduling of this course. Therefore, between one-third and half of the incoming freshmen students will enroll in FYS in Fall 2018 with the remainder of the students enrolling in Spring 2019. By Fall 2019, all freshmen will enroll in FYS in the fall semester. This

gradual implementation will allow for development of creative materials and ease staffing concerns.

### **Transfer Students and FYS**

Students enrolling at KU with 30 or more credits, who did not transfer an FYS course from their previous institution, will be exempt from the FYS seminar and will have an additional free elective in the general education program. They may choose ANY approved General Education course to meet this requirement.

### **FYS Resources**

It is recommended by the General Education Redesign Committee that adequate resources be made available for the implementation of this course. These include online and/or face-to-face training for teaching the first semester freshmen, assistance in developing appropriate and creative seminars, and development of common shared materials to meet common course elements.

### **Professional Degree Programs**

The General Education program is designed for all students at Kutztown University. Every attempt should be made to adjust degree programs to fit the General Education Program. The General Education program should not impede students in programs with strict and extensive accreditation requirements from successfully completing their program in a timely fashion. (See PaSSHE Policy 1993-01-A: General Education at State System of Higher Education Universities Adopted: January 21, 1993; Amended: October 6, 2016)

### **Transfer Students and Course Equivalencies**

#### External Transfers

Course equivalencies will continue as a function of the Registrar's Office in consultation with the chairs. As the new program is more open than the current program, it is not anticipated that issues with CORE-to-CORE transfers as a result of articulation agreements will be impacted.

#### Internal Transfer between Majors

Because there is only one General Education Check Sheet, there should be a minimal number of conflicts for students transferring between majors. Additionally, for many students, the addition of up to 18 credits of electives allows students to switch from one area to another.

### **Previously Taken Courses**

If a student takes a course that is subsequently approved to fulfill a general education requirement, that course will count as fulfilling that requirement even though it was taken prior to the general education approval. For example, if Student A takes COM 215 Small Group Communication in their second semester (Spring 2019) and then COM 215 is approved as a

II.A.3 course in Fall 2019, it can still meet the requirement even though they took the course before it was approved.

### **Double Majors**

Because there is only one General Education Program, if a student double majors, they need only complete one general education. If there are specific courses that are typically taken within the general education requirements of the second major that were not taken in the first major, those course should be taken as electives.

### **Composition Course Guidelines (CMP)**

To assure our students have ample writing instruction, Two CMP courses will be taken in sequence. One course in basic composition will be taken at the 100 level and a more advanced composition course will be taken at the 200 level. *Assigning* writing and *teaching* writing are two related but different activities. While professors may guide students as they compose in different genres and disciplines, any course labeled CMP should have *writing* as its *primary* content. A CMP course should make writing instruction and practice its primary purpose, with a connection to another specific discipline encouraged. In consultation with our composition faculty, guidelines were developed for these courses. (Appendix H) Any faculty member from any department can propose a CMP course for inclusion in the General Education program. Approval for these courses will follow the same approval process but will also need to demonstrate that the CMP guidelines will be met in the first-day handout. It is the responsibility of the department initiating and maintaining the CMP course to staff the course. In some instances, departments may join resources for this task. For example, the science departments may want to share a CMP course.

### **Speaking Course Guidelines**

Category II.A.3 indicates a student must take a course that teaches speaking instruction. Similar to the CMP courses, these courses will follow specific guidelines that emphasize the practice of speaking. Any faculty member from any department can submit a course for this category, but like the CMP courses, the speaking course proposal will demonstrate the guidelines can be met in the first day handout or Master Syllabus. The guidelines are identified in Appendix I.

### **Additional Writing and Speaking Courses – II.A.4**

In addition to CMP courses, other courses that are writing intensive or focus on oral communication can be submitted to be included in the II.A.4 category. The writing courses will carry a prerequisite of a CMP 100 level course. Students must complete II.A.3 before taking an additional Speaking course in this category. These guidelines can be found in Composition and Speaking Guidelines. A provisional list of these courses will be generated by the General Education Committee in consultation with the chairs in the spring of 2018.

### **Quantitative Course Guidelines**

To better facilitate inclusion of courses that identify Quantitative Reasoning as their focus, course guidelines will be created by the General Education Committee in collaboration with the Math department as well as other disciplines with expertise in this area. This task is a priority for the GEC and will be made available as soon as possible.

### **General Education Resources**

It is recommended by the General Education Redesign Committee that adequate resources be made available for the implementation of this program. Participation by CASA and the Center for Excellence in Teaching will be utilized to facilitate the implementation of the program. Additionally, resources may include online and/or face-to-face training for cross-disciplinary teaching and learning, as well as assistance for chairs and faculty as they develop and reassign courses to the program.

### **Assessment and Revision Plan**

The General Education Assessment Committee (GEAC) has developed an assessment plan for both the General Education Program (GEC) and the SLOs proposed in this program. (Appendix J) Specifically, the GEC will solicit feedback, evaluate the structure, and the FYS format on an annual basis, and make suggestions for improvement. The GEAC will implement an assessment plan for the SLOs which outlines levels of achievement for each SLO as well as a procedure for collecting student work product and a timetable. Recommendations for changes to the structure, or SLOs of general education will be made by the GEC to the UCC.

### **Conclusion**

In accordance with the KU Strategic Plan, this proposal outlines a new General Education program for Kutztown University students to take effect with the incoming class in Fall 2018. New SLOs are outlined in this proposal that meet the requirements of PaSSHE and Middle States accreditation. The Master Syllabus for FYS is also included for approval with this proposal. The new structure includes a First Year Seminar course and four thematic categories that include Communicating with and about the World, Understanding Self and Others, Understanding Science and Technology, and Understanding and Creating Ideas. Forty-two (42) credits meet the requirements of General Education Program.

The General Education Program is designed to meet the needs of the KU student in the 21<sup>st</sup> century while allowing for flexibility in completing the program through multiple paths. The First Year Seminar provides an opportunity to assist students in assimilating to the college culture and the academic rigor to foster success, which can lead to increased retention.

## **Kutztown University General Education – Appendix A**

### **Mission**

The mission of the General Education Program is to cultivate intellectual and practical skills, introduce students to the range of intellectual traditions and perspectives expressed in the disciplines represented by our major programs, educate our students in the knowledge of human cultures and the physical and natural world, and encourage the development of personal and social responsibility.

### **Student Learning Outcomes**

Upon completion of the requirements for the General Education Program, students will be able to:

1. Communicate clearly and effectively orally and in writing.
2. Apply scientific and quantitative reasoning to solve problems and increase knowledge.
3. Apply skills in critical analysis and reasoning for the interpretation of data.
4. Engage critically with creative or artistic works.
5. Demonstrate the ability to retrieve, interpret, evaluate, and use information.
6. Analyze the role of values, ethics, diversity and multiple perspectives in local and global society.
7. Demonstrate an understanding of various models for the development of the whole person.
8. Explore concepts, ideas and methods from a variety of disciplines.



| <b>Kutztown University General Education Program</b>  |  |   |
|---|--|---|
|   | Description  | SLOs  |
| <b>I. Discovering College – (3 credits)</b>   |  |   |
| First Year Seminar<br><i>Learn what it means to be a college student by exploring Kutztown University, its resources, your abilities, and the excitement of learning through a special topic of interest.</i>                         | This course promotes the development of student success skills, such as reading, writing, and speaking; helps students gain intellectual confidence; encourages the expectation of academic success; and provides assistance in making the transition to the University. Additionally, the course helps students recognize multiple perspectives through a focused study of a contemporary phenomenon. | 5. Demonstrate the ability to retrieve, interpret, evaluate, and use information.<br>7. Demonstrate an understanding of various models for the development of the whole person.     |
| <b>II. A. Communicating with and about the World - (12 credits) At least one course must be a CMP (Composition) 100 level course and one course must be a 200 level CMP course.</b>   |  |   |
|   | Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading, writing, listening, and speaking.   | 1. Communicate clearly and effectively orally and in writing.<br>5. Demonstrate the ability to retrieve, interpret, evaluate, and use information.                                  |
| 1. CMP Course 100 level<br>2. CMP Course 200 level  | CMP courses must provide writing instruction following specific guidelines and criteria for achievement.   |   |
| 3. Speaking   | Speaking courses must provide speaking instruction following specific guidelines and criteria for achievement.   |   |
| 4. Speaking or Writing Course   | Any II.A.2, II.A.3 course or other approved courses.   |   |
| Courses in sections II B, C and D must be taken from outside a student's primary major program. The Major is defined as PREFIX of the major. Concomitant Courses required for the major may be taken in Sections II.B, II.C, and II.D |  |   |
| <b>II. B. Understanding Self and Others - (9 credits)</b>   |  |   |
|   | Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity.  | 3. Apply skills in critical analysis and reasoning for the interpretation of data.<br>6. Evaluate the role of values, ethics, and diverse perspectives in local and global society. |

| II. C. Understanding Science & Technology - (9-12 cr)   |   |  |
|---|---|--|
| 1. Scientific Inquiry   | Courses in this category describe and understand the physical and natural world by employing or understanding scientific method in analyzing situations, problems, or discoveries. Additionally, it may use procedural skills, and reason abstractly and quantitatively. Courses explore technology in ways to understand these concepts.   | 2. Apply scientific and quantitative reasoning to solve problems and increase knowledge.<br><br>3. Apply skills in critical analysis and reasoning for the interpretation of data. |
| 2. Quantitative Reasoning   | Courses in this category model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Courses explore technology in ways to understand these concepts.   |  |
| 3. Either II.C.1 or II.C.2 Course   |   |  |
| II. D. Understanding and Creating Ideas – (9 credits)   |   |  |
|   | Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts and events before accepting or formulating a position or conclusion. | 4. Engage critically with creative or artistic works.<br><br>6. Evaluate the role of values, ethics, diversity, and multiple perspectives in local and global society.             |
| TOTAL – 42-45 credits (6 to 18 free credits are now available for use depending on the major) |   |  |

## Kutztown University General Education – DRAFT – FRESHMEN FALL 2018 – Appendix C

### Student Learning Outcomes (SLOs)

Upon completion of the requirements for the General Education Program, students will be able to:

1. Communicate clearly and effectively orally and in writing.
2. Apply scientific and quantitative reasoning to solve problems and increase knowledge.
3. Apply skills in critical analysis and reasoning for the interpretation of data.
4. Engage critically with creative or artistic works.
5. Demonstrate the ability to retrieve, interpret, and evaluate information.
6. Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
7. Demonstrate an understanding of various models for the development of the whole person.
8. Explore concepts, ideas, and methods from a variety of disciplines.

### I. Discovering College (3 cr)

This course meets SLOs # 5 and #7

|                      |         | CR    | GR  |  |
|----------------------|---------|-------|-----|--|
| First Year Seminar   | FYS 100 | 3     | ___ |  |
| <b>TOTAL CREDITS</b> |         | _____ |     |  |

**Transfer students** transferring 30 credits or more and not transferring an FYS or FYE course may select **ANY approved General Education** course to meet their FYS requirement.

Course \_\_\_\_\_ 3 \_\_\_\_\_

### II. A. Communicating with and about the World - (12 cr)

These courses meet SLOs #1 and #5

At least one course must be a CMP (Composition) 100 level course and one course must be a 200 level CMP course.

|  | Course | CR    | GR  |  |
|--|--------|-------|-----|--|
| 1. Composition   |        |       |     |  |
| CMP100 LEVEL   | _____  | ___   | ___ |  |
| 2. Composition   |        |       |     |  |
| CMP200 LEVEL   | _____  | ___   | ___ |  |
| 3. Speaking  | _____  | ___   | ___ |  |
| 4. Any writing or speaking course (II.A.2, II.A.3) or from the approved list | _____  | ___   | ___ |  |
| <b>TOTAL CREDITS</b>   |        | _____ |     |  |

**COURSES IN CATEGORIES II.B, II.C, AND II.D MUST BE TAKEN OUTSIDE THE STUDENT'S MAJOR. THE MAJOR IS DEFINED AS THE PREFIX THAT IDENTIFIES THE MAJOR. CONCOMITANT REQUIREMENTS MAY BE TAKEN TO MEET GEN ED REQUIREMENTS.**

### II. B. Understanding Self and Others - (9 credits)

These course meet SLOs # 3 and #6

|                      | CR  | GR    |  |
|----------------------|-----|-------|--|
| Course               | ___ | ___   |  |
| _____                | ___ | ___   |  |
| _____                | ___ | ___   |  |
| _____                | ___ | ___   |  |
| <b>TOTAL CREDITS</b> |     | _____ |  |

### II. C. Understanding Science & Technology - (9-11 cr)

These course meet SLOs #2 and #3

|                                | CR  | GR    |  |
|--------------------------------|-----|-------|--|
| Course                         | ___ | ___   |  |
| 1. Scientific Inquiry          | ___ | ___   |  |
| 2. Quantitative Reasoning      | ___ | ___   |  |
| 3. ANY II.C.1 OR II.C.2 COURSE | ___ | ___   |  |
| <b>TOTAL CREDITS</b>           |     | _____ |  |

### II. D. Understanding and Creating Ideas – (9 credits)

These courses meet SLOs # 4 and #6

|                      | CR  | GR    |  |
|----------------------|-----|-------|--|
| Course               | ___ | ___   |  |
| _____                | ___ | ___   |  |
| _____                | ___ | ___   |  |
| _____                | ___ | ___   |  |
| <b>TOTAL CREDITS</b> |     | _____ |  |



## Appendix D

The provisional courses listed here are for incoming freshmen, Fall 2018. A second list of provisional courses will be generated during the Spring 2018 semester for Spring 2019 with input from the Chairs. At that time, different criteria may be used to identify these courses. Provisional approval for these courses expires August 15, 2020. Courses on this list should seek approval through the regular approval process outlined in Appendix E by Fall 2019. Adjustments to this list may be made by the Gen Ed Committee or Gen Ed Redesign Committee prior to Fall 2018. Course not offered in Fall 2018 will be removed from the list.

| Dept | Course # | Title                                     | GE Category | APP |
|------|----------|---|-------------|-----|
| ANT  | 10       | CULTURAL ANTHROPOLOGY                     | II B        | X   |
| ANT  | 20       | PHYSICAL ANTHROPOLOGY                     | II C 1      | X   |
| ANT  | 30       | INTRO TO ARCHEOLOGY                       | II C 1      | X   |
| ANT  | 40       | LINGUISTIC ANTHROPOLOGY                   | II B        | X   |
| ART  | 10       | EXPERIENCEING ART                         | II D        | X   |
| ART  | 20       | TWO-DIMENSIONAL VISUAL LITERACY           | II D        | X   |
| ART  | 31       | TWO-DIMENSIONAL DESIGN                    | II D        | X   |
| ART  | 32       | THREE-DIMENSIONAL DESIGN                  | II D        | X   |
| ARH  | 24       | ART HISTORY A                             | II D        | X   |
| ARH  | 25       | ART HISTORY B                             | II D        | X   |
| ARH  | 26       | ART HISTORY C                             | II D        | X   |
| ARH  | 124      | ART HISTORY A                             | II D        | X   |
| ARH  | 125      | ART HISTORY B                             | II D        | X   |
| ARH  | 126      | ART HISTORY C                             | II D        | X   |
| ARC  | 15       | ART DESIGN AND VISUAL CULTURE             | II D        | X   |
| ARC  | 105      | AESTHETIC EXPERIENCES IN THE ARTS         | II D        | X   |
| AST  | 16       | CORE TO THE COSMOS                        | II C 1      | X   |
| AST  | 20       | INTRO TO ASTRONOMY                        | II C 2      | X   |
| AST  | 30       | MISSION TO THE PLANETS                    | II C 2      | X   |
| AST  | 42       | STARS GALAXIES AND BLACK HOLES            | II C 1      | X   |
| BIO  | 10       | INTRO TO BIOLOGY                          | II C 1      | X   |
| BIO  | 12       | HUMAN BIOLOGY                             | II C 1      | X   |
| BIO  | 104      | PRINCIPLES OF BIOLOGY                     | II C 1      | X   |
| BIO  | 146      | BASIC NUTRITION                           | II B        | X   |
| CDE  | 10       | VISUAL FOUNDATIONS                        | II D        | X   |
| CDH  | 150      | HISTORICAL SURVEY OF COMMUNICATION DESIGN | II B        | X   |
| CHM  | 20       | INTRO TO CHEMISTRY                        | II C 1      | X   |
| CFT  | 110      | CRAFT DESIGN                              | II D        | X   |
| CHM  | 35       | POWERING OUR FUTURE                       | II B        | X   |
| CHM  | 51       | INTRO TO FORENSIC SCIENCE                 | II C 1      | X   |
| CHM  | 100      | GENERAL CHEMISTRY I                       | II C 2      | X   |
| CHI  | 11       | ELEMENTARY CHINESE I                      | II A 4      | X   |
| CHI  | 12       | ELEMENTARY CHINESE II                     | II A 4      | X   |
| CHI  | 103      | INTERMEDIATE CHINESE III                  | II A 3      | X   |
| CHI  | 104      | INTERMEDIATE CHINESE IV                   | II B        | X   |
| CSC  | 5        | VISUALIZATION FOR THE MASSES              | II D        | X   |

|     |     |  |        |   |
|-----|-----|--|--------|---|
| CSC | 10  | COMPUTER APPLICATIONS                  | II C 3 | X |
| CSC | 20  | COMPUTER GRAPHICS                      | II D   | X |
| CSC | 111 | COMPUTER FORENSICS                     | II C 3 | X |
| CSC | 112 | VISUAL BASIC PROGRAMMING               | II D   | X |
| CSC | 120 | INTRO TO CREATIVE GRAPHICAL CODING     | II D   | X |
| COM | 10  | FUNDAMENTALS OF ORAL COMMUNICATION     | II A 3 | X |
| CRJ | 10  | INTRO TO CRIMINAL JUSTICE              | II B   | X |
| ECO | 10  | INTRO TO ECONOMICS                     | II B   | X |
| ECO | 11  | PRINCIPLES OF MACROECONOMICS           | II C 2 | X |
| ECO | 12  | PRINCIPLES OF MICROECONOMICS           | II C 2 | X |
| EDU | 100 | PERSPECTIVES ON AMERICAN EDUCATION     | II B   | X |
| ENG | 10  | INTRO TO LITERATURE                    | II D   | X |
| ENG | 23  | ENGLISH COMPOSITION I (CMP 101)*       | II A 1 | X |
| ENG | 24  | ENGLISH COMPOSITION II (CMP 201)*      | II A 2 | X |
| FAR | 14  | DRAWING FOR NON-ART MAJORS             | II D   | X |
| FAR | 15  | DRAWING I                              | II D   | X |
| FAR | 61  | INTRO TO DARKROOM PHOTO FOR NON-MAJORS | II D   | X |
| FAR | 62  | INTRO TO DIGITAL PHOTO FOR NON-MAJORS  | II D   | X |
| FRE | 11  | ELEMENTARY FRENCH I                    | II A 4 | X |
| FRE | 12  | ELEMENTARY FRENCH II                   | II A 4 | X |
| FRE | 103 | INTERMEDIATE FRENCH III                | II A 3 | X |
| FRE | 104 | INTERMEDIATE FRENCH IV                 | II B   | X |
| GEG | 10  | ELEMENTS OF PHYSICAL GEOGRAPHY         | II C 1 | X |
| GEG | 20  | ELEMENTS OF CULTURAL GEOGRAPHY         | II B   | X |
| GEG | 40  | DESCRIPTIVE OCEANOGRAPHY               | II C 1 | X |
| GEG | 101 | WORLD REGIONAL GEOGRAPHY               | II B   | X |
| GEG | 110 | GEOGRAPHY OF US AND CANADA             | II B   | X |
| GEL | 1   | DINOSAURS                              | II C 1 | X |
| GEL | 20  | INTRODUCTION TO GEOLOGY                | II C 1 | X |
| GEL | 31  | GEOLOGY OF NATIONAL PARKS & MONUMENTS  | II C 1 | X |
| GEL | 50  | WATER WARS                             | II C 2 | X |
| GEL | 100 | PHYSICAL GEOLOGY                       | II C 2 | X |
| GER | 11  | ELEMENTARY GERMAN I                    | II A 4 | X |
| GER | 12  | ELEMENTARY GERMAN II                   | II A 4 | X |
| GER | 103 | INTERMEDIATE GERMAN III                | II A 3 | X |
| GER | 104 | INTERMEDIATE GERMAN IV                 | II B   | X |
| HEA | 102 | INTRO TO HEALTH AND WELLNESS           | II B   | X |
| HIS | 14  | HISTORY OF CIVILIZATION A              | II D   | X |
| HIS | 15  | HISTORY OF CIVILIZATION B              | II D   | X |
| HIS | 25  | US FORMATIVE YEARS                     | II B   | X |
| HIS | 26  | EMERGENCE OF MODERN AMERICA            | II B   | X |

|     |     |  |        |   |
|-----|-----|--|--------|---|
| HIS | 33  | CONSPIRACIES OF MODERN AMERICAN HISTORY    | II D   | X |
| HIS | 36  | HISTORY OF SCIENCE                         | II B   | X |
| HIS | 121 | ENVIRONMENTAL HISTORY                      | II D   | X |
| HIS | 125 | AMERICA IN THE SIXTIES                     | II B   | X |
| INT | 10  | INTRO TO INTERNATIONAL STUDIES             | II B   | X |
| LLT | 118 | INTRO TO INFOR SEARCH STRATEG AND INFO LIT | II B   | X |
| MAR | 110 | INTRO TO OCEANOGRAPHY                      | II C 1 | X |
| MAT | 17  | INTRO TO MATH                              | II C 2 | X |
| MAT | 40  | GEOMETRY                                   | II C 2 | X |
| MAT | 45  | WOMEN IN MATH                              | II B   | X |
| MAT | 103 | FUNDAMENTALS OF MATH                       | II C 2 | X |
| MAT | 105 | COLLEGE ALGEBRA                            | II C 2 | X |
| MAT | 106 | TRIGONOMETRY                               | II C 2 | X |
| MAT | 115 | PRE-CALCULUS                               | II C 2 | X |
| MAT | 121 | MATH FOR BUS AND INFO SCIENCE              | II C 2 | X |
| MAT | 122 | APPLIED CALCULUS                           | II C 2 | X |
| MAT | 140 | APPLIED STATISTICAL MATH                   | II C 2 | X |
| MAT | 181 | CALCULUS I                                 | II C 2 | X |
| MAT | 182 | CALCULUS II                                | II C 2 | X |
| MUS | 10  | INTRO TO MUSIC                             | II D   | X |
| MUS | 20  | BASIC CONCEPTS AND SKILLS                  | II D   | X |
| MUS | 106 | HISTORY OF ROCK AND ROLL                   | II D   | X |
| MUS | 108 | INTRO TO WORLD MUSIC                       | II B   | X |
| MUS | 113 | INTRO TO FILM MUSIC                        | II D   | X |
| PAG | 10  | INTRO TO PA GERMAN STUDIES                 | II D   | X |
| PAG | 11  | INTRO TO PA GERMAN STUDIES LANGUAGE I      | II A 4 | X |
| PAG | 12  | INTRO TO PA GERMAN STUDIES LANGUAGE II     | II A 4 | X |
| PHI | 15  | CRITICAL THINKING                          | II C 2 | X |
| PHI | 20  | INTRO TO LOGIC                             | II C 2 | X |
| PHI | 30  | INTRO TO PHILOSOPHY                        | II B   | X |
| PHI | 40  | INTRO TO ETHICS                            | II B   | X |
| PHI | 60  | INTRO TO RELIGIOUS STUDIES                 | II D   | X |
| PHY | 14  | PHYSICS OF SUPERHEROES                     | II C 1 | X |
| PHY | 20  | INTRO TO PHYSICS                           | II C 2 | X |
| PHY | 35  | PHYSICS GUIDE TO LIFE                      | II C 1 | X |
| PHY | 40  | GENERAL PHYSICS I                          | II C 2 | X |
| PHY | 100 | PHYSICS I                                  | II C 2 | X |
| POL | 10  | AMERICAN GOVERNMENT                        | II B   | X |
| POL | 20  | INTERNATIONAL RELATIONS                    | II B   | X |
| POL | 30  | INTRO TO COMPARATIVE POLITICS              | II B   | X |
| POL | 50  | STATE AND LOCAL GOVERNMENT                 | II B   | X |

|     |     |  |        |   |
|-----|-----|--|--------|---|
| POL | 60  | INTRO TO RELIOUS STUDIES                 | II B   | X |
| PRO | 185 | FUNDAMENTALS OF PERSONAL FINANCE         | II B   | X |
| PSY | 11  | INTRO TO PSYCHOLOGY                      | II B   | X |
| SWK | 100 | INTRO TO SOCIAL WORK                     | II B   | X |
| SWK | 130 | POVERTY AND SOCIAL WELFARE               | II B   | X |
| SOC | 10  | INTRO TO SOCIOLOGY                       | II B   | X |
| SPA | 11  | ELEMENTARY SPANISH I                     | II A 4 | X |
| SPA | 12  | ELEMENTARY SPANISH II                    | II A 4 | X |
| SPA | 103 | INTERMEDIATE SPANISH III                 | II A 3 | X |
| SPA | 104 | INTERMEDIATE SPANISH IV                  | II B   | X |
| SAP | 105 | INTERMEDIATE SPANISH III FOR BUSINESS I  | II A 3 | X |
| SPA | 106 | INTERMEDIATE SPANISH FOR BUSINESS II     | II B   | X |
| THE | 15  | INTRO TO THEATRE                         | II D   | X |
| WGS | 10  | INTRO TO WOMEN'S STUDIES                 | II B   | X |
|     |     | * Currently being reviewed and approved. |        |   |

## General Education Course Approval Procedure – Appendix E

All existing courses at Kutztown University considered for inclusion in the General Education Program must receive the approval of the General Education Committee and College Curriculum Committee and be announced by the University Curriculum Committee. New courses to the curriculum must be approved by the CCC and UCC. These courses may obtain general education approval at the same time with submission to the General Education Committee.

To be included in the General Education Program, please provide the General Education Committee with the following information.

Submitting Department \_\_\_\_\_ Submitting Faculty \_\_\_\_\_

Course Dept and # \_\_\_\_\_ Course Title \_\_\_\_\_

Course Description:

Courses submitted for inclusion in the General Education Program must fit in one of seven categories. Each category is associated with two Student Learning Outcomes (SLO) and the course submitted must meet both SLOs (See descriptions below). A course may only be assigned to ONE category. Please select the category where you believe this course belongs. The categories are (please select only one category).

| Select | Category  |
|--------|---|
|        | II. A. Communicating with and about the World<br>1 and 2. CMP course with writing instruction<br>100 level _____ OR 200 level _____ |
|        | II. A. Communicating with and about the World<br>3. Speaking course with speaking instruction                                       |
|        | II. A. Communicating with and about the World<br>4. Other Writing or Speaking course  |
|        | II. B. Understanding Self and Others  |
|        | II. C. Understanding Science & Technology<br>1. Scientific Inquiry  |
|        | II. C. Understanding Science & Technology<br>2. Quantitative Reasoning  |
|        | II. D. Understanding and Creating Ideas   |

- Please provide specific examples (classroom experiences, assignments, assessments, etc.) of what will be done in this course to reach the SLOs for the category you selected.
- Do you agree to provide the General Education Assessment committee appropriate student work product for assessment? Criteria for each SLO assessment is available on the GEAC website. \_\_\_\_\_ yes \_\_\_\_\_no
- Please attach a master syllabus for this course that demonstrates that the content and pedagogy for this course meets the goals and SLOs for General Education.

|                             |      |                    |      |
|-----------------------------|------|--------------------|------|
| Faculty submitting proposal | Date | Dean               | Date |
| Department Chair            | Date | CC Committee Chair | Date |
| General Education Chair     | Date |                    |      |



| General Education Category Descriptions and Related Student Learning Outcomes |   |   |
|---|---|---|
| Category  | Description   | Student Learning Outcomes   |
| II. A.<br>Communicating with and about the World<br>1. and 2. CMP Course      | CMP course - Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading and writing and include writing instruction and specific achievement guidelines and criteria.  | 1. Communicate clearly and effectively in writing.<br>5. Demonstrate the ability to retrieve, interpret, and evaluate information.  |
| II. A.<br>Communicating with and about the World<br>3. Speaking               | Speaking course - Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in speaking and listening and include speaking instruction and specific achievement guidelines and criteria.   | 1. Communicate clearly and effectively orally.<br>5. Demonstrate the ability to retrieve, interpret, and evaluate information.  |
| II. A.<br>Communicating with and about the World<br>4. Other                  | This category can be met with any course in A. 1, 2, or 3; and have significant writing or speaking practice designed in the course.  | 1. Communicate clearly and effectively orally and in writing.<br>5. Demonstrate the ability to retrieve, interpret, and evaluate information.   |
| II. B.<br>Understanding Self and Others                                       | Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity.   | 3. Apply skills in critical analysis and reasoning for the interpretation of data.<br>6. Evaluate the role of values, ethics, diversity, and multiple perspectives in local and global society. |
| II. C.<br>Understanding Science & Technology<br>1. Scientific Inquiry         | Courses in this category describe and understand the physical and natural world by employing or understanding scientific method in analyzing situations, problems, or discoveries. Additionally, it may use procedural skills and reason abstractly and quantitatively. Courses explore technology in ways to understand these concepts.  | 2. Apply scientific reasoning to solve problems and increase knowledge.<br>3. Apply skills in critical analysis and reasoning for the interpretation of data.                                   |
| II. C.<br>Understanding Science & Technology<br>2. Quantitative Reasoning     | Courses in this category model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Courses explore technology in ways to understand these concepts.   | 2. Apply quantitative reasoning to solve problems and increase knowledge.<br>3. Apply skills in critical analysis and reasoning for the interpretation of data.                                 |
| II. D.<br>Understanding and Creating Ideas                                    | Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts and events before accepting or formulating a position or conclusion. | 4. Engage critically with creative or artistic works.<br>6. Evaluate the role of values, ethics, diversity, and multiple perspectives in local and global society.                              |

This appendix is placed here for informational purposes and is not part of the proposal. The FYS syllabus is approved separately.

Appendix F

**KUTZTOWN UNIVERSITY  
KUTZTOWN, PENNSYLVANIA**

DEPARTMENT OF GENERAL EDUCATION

Suggested Course Prefix and Number Level: FYS 100

**I. Course Description: Course Prefix, Number and Title**

The First-Year Seminar prepares students for the kind of academic work expected in college. In a small-class setting, students work closely with their professors and peers to explore a particular topic in depth and develop skills that are essential for success at the university. Skills include those in substantive reading, critical thinking, writing, speaking, ethical analysis and reasoning, active and collaborative learning, academic research, and the use of technology. Students also learn how to use university resources, including student support services, in their academic pursuits. The specific topic of the seminar varies with the academic passion and expertise of the instructor. Topics are accessible to all students with no prerequisites. 3 s.h. 3 c.h.

**II. Course Rationale:**

The purpose of First Year Seminar is to assist new students in making a successful transition to Kutztown University by engaging them in a structured curriculum of academic and skills enhancement. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, encourage self-responsibility, and articulate to students the benefits of a higher education and the expectations and values of the University. The course also seeks to help students develop and apply essential study skills, enhance critical thinking and communication, and explore interests, abilities, and values.

Courses accepted for the FYS must meet the following:

- Material covered in the course should be taught at a discovery level with no presumption of previous knowledge or skill.
- The course cannot be exclusive to a specific student population and open to any student wishing to take the course.
- All FYS courses are equivalent and meet the general education requirement. A student completing an FYS course shall have that course count in whichever major they pursue.

Consistent with the goals and best practice for a First-Year seminar, the seminar should have an exciting academic focus that helps students to identify with the intellectual mission of the university, understand academic expectations, and motivate them to continue to engage with faculty, peers, and others at the university as they matriculate toward a degree. As part of a student's first-year experience, instructors of First-Year seminars will coordinate with student services to offer students instruction and help with items such as study skills, time management, and financial literacy. Common resources will be available through D2L instruction modules and integrated into the course as students navigate the academic material with the instructor reinforcing best practices for academic success.

Essential to the success of the FYS is the ability of the instructors to select and develop a college level course to facilitate the accomplishment of the course objectives. Instructors should choose a topic they are passionate about to assure the contagious nature of higher learning. Topics should be exciting yet rigorous, and include opportunities for difficult

reading, critical analysis and self-reflection. Students should select their seminar during Connections. They may chose a topic that they are familiar with and wish to explore more deeply, a topic related to what they think they may major in, or something very new and different that sparks their interest. Examples of topics from the First-Year seminar program at the University of Colorado-Boulder are attached in an addendum to Appendix F.

### **III. Course Objectives:**

Following completion of the course, students will:

- A. Identify and apply key concepts of the academic subject matter of the course
- B. Practice essential academic skills including college-level writing, speaking, problem solving, critical thinking, research, and documentation
- C. Retrieve, interpret, evaluate, and use information
- D. Analyze and evaluate ethical issues with attention to diverse perspectives
- E. Identify and evaluate their own values and those of others as they relate to the evaluation of issues
- F. Use technology for academic success
- G. Identify student support services and their contributions at Kutztown University
- H. Work collaboratively with their instructor and peers
- I. Demonstrate an understanding of various models for the development of the whole person.
- J. Identify personal learning and study preferences and their effectiveness for success.

Please note: The objectives are not mutually exclusive and can be achieved in combination.

### **IV. Assessment:**

The course assessment will be a subset of tests, projects, papers, presentations, quizzes, homework, group assignments, participation, and exams. To assure students experience a variety of the assessment formats that they will have during their time at Kutztown University, this course should include:

Online (LMS) quiz  
Reflection paper  
Research-based essay

Group or collaborative activity  
Examinations or projects

### **V. Course Outline:**

Because the topic of the seminar varies with the instructor, there is no specific course outline for First-Year Seminar. However, all seminars must contain readings, methods, activities, and assignments that meet the common course objectives A – J. An example of a course outline for a First-Year Seminar from University of Colorado – Boulder appears as an addendum to this appendix. It is expected that instructors would encourage conversations about higher education and its structure and benefits, best practices for academic success, and personal challenges of college transition as they initiate and maintain relationships with the class and students.

### **VI. Instructional Resources:**

Because the topic of the seminar varies with the instructor, the instructional resources will be contained on the course syllabus for each seminar.

**Addendum to Appendix F**  
**Examples of Topics in First-Year Seminars and Sample Syllabus of a First Year Seminar offered at University of**  
**University of Colorado – Boulder**  
**(Syllabus used with Permission of Dr. Pasnau)**

- America at the Movies (Arts RAP)
- Wunderkammer to Wikipedia: Knowing, collecting, and categorizing the world (Libraries)
- Living the Heroic Life, From Beowulf to Batman (Literature)
- The Contemporary American Novel (English)
- Climate Infographics and Animations: Learn to Make Art with Science (Environmental Studies)
- The Vietnam Wars: History, Literature, Music, and Film (Honors)
- Science Communication (Environmental Studies)
- American Indians and National Parks (Ethnic Studies)
- Exploring U.S. History through Music and Documents (Music)
- Choices, Choices! An Interdisciplinary Look at Decision-Making ( Applied Math)
- Energy and Interactions (Education)
- The Origin of Everything (French and Italian)
- The Power of Fairy Tales (French and Italian)
- Environmental Literature (English)
- Investigating Art, Media, Culture and Visual Literacy through Drawing (Arts RAP)
- Boxing: The Original Greek Mental and Physical Fitness Program (Applied Math)
- Your Public Voice (Theatre and Dance)
- Skywatching: An Introduction to Astronomical Observations (Astrophysical and Planetary Sciences)
- Toxins in Our Environment: Health Impacts and What We Can Do About It (Mechanical Engineering)
- Good Men Are Hard to Find: O'Connor, McCarthy, and the Coens (Journalism)
- Selfie: Identity and Representation in the Digital Age (*Media*)
- Stratospheric Explorations (Atmospheric and Oceanic Sciences)
- Our Geologic Dependencies (Geological Sciences)
- Global Ghosts: Gender, Sexuality, and Haunting in the Modern World (Women and Gender Studies)
- Saving the World: Museums, Archives and Collections (English)
- Buildings Talk: History and Controversy (Civil Engineering)
- Gandhi and *Meditation: Practices of Peace*
- Legacies of Violence: Politics & Memory in Response to Conflict (Political Science)
- Historical Genius: Great Thinkers (History)
- Liberty: Political Revolution in Colonial American Society (Military Science)
- Tragedy and Inspiration (Music)
- Why Be Moral? (Philosophy)

**Why Be Moral?**  
**FYSM 1000-032**  
**Fall 2017 – Kittredge Central N100**

Dr. Robert Pasnau (Kitt Central N227)  
pasnau@colorado.edu (the best way to reach me)  
303-492-4837 (worth a shot, but not likely, except during office)  
Office hours: Tuesday 3-4; Wednesday 2-3, or by appointment  
Course Assistant: Haley Gill <haley.gill@colorado.edu>

**Course Content**

Everyone cares about morality. (Literally everyone? We'll talk about that.) But why *do* people care? Why should *you* care? Where does morality come from? (Do we make it up? Does it ever change? Could we change it?) And how should moral considerations be weighed against other sorts of considerations? (Should moral claims *always* win out over everything else?)

Philosophers have asked questions like these all the way back to ancient Greece, and we will look at some of the questions posed, and answers offered, by Socrates and Plato. We will also look at the many different things that more recent philosophers have said, including some who deny that there even are any moral truths.

We will also look at some of the things that have been said about morality in other places – by mystics, biologists, novelists, and psychologists. And we will look at how moral choices are depicted in modern culture – in films, TV, and other places.

The question of the seminar is as puzzling and controversial as any question that human beings have ever asked. You should therefore not expect that this seminar will answer it in an entirely satisfactory way. The sad truth is that no one really knows why we should be moral, even if we all agree that we should be. But even if we should not expect a complete answer, we can hope, over the course of the semester, to learn a great deal about morality and about why people act the way they do.

**Course Material**

Only one book is required:

*Reynard the Fox*, tr. James Simpson (Liveright, 2015) ISBN-13: 978-0871407368  
ISBN-10: 0871407361

There are lots of very different versions of the story of Reynard, and you must have exactly this version. (Make sure it has the name 'James Simpson', and double check the ISBN # when you order it.) It seems to be available only in hardcover, but it is not expensive. You can get copies for under \$15 from amazon.com and abe.com. In the interests of saving money, I haven't asked the CU Bookstore to order it. (If for some reason you have to buy it through the CU Bookstore, just go there and ask them to order it for you.)

The remaining readings will be made available electronically, via <http://spot.colorado.edu/~pasnau>.

**Course Requirements**

1. Attendance, Participation, and Preparation

- a. Attendance. Because this class meets only once a week, it is imperative that you not miss a single class. (Missing a class is equivalent to missing a whole week of class!) If you are absent once, your maximum grade for the semester will be an A-. If you are absent twice, your maximum grade will be a B-. And so on. If you have a *very good* reason why you must miss a class, discuss it with me *in advance*, and I will consider excusing you.
- b. Participation. Because of the small size of the class, there will be no way to avoid participation. The less you participate voluntarily, the more I will call on you.
- c. Preparation. You will enjoy the class more, and learn more, if you always do all the reading in advance. To give you an additional incentive, I will use the following strategy: Every day, right at the start of class, I will call on several students to give summaries of the reading for that day. If it is clear that you are not prepared, this will count as half an absence.

2. Written Assignments

There will be 6 writing assignments due in class every third week, beginning with week 3. The assignment will be announced in class a week in advance. The last writing assignment will be your final exam. Your semester grade will be based on an average of the grades you receive for these 6 assignments (assuming there is no attendance penalty).

### 3. Extra Credit

Actually, more like extra opportunities. I have *a few* ideas about movies, TV, podcasts, songs, music videos, etc. that I want to look at in class over the course of the semester, but I am looking for more. Email me your suggestions, and if it makes it into the class then you'll get the opportunity to revise any one of your written assignments for an improved grade. (There is no limit to the number of times you can qualify for this, so send me *all* your suggestions.)

### Reading Schedule (schedule subject to change; pay attention!)

Week 1 (August 30). Introduction. What is morality? Why does everyone care about it?

Week 2 (September 6). The Ring of Gyges

Reading: Plato, *Republic* Book I and start of Book II

Week 3 (Sept. 13). TBD (Bob's in Boston)

Reading: Read ahead, while the semester is young!

Week 4 (September 20). Relativism and Subjectivism

Reading: James Rachels, *Elements of Moral Philosophy* chs. 2-3

G. A. Cohen, *If You're an Egalitarian*, lec. 1

Adam Serwer, "The Myth of the Kindly General Lee"

Week 5 (September 27). Evil

Reading: Reynard the Fox (whole book)

Barbara Bradley Hagerty, "When Your Child is a Psychopath" (*The Atlantic*)

[Recommended: R. D. Hare, *Without Conscience*, Intro, chs. 1-4]

Week 6 (October 4). God and Morality

Reading: Plato, *The Euthyphro*

William Lane Craig and Walter Sinnott-Armstrong, *God? A Debate between A Christian and an Atheist*, excerpt

Abraham's Sacrifice (Genesis 22, Qur'ān 37:99-109)

Week 7 (October 11). Transcendence

Reading: Farid ud-Din Attar, *The Conference of the Birds*, introduction and excerpts

Week 8 (October 18). The Prisoner's Dilemma

Reading: Thomas Hobbes, *Leviathan* part 1, chs. 6, 11, 13-15

Robert Axelrod, *The Evolution of Cooperation*, excerpts

Week 9 (October 25). Moral Boundaries

Reading: Peter Singer, "All Animals Are Equal ..."

Alastair Norcross, "Puppies, Pigs, and People"

Clare Palmer, "Contested Frameworks in Environmental Ethics"

Nathan Heller, "If Animals Have Rights, Should Robots?" (*The New Yorker*)

Week 10 (November 1). Nietzsche

Reading: Friedrich Nietzsche, *On the Genealogy of Morals*, preface and first treatise

Maudemarie Clark, "Nietzsche's Immoralism and the Concept of Morality"

The Gospels (excerpts)

Week 11 (November 8). The Good

Reading: Leo Tolstoy, *Anna Karenina* part 8 sec. 8 to end

Dietrich Bonhoeffer, *Letters and Papers from Prison*, excerpt

Week 12 (November 15). Error Theory

Reading: John Mackie, *Inventing Right and Wrong* ch. 1

Week 13 (November 29). Evolutionary Theory

Reading: Robert Wright, *The Moral Animal*, intro, chs. 1-3

Week 14 (December 6). Moral Psychology

Reading: Jonathan Haidt, *The Righteous Mind*, excerpts

Margaret Talbot, "The Addicts Next Door," (*The New Yorker*) – read just first 6 paragraphs  
Week 15 (December 14). Do We Matter?  
Reading: Bernard Williams, "The Human Prejudice"  
Guy Kahane, "Our Cosmic Insignificance"  
FINAL EXAM as scheduled

## General Education First Year Seminar Course Approval Procedure

This course promotes the development of student success skills, such as reading, writing, and speaking; helps students gain intellectual confidence; encourages the expectation of academic success; and provides assistance in making the transition to the University. Additionally, the course helps students recognize multicultural perspectives and identify ethical responses to problems and situations through a focused study of a current phenomenon. The specific course content focus is dependent on the individual instructor, and course titles may change with each first year class. However, all students work to achieve the same learning outcomes.

The purpose of First Year Seminar is to assist new students in making a successful transition to Kutztown University by engaging the student in a structured curriculum of academic and life skills enhancement. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university, encourage self-responsibility, and articulate to students the benefits of a higher education and the expectations and values of the University. The course also seeks to help students develop and apply essential study skills, enhance critical thinking and communication skills, and explore interests, abilities, and values.

To accomplish this goal, the content of the class includes: locating and utilizing campus resources, goal setting and time management skills, writing skills, test preparation and test-taking skills, critical thinking skills, career and major/minor exploration, cultural diversity issues, personal health and well-being strategies, and money management.

### Each instructor will develop a course focus of their choosing to serve as the content for achieving the course goals.

Essential to the success of the FYS is the ability of the instructors to select and develop a college level course to facilitate the accomplishment of the course objectives. Instructors choose a topic they are passionate about to assure the contagious nature of higher learning. Topics should reflect phenomena that students might be exploring for the first time or at a deeper level. They should be fun, yet rigorous and include opportunities for difficult reading, critical analysis, and self-reflection. Students select their seminar during Connections and may take something they know something about, but want to explore more deeply, a topic related to what they think they may major in, or something totally new and different that sparks their interest.

**Instructions:** to request a course be included in the FYS selection, please carefully read the master syllabus for the course. Complete the following application and send it to the General Education Committee with the appropriate signatures.

SLOs associate with FYS:

- Demonstrate the ability to retrieve, interpret, and evaluate information.
- Demonstrate an understanding of various models for the development of the whole person.

Submitting Department \_\_\_\_\_ Submitting Faculty \_\_\_\_\_

Course Dept. and # FYS 100 Course Title \_\_\_\_\_

Brief Course Description of subject content (75 words):

Do you agree to provide the General Education Assessment Committee appropriate student work product for assessment? Criteria for each SLO assessment is available on the GEAC website. \_\_\_\_\_ yes \_\_\_\_\_ no

\_\_\_\_\_  
Faculty submitting proposal      Date

\_\_\_\_\_  
Approved      Date

\_\_\_\_\_  
Department Chair      Date

\_\_\_\_\_  
Dean      Date



## **Composition Courses (CMP) Guidelines – Appendix H**

*Courses approved in the General Education Composition Courses MUST meet these guidelines.*

### **CMP 100-level Courses (II.A.1)**

1. Students' writing is a significant focus of instructional time. That focus is reflected in the items below.
2. Students should compose *three or four major projects, totaling 4000 to 5000 words*. This word count is determined using the final drafts of those projects only; revisions do not count towards the total. While three may seem a small number, this reduction allows for more drafts and time in class dedicated to discussing revisions. Students may certainly be composing for class in addition to these major projects.
3. Projects should include at least *2 rough drafts and a final draft*, for three drafts for each project. The rough drafts should be discussed in some combination of class workshops, peer reviews, or one-on-one conferences with the professor.
4. Instructional time should be spent on considerations of audiences, purposes, and stylistic choices for the texts students compose. That is, students consider the expectations of their audiences in concert with the tools (genre, rhetorical, grammatical) that will aid them in achieving their purposes.
5. Professors may provide discipline specific themes, issues, or genres introduced via the course readings, about which students may write. For example, education, digital technologies, immigration, evolution, the criminal justice system, poetry.
6. While students may write in conversation with other texts (interpreting, analyzing, or otherwise referencing them), research writing or research methods are *not* the focus of CMP 100-level courses. Instructional time should be spent on the principles of ethical attribution, as appropriate. Students should be encouraged to, first, practice the attribution method most appropriate to the genre at hand and, second, to practice the attribution method associated with the discipline.
7. Students should be reading examples of the genres that they are being asked to produce. E.g.: short stories in a creative writing course, or educational case studies in an education course, or field notes in an environmental science course.
8. As much as possible, grammar, punctuation, syntax, and structure should be addressed in the context of students' drafts. Worksheets, drills, and tests are supplementary materials and cannot replace the application of concepts to student work as they edit and proofread projects. The cultural, discipline-specific, and contextual nature of standards should be acknowledged, discussed, and applied as appropriate.

### **CMP 200-level Courses (II.A.2)**

200-level courses are differentiated from 100-level courses by addressing all of the following:

1. More in-depth or advanced instruction in any of the proposed areas described in the recommendations for 100-level courses
2. In-depth practice in research methods or information literacy
3. In-depth examination of discipline specific genres and language conventions

Example courses might include: Creative Nonfiction; Ethnography in Social Work; Assessing Sources in the Digital Era; Writing with Research in (insert discipline or profession).

Courses may differ in the number of projects and drafts assigned, but should still incorporate drafting and

revising processes.

### **Other Writing Courses – II.A.4 Guidelines**

1. CMP 100 level course is required as a pre-requisite.
2. Writing assignments will be an integral part of the course.
  - Students should practice forms of writing typical of the discipline in which the course is taught.
  - Writing assignments should be designed to develop and increase content knowledge.
2. There will be a required number of papers or words, and assignments will be distributed throughout the course.
  - Students should submit at least 4000-5000 words of formal, graded writing distributed across at least two assignments.
  - Examples of formal writing assignments may include research papers, analytical essays, position papers, theme papers, essay questions on exams, creative writing, lesson plans, lab reports, mathematical proofs, etc.
3. There will be opportunities for revision and resubmission.
  - At least one formal assignment should be structured and sequenced so that students will be able to improve their writing skills through practice and revision.
  - Drafts may be read and critiqued by both the instructor and peers; however, the instructor should be responsible for providing the substantive feedback.
  - Feedback and revision should involve more than just pointing out surface errors.
4. Writing assignments will constitute a significant portion of the course grade and content. At least 50% of the course grade and content should be based on writing assignments.
5. Informal writing assignments may be incorporated into the course work.
  - In addition to the formal writing, students may also complete writing assignments that are expressive, reflective, or observational in nature in order for them to offer their perceptions informally and to increase their writing practice. Blogs and chatroom contributions, such as those employed in online courses, will not be counted toward the formal writing component. Other assignments submitted to the professor in online courses may count if they meet the basic requirements listed above.
6. There will be assignment-related instruction and evaluation of papers.
  - Instructors will provide instruction on how to write, conduct research, review, revise, and mark writing assignments. In addition, instructors will provide guidelines for the ethical use of sources and avoidance of plagiarism. For example, an instructor may teach directed lessons on research techniques or provide grading rubrics and feedback checklists.

## **Speaking Courses Guidelines – Appendix I**

*Courses approved in the General Education Speaking Courses MUST meet these guidelines.*

### Speaking Courses

1. Students' speaking is a significant focus of instructional time. That focus is reflected in the items below.
2. Students should compose *three or four major presentations, totaling 15-20 minutes among the presentations*. This speaking time is determined using the final presentations only; revisions do not count towards the total. For example, students may present a 2-minute, 5-minute, 6-minute, and 7-minute presentation (20 total minutes) or a 3-minute, 6-minute and 6-minute presentation (15 total minutes). While there may seem a small number of speaking opportunities, this reduction allows for more drafts and time in class dedicated to discussing revisions. Students may be speaking in class in addition to these major presentations.
3. Presentations should include at least *one speaking workshop or practice session and a final presentation*, for two opportunities to speak and refine performance for at least two assignments. The practice sessions should be discussed in some combination of class workshops or peer reviews.
4. Instructional time should be spent on considerations of audiences, purposes, and stylistic choices for the presentations the students prepare. That is, students consider the expectations of their audiences in concert with the tools (presentation aids, language, stylistic devices, and organizational patterns) that will help them achieve their purposes.
5. Professors may provide discipline specific themes or issues about which students may develop presentations. For example, informative, persuasive, or celebratory content.
6. Students will focus on ethical and credibility issues.
7. Students should be listening to examples of good and bad presentations similar to the presentations they are being asked to produce.
8. As much as possible, grammar, organization, and nonverbal characteristics should be addressed in the context of students' practice sessions. The cultural, discipline-specific, and contextual nature of standards should be acknowledged, discussed, and applied as appropriate.

### **Other Speaking Courses – II.A.4**

Other courses can be submitted for inclusion in the II.A.4 category. These courses must emphasize oral communication skills in interpersonal, small group, multicultural, and performance contexts and provide opportunities for students to practice and present their skills to an audience. The guidelines above should be incorporated to varying degrees depending on the context.

## General Education Assessment Plan

### Purpose

The purpose of this plan is to provide guidance for the General Education Assessment Committee (GEAC) in assessing student achievement of the Student Learning Outcomes (SLO) of the General Education Program. The plan specifically reviews the General Education SLOs approved in Fall 2017.

To achieve the following Mission of General Education, the SLOs below were developed and approved by the University Curriculum Committee (UCC).

### Mission

The mission of the General Education Program is to cultivate intellectual and practical skills, introduce students to the range of intellectual traditions and perspectives expressed in the disciplines represented by our major programs, educate our students in the knowledge of human cultures and the physical and natural world, and encourage the development of personal and social responsibility.

### Student Learning Outcomes

Upon completion of the requirements for the General Education Program, students will be able to:

9. Communicate clearly and effectively orally and in writing.
10. Apply scientific and quantitative reasoning to solve problems and increase knowledge.
11. Apply skills in critical analysis and reasoning for the interpretation of data.
12. Engage critically with creative or artistic works.
13. Demonstrate the ability to retrieve, interpret, evaluate, and use information.
14. Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.
15. Demonstrate an understanding of various models for the development of the whole person.
16. Explore concepts, ideas and methods from a variety of disciplines.

### Best Practices

The American Association of Colleges and Universities (AAC&U) developed assessment practices that deepen, integrate, and demonstrate student learning, through learning-centered assessment policies and approaches. Additionally, through the VALUE (Valid Assessment of Learning in Undergraduate Education) initiative, AAC&U has worked with faculty and assessment expert teams across the country to develop rubrics through which institutions can evaluate student learning across courses and programs. (AAC&U, 2017). The GEAC has modified and adapted these rubrics for Kutztown University. The focus of assessment is on student learning as demonstrated through their work samples.

## Process

SLOs #1 through 7 are assessed in a three year rotation using the following schedule.

| YEAR  | Student Learning Outcome   | General Education Categories | AY Year              |
|-------|--|------------------------------|----------------------|
| One   | #2 - Apply scientific and quantitative reasoning to solve problems and increase knowledge.                 | II.C.1<br>II.C.2             | 2019-2020; 2022-2023 |
|       | #7 - Demonstrate an understanding of various models for the development of the whole person.               | I.A                          |                      |
| Two   | #1 - Communicate clearly and effectively orally and in writing.  | II.A.1<br>II.A.2             | 2020-2021; 2023-2024 |
|       | #4 - Engage critically with creative or artistic works.  | II.B                         |                      |
| Three | #3 - Apply skills in critical analysis and reasoning for the interpretation of data.                       | II.D                         | 2021-2022; 2024-2025 |
|       | #5 - Demonstrate the ability to retrieve, interpret, and evaluate information.                             | I.A<br>II.A.1<br>II.A.2      |                      |
|       | #6 - Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society. | II.D                         |                      |

SLO #8 is evaluated every even numbered spring semester (2020, 2022, 2024, etc.) with the completion of a transcript audit to determine the breadth of courses taken by students.

### Data Collection – Student work samples

Each fall semester, an announcement to faculty teaching courses identified as meeting the SLO under review for that AY in the spring, will be reminded that student work samples will be collected at the end of the spring semester. This announcement will prepare faculty for the assessment as they plan assignments for their spring classes. The attached performance rubrics will be used in evaluating student work samples.

With the assistance of Institutional Research (IR) students who are completing their final course in associated with an SLO will be identified along with the course they are enrolled in. Faculty of these courses will be notified of the students in their class for which they need to submit student work examples. These examples will be submitted to the GEAC.

GEAC will solicit faculty volunteers to serve as raters of the student work samples. Faculty will receive training during a norming workshop to establish appropriate ratings for the work samples. Each work sample will be rated by two raters and inter-coder reliability will be determined and reported in the GEAC Annual Assessment Report.

### **Data Collection – SLO #8**

A significant random sample of graduating seniors will be identified. Their transcripts will be reviewed as to how many different course prefixes they experienced during their four years at Kutztown University. The results of this analysis will be used to determine that students enrolled in a breadth of courses across the University. (See Rubric #8)

### **Analysis of Data**

The GEAC will analyze the results of the data collected. During the first three years, results will establish the benchmarks for improvement. These benchmarks will be reported in the Annual Assessment Report and new goals will be determined for the next time the SLO is assessed.

### **Reporting**

An annual assessment report will be written by the GEAC and distributed to the General Education Committee, Provost, and faculty.

AAC&U (2017) Assessment and VALUE Rubrics. Found at <https://www.aacu.org/resources/assessment-and-value>

**Student Learning Outcome (SLO) #1a - Communicate clearly and effectively orally and in writing.**

**Oral Communication**

Definition: Oral communication is a prepared, purposeful speaking designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

**This SLO is met in the following General Education categories: II.A.3 - Communicating with and about the World:** Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading, writing, listening, and speaking.

| <b>Performance Levels</b>                                   |  |   |  |  |
|---|--|---|--|--|
|   | <b>4</b>   | <b>3</b>  | <b>2</b>   | <b>1</b>   |
| <b><i>Behavioral Achievement and/or Quality of Work</i></b> | <ul style="list-style-type: none"> <li>Organizational pattern is clearly, consistently observable, skillful, and makes the content of speaking cohesive</li> <li>Language choices are imaginative, memorable, and compelling, enhance the speaking; language is appropriate to audience</li> <li>Delivery techniques make the speaking compelling, and speaker appears polished and confident</li> <li>A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the speaking or establishes the speaker’s credibility on the topic</li> <li>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported)</li> </ul> | <ul style="list-style-type: none"> <li>Organizational pattern is clearly and consistently observable within the speaking</li> <li>Language choices are thoughtful, generally support the effectiveness of the speaking, and are appropriate to the audience</li> <li>Delivery techniques make the speaking interesting, and speaker appears comfortable</li> <li>Supporting materials make appropriate reference to information or analysis that generally supports the speaking or establishes the speaker’s credibility on the topic</li> <li>Central message is clear and consistent with the supporting material</li> </ul> | <ul style="list-style-type: none"> <li>Organizational pattern is intermittently observable within the speaking</li> <li>Language choices are mundane and commonplace and partially appear to support the effectiveness of the speaking. Language is appropriate to the audience</li> <li>Delivery techniques make the speaking understandable, and speaker appears tentative</li> <li>Supporting materials make appropriate reference to information or analysis that partially supports the speaking or establishes the speaker’s credibility on the topic</li> <li>Central message is basically understandable but is not often repeated and is not memorable</li> </ul> | <ul style="list-style-type: none"> <li>Organizational pattern is not observable within the speaking</li> <li>Language choices are unclear and minimally support the effectiveness of the speaking. Language in speaking is not appropriate to the audience</li> <li>Delivery techniques detract from the understandability of the speaking, and speaker appears uncomfortable</li> <li>Insufficient supporting materials make reference to information or analysis that minimally supports the speaking or establishes the speaker’s credibility on the topic</li> <li>Central message can be deduced, but is not explicitly stated in the speaking</li> </ul> |

## Student Learning Outcome (SLO) #1b – Communicate clearly and effectively orally and in writing

### Written Communication

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication skills develop through iterative experiences.

**This SLO is met in the following General Education categories: II.A. 1 and 2 - Communicating with and about the World:** Attention and adaptation to audiences is highlighted as necessary for successful communication of general as well as specific content. Courses in this category help students develop skills in reading, writing, listening, and speaking.

|  |   |  |  |  | Performance Levels |   |   |   |
|--|---|--|--|--|--------------------|---|---|---|
|  |   |  |  |  | 4                  | 3 | 2 | 1 |
| <b>Student output and quality of work</b>  | • Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s)  | • Demonstrates adequate consideration of context, audience, and purpose that is responsive to the assigned task(s)   | • Demonstrates awareness of context, audience, and purpose that is somewhat responsive to the assigned task(s)                           | • Demonstrates minimal attention to context, audience, and purpose of the assigned task(s) |                    |   |   |   |
|  | • Uses appropriate, compelling content to illustrate mastery of the subject   | • Uses appropriate, compelling content to explore idea.  | • Uses appropriate, relevant content to develop and explore ideas throughout most of the work  | • Uses appropriate, relevant content to develop simple ideas in some parts of the work     |                    |   |   |   |
|  | • Demonstrates detailed attention to conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices | • Consistently uses important conventions particular to the task and the discipline for organization, content, presentation, formatting, and stylistic choices | • Follows expectations appropriate to the discipline and task for organization, content, presentation, formatting, and stylistic choices | • Attempts to use a consistent system for basic organization and presentation              |                    |   |   |   |
|  | • Skillfully uses high- quality, credible, relevant sources   | • Consistently uses credible, relevant sources to support ideas  | • Attempts to use credible and/or relevant sources to support ideas  | • Attempts to use sources to support ideas   |                    |   |   |   |
| • Uses graceful language that skillfully communicates meaning to readers and is virtually error-free | • Uses straightforward language that generally conveys meaning to readers that has few errors   | • Uses language that generally conveys meaning to readers with clarity, but includes some errors   | • Uses language that sometimes impedes meaning because of errors in usage  |  |                    |   |   |   |



## Student Learning Outcome (SLO) #2a – Apply scientific and quantitative reasoning to solve problems and increase knowledge.

### Scientific Inquiry

**Definition:** The attempt to describe and understand the physical and natural world by observing phenomena, organizing these observations, constructing a model to explain the observed event(s), and using this model to predict new phenomena to evaluate the quality of the model.

**This SLO is met in the following General Education categories: II.C.1 – Understanding Science and Technology –** Courses in this category describe and understand the physical and natural world by employing or understanding scientific method in analyzing situations, problems, or discoveries. Additionally, it may use procedural skills, and reason abstractly and quantitatively. Courses explore technology in ways to understand these concepts.

|   |  |  |  |  | Performance Levels   |   |  |  |  |
|---|--|--|--|--|--|---|--|--|--|
|   |  |  |  |  | 4  | 3   | 2  | 1  |  |
| <b>Student output and quality of work</b> |  |  |  |  | <ul style="list-style-type: none"> <li>• Demonstrates a full understanding of fundamental scientific paradigms</li> <li>• Fully evaluates a model or models that explains an event occurring in the physical and natural world and selects the model that best fits an event occurring in the physical and natural world</li> <li>• Fully evaluates possible methodologies for gathering evidence regarding how well the model fits the events</li> <li>• Organizes data efficiently and communicates findings effectively</li> <li>• Interpretation of findings relates observations to conceptual model(s) and includes what the evidence suggests about possible interpretations of the observations</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of fundamental scientific paradigms</li> <li>• Evaluates a model or models that explains an event occurring in the physical and natural world and selects the model that marginally fits an event occurring in the physical and natural world</li> <li>• Evaluates possible methodologies for gathering evidence regarding how well the model fits the events</li> <li>• Organizes data somewhat efficiently and communicates findings somewhat effectively</li> <li>• Interpretation of findings partially relates observations to conceptual model(s) and partially includes what the evidence suggests about possible interpretations of the observations</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a partial understanding of fundamental scientific paradigms</li> <li>• Partially evaluates a model or models that explains an event occurring in the physical and natural world and selects the model that is a weak fit with an event occurring in the physical and natural world</li> <li>• Partially evaluates possible methodologies for gathering evidence regarding how well the model fits the events</li> <li>• Organizes data inefficiently and communicates findings ineffectively</li> <li>• Interpretation of findings minimally relates observations to conceptual model(s) and minimally includes what the evidence suggests about possible interpretations of the observations</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates minimal understanding of fundamental scientific paradigms</li> <li>• Minimally evaluates a model or models that explains an event occurring in the physical and natural world and selects the model that inappropriately fits an event occurring in the physical and natural world</li> <li>• Minimally evaluates possible methodologies for gathering evidence regarding how well the model fits the events</li> <li>• Fails to organize data and communicate findings</li> <li>• Interpretation of findings fails to relate observations to conceptual model(s)</li> </ul> |  |

## Student Learning Outcome (SLO) #2b – Apply scientific and quantitative reasoning to solve problems and increase knowledge

### Quantitative Reasoning

Definition: Quantitative reasoning uses logical and mathematical representations to solve quantitative problems in a variety of contexts and everyday life situations. It uses the skills necessary to understand and create sophisticated arguments supported by quantitative evidence and to communicate clearly those arguments in a variety of formats including words, tables, graphs, mathematical equations, and other representations of quantitative data. Mathematics is an important function in solving problems and making decision that are derived from quantitative reasoning. It may use algebraic, numerical, symbolic, or graphical representations. It is based on underlying logical structures. Quantitative reasoning maybe applied to an understanding of the physical and natural world. The use of procedural skills is inherent to quantitative reasoning to generalize results and apply results to specific problems or decisions.

**This SLO is met in the following General Education categories: II.C.2 – Understanding Science and**

**Technology:** Courses in this category model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Courses explore technology in ways to understand these concepts.

|   |  |  |   |  | <b>Performance Levels</b> |          |          |          |
|---|--|--|---|--|---------------------------|----------|----------|----------|
|   |  |  |   |  | <b>4</b>                  | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Student output and quality of work</b> | <ul style="list-style-type: none"> <li>• Uses quantitative information in a correct solution or decision, and justifies the use of the representations of the information.</li> <li>• Calculations are successfully and sufficiently comprehensive to solve the problem They are clearly and concisely displayed</li> <li>• Provides a reasoned explanation of the solution or decision.</li> <li>• Reasons logically and interprets logical relationships among problem elements and solutions or decisions.</li> <li>• Provides reasoned accurate explanations of information presented in mathematical forms.</li> <li>• Makes appropriate inferences based on the results. The solution is presented in an effective format</li> </ul> | <ul style="list-style-type: none"> <li>• Correctly identifies quantitative information presented in a given problem, but does not accurately use the information in the solution or decision.</li> <li>• Calculations attempted are essentially successful and sufficiently comprehensive to solve the problem</li> <li>• Provides a correct solution or decision without an adequate explanation.</li> <li>• Logical reasoning is correct but incomplete.</li> <li>• Provides reasoned accurate explanations of information presented in mathematical forms.</li> <li>• Makes some appropriate inferences, though data may be presented in a less than complete format</li> </ul> | <ul style="list-style-type: none"> <li>• Incorrectly identifies quantitative information presented in a given problem.</li> <li>• Calculations attempted are either unsuccessful or represent only a portion of the calculations required to incomprehensively solve the problem</li> <li>• Provides an incomplete or incorrect solution decision for a given problem.</li> <li>• Reasoning does not follow logical principles.</li> <li>• Provides somewhat reasoned accurate explanations of information presented in mathematical forms</li> <li>• Does not effectively connect it to the argument or purpose of the work</li> </ul> | <ul style="list-style-type: none"> <li>• Provides little or no quantitative information from the stated problem.</li> <li>• Calculations are attempted but both unsuccessful and incomprehensive</li> <li>• Provides no solution or an incorrect solution not based on the stated problem.</li> <li>• Presents no logical reasoning for a presented solution.</li> <li>• Attempts to explain information presented in mathematical forms.</li> <li>• Draws incorrect conclusions, or provides no adequate numerical support</li> </ul> |                           |          |          |          |

### Student Learning Outcome (SLO) #3. – Apply skills in critical analysis and reasoning for the interpretation of data.

Definition: Critical thinking and reasoning are habits of mind characterized by the exploration of issues, artifacts, and events based on data before accepting or formulating an opinion or conclusion.

This SLO is met in the following General Education categories: **II.B – Understanding Self and Others** – Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity, and, **II.C – Understanding Science and Technology** – Courses in this category describe and understand the physical and natural world by employing or understanding scientific method in analyzing situations, problems, or discoveries. They also model with mathematics, construct viable arguments, use appropriate tools strategically, and attain conceptual understanding. Additionally, it may use procedural skills, and reason abstractly and quantitatively. Courses explore technology in ways to understand these concepts.

|                                    |   | Performance Levels  |   |   |   |
|------------------------------------|---|---|---|---|---|
|                                    |   | 4   | 3   | 2   | 1 |
| Student output and quality of work | <ul style="list-style-type: none"> <li>• Problem is clearly stated and delivers all information necessary for full understanding</li> <li>• Information taken from sources has been adequately interpreted and synthesized</li> <li>• Viewpoints of experts are questioned thoroughly</li> <li>• Systematically analyzes assumptions and carefully evaluates the relevance of contexts when presenting a position</li> <li>• Specific position is imaginative; complexities and limits of position are acknowledged</li> <li>• Conclusions are logical and reflect student’s informed evaluation and ability to place evidence</li> <li>• Successfully completes a research project and displays an ability to independently conduct a systematic process of inquiry</li> </ul> | <ul style="list-style-type: none"> <li>• Problem is stated and clarified so that omissions do not impede process</li> <li>• Information taken from sources is interpreted and evaluated for coherent analysis</li> <li>• Viewpoints of experts are subject to some questioning</li> <li>• Assumptions are identified when presenting a position</li> <li>• Specific position takes into account the complexities of an issue; others’ points of view are acknowledged</li> <li>• Conclusions are logically tied to broad range of information</li> <li>• Successfully completes a project and displays an ability to conduct a systematic process of inquiry</li> </ul> | <ul style="list-style-type: none"> <li>• Problem is stated but description is a little unclear</li> <li>• Information taken from sources with some interpretation, but not enough for deep analysis or synthesis</li> <li>• Viewpoints from experts are taken more or less as fact; little to no questioning</li> <li>• Becomes aware of some assumptions</li> <li>• Specific position acknowledges different sides of an issue</li> <li>• Conclusion is logically tied to a limited range of information; some implications are identified</li> <li>• Needs guidance in designing a systematic process of inquiry and procedure of analysis to answer these questions</li> </ul> | <ul style="list-style-type: none"> <li>• Problem is stated without clarification or description</li> <li>• Information is taken from sources as literal without any interpretation</li> <li>• Viewpoints of experts are taken as fact; no questioning</li> <li>• Begins to become aware of assumptions</li> <li>• Specific position is stated but it is biased and simple</li> <li>• Conclusion is inconsistently tied to some information; implications are not identified</li> <li>• Lacks general knowledge of systematic process of inquiry and analysis</li> </ul> |   |

## Student Learning Outcome (SLO) #4 – Engage critically with creative or artistic works

Definition: **Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Creative thinking** is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

**This SLO is met in the following General Education categories: II.D – Understanding and Creating Ideas** – Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts, and events before accepting or formulating a position or conclusion.

|                                    |                     | Performance Level  |  |  |  |  |
|------------------------------------|---------------------|--|--|--|--|--|
|                                    |                     | 4  | 3  | 2  | 1  |  |
| Student output and quality of work | Understanding Ideas | <ul style="list-style-type: none"> <li>Engages in multiple idea creation techniques fluidly</li> <li>Formulates new idea creation techniques</li> <li>Consistently demonstrates high levels of creative thought</li> <li>Creates original, innovative works</li> </ul> | <ul style="list-style-type: none"> <li>Engages in single idea creation techniques</li> <li>Recognizes the benefits and drawbacks of particular idea creation techniques</li> <li>Demonstrates moderate levels of creative thought</li> <li>Creates works with resemblance to classroom samples.</li> </ul> | <ul style="list-style-type: none"> <li>Able to discuss creative works fluidly</li> <li>Identifies types of idea creation techniques</li> <li>Demonstrates some creative thought</li> <li>Adapts classroom samples to create new works that bear traces of the originals</li> </ul> | <ul style="list-style-type: none"> <li>Able to discuss some aspects of making creative works</li> <li>Identifies types of idea creation techniques</li> <li>Minimally demonstrates some creative thought</li> <li>Unable to produce works that are reproductions of classroom samples</li> </ul> |  |
|                                    | Creating Ideas      | <ul style="list-style-type: none"> <li>Able to formulate innovative analyses of creative works</li> <li>Analyzes creative works by applying student's unique thoughts and connecting them to greater meanings throughout</li> </ul>                                    | <ul style="list-style-type: none"> <li>Able to formulate strong analyses of creative works</li> <li>Analyzes creative works by connecting them to greater meanings</li> </ul>  | <ul style="list-style-type: none"> <li>Able to formulate analyses of creative works</li> <li>Analyzes creative works/Ideas by using thoughts of others with some connection to greater meanings</li> </ul>   | <ul style="list-style-type: none"> <li>Unable to formulate analyses of creative works</li> <li>Analyzes creative works/ideas by using thoughts of others with little or no connection to greater meanings</li> </ul>   |  |

## Student Learning Outcome (SLO) #5: Demonstrate the ability to retrieve, interpret, evaluate, and use information.

**Definition:** Information literate students possess the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

This SLO is met in General Education Category I. Discovering College and II.A Communicating with and About the World.

|   |  | Performance Levels   |   |  |  |
|---|--|--|---|--|--|
|   |  | 4  | 3   | 2  | 1  |
| <b>Student output and quality of work</b> |  | <ul style="list-style-type: none"> <li>Effectively defines the scope of the research question or thesis.</li> <li>Accesses appropriate information using effective, well-designed search strategies.</li> <li>Defines different types of authority (and recognizes that some authoritative content can be packaged informally), and uses to determine credibility.</li> <li>Addresses gaps or weaknesses in gathered information, synthesizes ideas gathered from multiple sources</li> <li>Draws reasonable conclusions based on the analysis and interpretation of information to achieve a specific purpose, with clarity and depth</li> <li>Always uses appropriate attribution and citation</li> <li>Demonstrates a full understanding of the ethical and legal restrictions on the use of information (copyright, fair use, open access, and the public domain)</li> </ul> | <ul style="list-style-type: none"> <li>Research question or thesis is focused.</li> <li>Accesses appropriate information using more complex search strategies</li> <li>Defines different types of authority and uses to determine credibility</li> <li>Recognizes gaps and weaknesses in gathered information, identifies similar ideas in related sources</li> <li>Draws reasonable conclusions from analysis and interpretation of sources to broadly answer the research question</li> <li>Uses correct citation and attribution most of the time</li> <li>Demonstrates an understanding of most issues related to the ethical and legal use of information</li> </ul> | <ul style="list-style-type: none"> <li>Research question or thesis is broad but subject-specific.</li> <li>Accesses some subject-specific information using basic search strategies.</li> <li>Recognizes some different types of authority and recognizes a relationship between authority and credibility</li> <li>Recognizes gaps or weaknesses in gathered information, makes connections between related sources</li> <li>Draws some conclusions from analysis and interpretation of sources, to answer the research question</li> <li>Citation and attribution are attempted with the correct style</li> <li>Can distinguish between some different legal and ethical information issues</li> </ul> | <ul style="list-style-type: none"> <li>Research question or thesis is general.</li> <li>Accesses general information with a basic search strategy.</li> <li>Does not differentiate between types of authority</li> <li>Accepts gaps or weaknesses in gathered information, does not make connections between sources</li> <li>Minimal analysis and interpretation of sources</li> <li>Citation and attribution are attempted unsuccessfully</li> <li>Has a basic understanding of plagiarism and recognizes that there are legal issues related to the use of information</li> </ul> |
|   |  |  |   |  |  |

# Student Learning Outcome (SLO) #6: Analyze the role of values, ethics, diversity and multiple perspectives in local and global society.

**Definition:** An important principle or standard of behavior that is at the core of behavior and considered important or desirable that drives our ethical decisions about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions in both the local and global communities.

**This SLO is met in General Education Category II.B – Understanding Self and Others** - Courses in this category explore self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity. And, **II.B – Understanding and Creating Ideas** – Courses in this category capture the process of imagination in the creation of aesthetic objects, environments, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts and events before accepting or formulating a position or conclusion.

| Performance Levels                        |   |   |   |   |
|---|---|---|---|---|
|   | 4   | 3   | 2   | 1   |
| <b>Student output and quality of work</b> | <ul style="list-style-type: none"> <li>Recognizes ethical issues in complex situations, explains the relationship among the issues, and analyzes their impact upon the situations</li> <li>Analyzes the complexity of elements important to members of other microcultures and/or macrocultures and evaluates their impact</li> <li>Accurately and deeply applies diverse perspectives to ethical questions, within the context of multiple and even conflicting positions (e.g. cultural, ethical, international, etc.)</li> <li>Considers multiple perspectives to develop AND implement sophisticated, appropriate, and workable solutions to address local and global issues</li> </ul> | <ul style="list-style-type: none"> <li>Recognizes ethical issues in complex situations and explains the relationship among the issues</li> <li>Analyzes the complexity of elements important to members of other microcultures and/or macrocultures</li> <li>Superficially applies diverse perspectives to ethical questions, within the context of multiple and even conflicting positions (e.g. cultural, ethical, international, etc.)</li> <li>Considers multiple perspectives to develop OR implement sophisticated, appropriate, and workable solutions to address local and global issues</li> </ul> | <ul style="list-style-type: none"> <li>Recognizes ethical issues in complex situations</li> <li>Describes elements important to members of other microcultures and/or macrocultures</li> <li>Applies a singular perspective to ethical questions</li> <li>Considers a singular perspective to develop AND implement solutions to address local and global issues</li> </ul> | <ul style="list-style-type: none"> <li>Identifies ethical issues in basic situations</li> <li>Identifies elements important to members of other microcultures and/or macrocultures</li> <li>Identifies a singular perspective to ethical questions</li> <li>Considers a singular perspective to develop OR implement solutions to address local and/or global issues</li> </ul> |

**Student Learning Outcome (SLO) #7: Demonstrate an understanding of various models for the development of the whole self.**

**Definition:** Students identify best practices for self-development in areas such as finance, wellness, spiritual well-being, academic success, and professional motivation. Life skills and life-long learning are emphasized. This SLO is met in **General Education Category I.A – Discovering College** and the First year Seminar Course.

|   |  | <b>Performance Levels</b>  |  |  |   |
|---|--|--|--|--|---|
|   |  | <b>4</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  |
| <b>Student output and quality of work</b> |  | <ul style="list-style-type: none"> <li>Identifies complex models to assist in self-development in a variety of areas</li> <li>Accurately translates a model's process and procedure to their own situation</li> <li>Effectively applies model to current situation</li> <li>Accurately evaluates the current and displays consideration of future success of the model after implementation</li> <li>Adjusts model to reflect self-awareness of success and failures.</li> </ul> | <ul style="list-style-type: none"> <li>Identifies basic models to assist in self-development in a variety of areas</li> <li>Translate most of the a model's process and procedure to their own situation</li> <li>Applies model to current situation</li> <li>Adequately evaluates the success of the model after implementation</li> <li>Makes some adjustments to the model to reflect some self-awareness of success and failures.</li> </ul> | <ul style="list-style-type: none"> <li>Recognizes models to assist in self-development in some areas when model is provided</li> <li>Transfers a model's process and procedure to a hypothetical situation</li> <li>Applies model to parts of their current situation</li> <li>Reviews the success of the model after implementation</li> <li>Needs some direction to adjust model to reflect self-awareness of success and failures.</li> </ul> | <ul style="list-style-type: none"> <li>Unable to identify appropriate models to assist in self-development in a variety of areas</li> <li>Cannot transfer a model's process and procedure to a situation</li> <li>Does not make the connection between model and their own situation</li> <li>Unable to evaluate the success of the model after implementation</li> <li>Unable to adjust model to reflect awareness of success and failures.</li> </ul> |
|   |  |  |  |  |   |

**Student Learning Outcome (SLO) #8—Explore concepts, ideas and methods from a variety of disciplines.**

Definition: Breadth of study is exposure to ideas from a variety of disciplines as defined by the course prefix. Through a transcript audit of graduating seniors, the number of different prefixes taken in the general education program is determined.

**This SLO is met by completing the General Education Program.**

|   |  |  |   |   | <b>Performance Levels</b> |          |          |          |
|---|--|--|---|---|---------------------------|----------|----------|----------|
|   |  |  |   |   | <b>4</b>                  | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Student output and quality of work</b> | • 11 or more different prefixes counted among courses take for general education | • 10-8 different prefixes counted among courses take for general education | • 7-5 different prefixes counted among courses take for general education | • 3-4 different prefixes counted among courses take for general education |                           |          |          |          |