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Rationale for the General Education Curriculum

The proposed General Education Program is a significant improvement over the current program for a number of reasons.

The program is based on a clear set of **goals** which can be articulated to students before they choose to enroll here and reviewed while they are in the program. There are answers to their questions about why they need to take certain courses and explicit **criteria** students can expect a course to meet. Whether addressing parents, high school guidance counselors, new faculty and staff, or the students themselves, we will now have an overall plan (goals, course criteria, and expected outcomes) to explain General Education requirements.

As with most General Education programs, there are certain **knowledge areas** in which students will need to exhibit a certain level of expertise. In this proposal, the areas include the Natural Sciences, the Social World, and the World of Arts and Letters. However, since one of the campus community's major concerns was with students' limited understanding of the importance of contexts, we have added two areas, Cultural Perspectives and Historical Perspectives, to the program requirements.

In addition, the two designations (**Quantitative and Writing Intensive**) mean that when students choose Keene State, they do so with the understanding that quantitative reasoning and writing skills will be a part of their requirements throughout their time here. Students also will be expected to have or acquire basic **research and information literacy skills**, learning how to access, evaluate, organize, synthesize, and present information.

By making these criteria clear to incoming students, we can influence the kind of student who seeks admission here. We can also ensure that our graduates will have a strong knowledge base in several areas, have strong quantitative and writing skills, and have basic research skills as they enter the job market or graduate school.

Also, in this new program, General Education will no longer be entirely separate from students' chosen disciplines or something that they can get out of the way as quickly as possible. Instead, General Education courses will now range from introductory to intermediate or even to advanced because some of the requirements will most likely be **filled within students' major areas of study**. For example, students will no longer simply pass English 101 so as to fulfill their writing requirement. Instead, their Writing Intensive courses will be spread out over several years and may be taken within their own disciplines. Students will no longer simply complete a mathematics class, but use quantitative skills in several courses throughout their time here and often again within their majors. While many requirements may still be taken early on, the designations ensure that General Education requirements will be part of the student's total educational experience.

In this proposal all four areas listed under Goal One (Fundamentals of Knowledge) are covered within required courses. The skills listed under Goal Two (Knowledge In Use) are integrated throughout the curriculum, required in certain courses and handled by designations in others. In addition, many of the areas outlined in Goal Three (Personal and Social Responsibility) will also be covered in courses. For example, through course requirements, deadlines, attendance and participation rules, and course expectations, many instructors will teach and reinforce lessons in responsibility and in what it means to be a successful student and part of an academic community.

In addition, because we are proposing a goal driven program, every staff and faculty member on campus can help to promote the goals of General Education. Staff members responsible for co-curricular campus programs, activities, and organizations can help to reinforce and supplement classroom lessons.

General Education Goals

Goal 1: Fundamentals of Knowledge

KSC students should acquire a strong knowledge base so that they are both culturally literate and able to engage actively and intelligently in discussions about current issues. To achieve this goal, students will acquire a general knowledge base in five major areas of academic study:

The Natural Sciences: Students should be scientifically literate, understanding the physical world, the living world, and their interrelationships. They should be able to demonstrate the application of the scientific method as well as understand the role of science in society. They should also be environmentally knowledgeable.

The Social World: Students should understand human development and behavior and the evolution and function of human institutions. They should have an awareness of social issues in all their complexity, an ability to critically analyze these issues, and the skills necessary to articulate clearly their own positions on them.

The World of Arts and Letters: Students should develop a critical and aesthetic understanding of artistic, literary, and philosophic works. By studying and analyzing a variety of texts, students will be encouraged to become life-long readers and develop an understanding of the complexity and richness of language and of the cultural context in which a work is created and studied. Students should also develop their understanding of creative processes by engaging in a performance or studio experience or by studying developments in the arts.

Historical Perspectives: Students should develop a sense of their own place in human history, of major historical periods and movements, and of the context in which historical developments occur, as well as the ability to analyze critically events, issues, and ideas within a historical context.

Cultural Perspectives: Students should gain a better understanding of and respect for diversity; recognize that their culture is not universal; be able to compare and contrast different cultures; and recognize the privileges, disadvantages, and biases inherent in contemporary societies.

Goal 2: Knowledge in Use

KSC students should have a strong foundation in basic skills so as to be able to use the knowledge they have gained for their own personal fulfillment, their academic and career success, and the contributions they wish to make to the community and the world. To achieve this goal, students will:

- 1) be able to communicate effectively with others both orally and in writing;
- 2) be able to comprehend others through carefully developed reading and listening skills;
- 3) be able to think critically, that is, to analyze and synthesize information; to problem solve; to assimilate and evaluate new information; to evaluate their own progress in terms of both strengths and weaknesses; to critically evaluate others' strengths and weaknesses and make suggestions in a tactful way; to draw and articulate reasonable conclusions from data; and to understand group dynamics;
- 4) possess fundamental computer and network skills;
- 5) be able to use a broad range of resources for gathering and evaluating information; and
- 6) be able to reason quantitatively; be mathematically literate; and understand and interpret statistics, graph and charts.

Goal 3: Personal and Social Responsibility

KSC students should understand how to fulfill their potential as an educated individual and how to act as a responsible member of the various communities to which they belong. To achieve this goal students will:

- 1) learn the skills and develop commitments,, for continued learning throughout their lives;
- 2) develop the ability to make informed ,. decisions guided by a conscious and evolving personal value system;
- 3) develop an understanding of how to participate effectively in relationships with other individuals in the communities of which they are members and in society at large;
- 4) use active participation in the campus and local communities as a way to integrate their knowledge and experiences, to clarify their academic purpose, and to strengthen their communities; and
- 5) build self-respect, personal integrity, and tolerance for differing views.

Quantitative Reasoning Proficiency (0—4 credits)

Requirement

All students must demonstrate proficiency in Basic Arithmetic, Basic Algebra and Applied Algebra (Quantitative Reasoning areas 1-3 as listed below). Proficiency (in areas 1-3) must be demonstrated by the completion of 30 credits. Proficiency in any or all of the Quantitative Reasoning (QR) areas 4—7 may be a prerequisite for certain Keene State College courses.

Rationale

The purpose of this requirement is to ensure that all students have the basic quantitative skills necessary for courses at Keene State College. All Quantitative Intensive courses will require demonstrated proficiency in areas 1—3. Quantitative Intensive courses may also require any or all of areas 4-7 as prerequisites.

Requirements for Quantitative Reasoning Proficiency

1. Proficiency in areas 1—7 will be assessed using a proficiency test administered prior to or at the beginning of the student's first semester at KSC.
2. Every semester, a workshop on each topic will be offered. The workshops are designed to strengthen skills and understanding of the particular topic.
3. If a student is deficient in any of areas 1-3, then the student must enroll in the corresponding workshop(s) and must demonstrate proficiency. For each workshop, the student will receive one credit toward full time status but not toward graduation. Successful completion of the workshops must be accomplished by the completion of 30 credits.
4. If the student is deficient in one or more of areas 4-7, then the student may enroll in workshops on those topics. The student will receive one credit toward graduation for each workshop successfully completed.

Student Outcomes for the QR Proficiency

Students will be able to demonstrate proficiency in the following areas:

1. Basic Arithmetic
 - a) place value
 - b) arithmetic of whole numbers, integers, fractions, decimals, and percents
 - c) order of operations
 - d) integer exponents
 - e) distributive property
2. Basic Algebra
 - a) exponents — integer and rational
 - b) order of operations
 - c) ratio and proportion
 - d) solutions to linear and quadratic equations

- e) straight line graphing
 - f) basic algebraic manipulations (e.g., factoring and simplifying algebraic expressions)
3. Applied Algebra
- a) scientific notation
 - b) order of magnitude
 - c) use of metric system and unit conversions
 - d) use of formulas
 - e) area, perimeter, and volume
 - f) Pythagorean theorem

Additional Desired Student Outcomes for the QR Proficiency

4. Functions I
- a) representation and interpretation of functional relationships using tables, graphs, equations, and verbal descriptions
 - b) linear functions
 - c) quadratic functions
5. Functions II
- a) simple rational functions
 - b) logarithmic and exponential functions
 - c) root functions
6. Right Angle Trigonometry and Vectors
- a) similar triangles
 - b) sine, cosine, and tangent ratios
 - c) applying trigonometric ratios to solve problems involving right triangles
 - d) basic properties of vectors
 - e) addition and subtraction of vectors
7. Descriptive Statistics
- a) nature of data
 - b) frequency tables
 - c) measures of central tendency
 - d) measures of variation
 - e) exploratory data analysis

Common Themes in All QR Areas

1. Translation of written problems into mathematical form with verbal or written explanation of the solution
2. Estimation and evaluation of solutions
3. Use of quantitative models to explain real world phenomena

GE 101: Scholarship and Writing Seminar (3 credits)

Requirement

Students are required to complete this theme-based, skills-intensive course focused on college-level writing, reading, critical thinking, and classroom participation skills. Students will also learn basic documentation skills such as incorporating sources, avoiding plagiarism, and using a particular documentation style accurately. Each section of this course will be a theme-based seminar related to an idea in a disciplinary or interdisciplinary context. This course should be taken during the student's first semester of enrollment: it must be taken before the completion of 24 credit hours.

Enrollment limit: 20

Rationale

This course is based on the assumption that students best learn what it means to be a member of an academic community by interacting with a scholar in a particular field. It is important that students learn from someone who is committed to, enthusiastic about, and engaged in a field and who helps students understand what it means to be a sociologist, chemist, historian, artist, educator, nutritionist, etc. The small, seminar-nature of this course is meant 1) to introduce students to the ideas and issues that draw professionals to their fields or to see connections among different fields of study and 2) to learn how to understand, interpret, and participate in the ongoing dialogues about those issues.

This course also provides the foundation for a student's college career in that it will accomplish two main goals. First, students will learn that writing and reading within the academic world are natural extensions of each other. Second, the course will encourage students to become deeply engaged with the writing associated with a particular discipline or with the analysis and synthesis required for making connections necessary for interdisciplinary work and thereby give them a better understanding of what writing and reading within the academy are all about.

Criteria for GE 101 Course

Writing:

The main purpose of this course is to develop students' writing skills. Toward this end, students will:

1. write a minimum of three papers (presented in a format appropriate for the disciplinary or interdisciplinary theme), each of which will incorporate critical thinking skills and will go through the entire writing process from invention to final editing;
2. receive feedback on each paper from the instructor twice, once during the draft process and on final copy;

3. receive instruction and practice in the interpersonal communication skills needed to provide and receive constructive peer feedback;
4. learn how to critically evaluate and carefully proofread their own writing; and
5. learn basic documentation procedures (e.g., MLA, APA, etc.).

In addition to the three papers, the course may include other kinds of writing such as essay tests, journals, field notebooks, observation reports, performance critiques, notes prepared for a presentation, etc., which encourage students to use writing as a tool for discovery, organization, and learning.

Reading and Discussion:

This course is designed to develop students' reading and participation skills. Because this is a seminar, students will be expected to participate in a variety of ways that may include such activities as reading aloud, participating in large and small group discussions, or presenting a paper to the class. To accomplish the goals of this course, students will:

1. practice critical reading skills, and
2. participate in class discussions and understand the crucial role participation and preparation play in making a class successful.

The selection of appropriate reading material and class activities will be determined by the individual professor. Faculty in all disciplines are encouraged to submit proposals for this course.

Faculty Support

Faculty teaching GE 101 will participate in an institute to clarify the issues and common goals involved in teaching this course, to discuss teaching writing, to receive information on first year students, to receive support (information, training, resources) as needed to teach this course effectively; and to develop strategies for the ongoing evaluation and improvement of this course. Support will also be available during the semester.

GE 102: Research Seminar _
(3 credits)

Requirement

Students are required to complete this theme-based writing and research-intensive course focused on developing the skills necessary to access, evaluate, organize, synthesize, and present information, both orally and in writing, within a particular disciplinary or interdisciplinary context. This course will build on the writing, reading, critical thinking, and communication skills introduced in GE 101. Prerequisite: GE 101. Must be taken before the completion of 30 credit hours.

Enrollment Limit: 20

Rationale

Because information literacy is such a crucial skill for students to acquire, it is essential that they learn how to access, evaluate, organize, synthesize, and present information for effective problem-solving and decision making.

In addition, in order to remain proficient at the basic skills developed in GE 101, students need to continue to practice them so as to further develop their writing, reading, critical thinking, and communication ability.

Criteria for GE 102 Courses

Students will be able to:

1. write a minimum of three papers (presented in a format appropriate for the disciplinary or interdisciplinary theme), all of which will go through the entire writing process (invention, drafts, receiving feedback, self-evaluation, and final editing) and will include research and documentation;
2. receive feedback on each paper from the instructor twice, once during the draft process and on final copy;
3. complete a minimum of one oral presentation, which may apply multimedia techniques;
4. employ critical reading skills;
5. participate in class discussions;
6. apply and build on the writing, reading, critical thinking, and discussion skills learned in GE 101;
7. apply effective strategies for searching traditional print and electronic databases and for finding and incorporating information into their papers;
- S. apply the conventions and ethics of using resources and documentation, particularly the following skills:
 - a) framing a research question,
 - b) forming search strategies,

- c) finding, evaluating, and identifying resources for responding to this question, and
 - d) drawing logical and meaningful conclusions from the material gathered;
9. incorporate others' work into their own papers while making the distinction between what is their own and what is borrowed clear to readers;
 10. understand the notion of scholarship and the ethics and conventions surrounding scholarly activity for different disciplines (e.g., the variety and purpose of different documentation styles); and
 11. understand and adhere to the KSC academic honesty policy and the policies and procedures regarding network use and abuse.

Faculty Support

Faculty in all disciplines are encouraged to submit proposals for this course. Faculty teaching GE 102 will participate in an institute to clarify the issues and common goals involved in teaching this course, to receive support (information, training, resources) needed to teach this course effectively, and to develop strategies for the ongoing evaluation and improvement of this course. Librarians will offer appropriate levels of ongoing support including instruction in print and non-print resources to faculty and students.

Note: Basic computer and network skills such as keyboarding, word processing, interacting with documents on computer networks such as the World Wide Web, electronic mail, and data search and retrieval tools, and file backup will be used in this course. Students needing to strengthen these basic computer skills should work with the college's Student Technology Support Services.

The Natural Sciences (8—9 credits)

Requirement

Students are required to complete 8-9 credits either by selecting 9 hours from a list of approved courses covering the physical, life, and environmental/ interdisciplinary sciences or by completing a two-semester, 8-credit integrated natural science sequence (INS).

Rationale

In studying the Natural Sciences students should develop an understanding of the scientific method, thus facilitating their ability to distinguish between science and pseudoscience. Students should also gain a better understanding of their origins and their place in the universe and an increased appreciation for the world in which they live. Students are expected to distinguish between scientifically valid and unsubstantiated claims so as to make wise choices about their personal health and safety, public science policy, and environmental issues such as global warming, biodiversity, and seismic risk.

Criteria for Courses Fulfilling the Natural Sciences Requirement

Students will fulfill their **Natural Sciences** requirement in one of the following two ways:

Option A — complete a minimum of three courses (9 credit hours): one Physical Science course, one Life Science course, and either an Environmental Science or an Interdisciplinary Science course selected from a list of approved offerings.

An approved Physical Science course shall focus on one or more of the following content areas:

- Nature, organization and interactions of energy and matter at scales ranging from sub-atomic to universal
- The relation of structure to function or properties of large and small systems
- The concept of change and directionality as it applies to processes acting over a range of time scales

An approved Life Science course shall focus on one or more of the following content areas:

- The evolution of life
- The cell concept in biology including the molecular basis of genetic systems
- The comparative physiology and development of organisms

An approved Environmental course shall focus on one or more of the following content areas:

- Global biogeochemical cycles (earth systems science)
- The interactions of organisms with their biotic and abiotic environment
- Human impact on the environment including the scientific and cultural implications of environmental change

An approved Interdisciplinary course shall expand on and connect the major concepts introduced in the Physical and Life Science courses and will have both a Physical Science and a Life Science course as prerequisites.

or

Option B — complete a two-semester Integrated Natural Sciences (INS) sequence (two 4-credit courses) which will contain a substantial number of the concepts in each of the three areas listed under Option A.

Student Outcomes for Each Natural Science Course

In addition to the content criteria listed above, every course in the Natural Sciences shall address a substantial number of the following student outcomes:

- scientific fields;
- b) by creating some of their own questions and researching the current status of
Students will be able to:
 1. understand scientific methods
 - a) by engaging in the process (i.e., by doing science);
 - b) by studying the history of science (i.e., by learning about key experiments and researchers and their role in elucidating key findings in diverse areas of science); and/or
 - c) by studying the concept of a "scientific theory" and the development of a scientific paradigm;
 2. understand that science is an-ongoing process
 - a) by being introduced to many of the unanswered questions in various
these questions; and/or
 - c) by exploring questions to which we may never have definitive answers (i.e., the concept of multiple working hypotheses);
 3. demonstrate the ability to use quantitative skills as a tool for further understanding scientific concepts;
 4. demonstrate the ability to access and evaluate scientific information and to distinguish between science and pseudo-science;
 5. demonstrate the ability to think critically and use problem-solving approaches with respect to science, as well as appreciating the social relevance of science.

The Social World (8—9 credits)

Requirement

Students are required to complete a total of 8-9 credits either by selecting 9 credits from a list of approved courses focused on human development and behavior and/or the evolution and function of human communities/institutions or by completing a two-semester, 8 credit integrated social world (ISW) sequence. At least six credits must be taken outside of the student's major discipline(s).

Rationale

In studying the Social World, students are expected to understand that humans function as both individual and social beings who invent or create social institutions and relationships. They are expected to understand that since these relationships and institutions are constructed, they could be designed differently and, in fact, are constantly evolving. As individuals, students should understand themselves, their own development, and the nature of their relationships with each other and the world around them. As members of society, students should understand what communities and social institutions are, how they came to exist, how they have evolved, and why they change, as well as the processes people have used and can use to influence change.

Criteria for Courses Fulfilling the Social World Requirement

Students will fulfill their Social World requirement in one of the following two ways:

Option A — complete a minimum of three courses totaling at least 9 credits, selected from among approved Social World courses. In each of these courses, students will learn fundamental material from one of the following two areas of study:

- human development and behavior **or**
- the evolution and function of human communities and institutions. **or**

Option B — complete a two-semester Integrated Social World (ISW) sequence (two 4—credit courses) which includes 1) the study of human development and behavior **and** 2) the evolution and function of human communities and institutions.

Student Outcomes for Each Social World Course

Students will be able to:

1. think critically about social issues and understand the complexities of these issues;
2. articulate clear and well-founded positions on a social topic; and

3. read and interpret social science research findings, including qualitative as well as quantitative research where appropriate; and/or understand basic issues regarding the nature of human society.

Additional Desirable Outcomes

1. conduct or demonstrate an understanding of social science research;
2. participate in a community organization or activity;
3. demonstrate an understanding of social, organizational, and/or physical aspects of communities and institutions;
4. demonstrate an understanding of the social dimensions of environmental issues;
5. demonstrate an understanding of and sensitivity to social justice and/or cultural diversity issues.

The World of Arts and Letters (9 credits)

Requirement

Students are required to complete 9 credits by selecting from a list of approved courses focused on developing a critical and/or aesthetic understanding of artistic, literary, and philosophical works.

Rationale

In studying the World of Arts and Letters, students are expected to develop an understanding of artistic, literary, and philosophical achievements.

Courses which fulfill the Letters requirement must focus on primary texts so that students will learn to interpret and critically analyze writers' own words. Students should be taught to articulate and support their interpretations of the texts and, when appropriate, be presented with texts which express opposing views so that they learn to exercise judgment and autonomy in weighing the various claims encountered.

Courses which fulfill the Arts requirement must provide students with an introduction to the fine, visual, and/or performing arts through students' participation in or study of creative processes, performances, or achievements.

Criteria for Courses Fulfilling the Arts and Letters Requirement

Students will fulfill their Arts and Letters requirement by completing a minimum of three separate courses, selecting from among approved courses. Six credits must focus on letters and three credits must focus on the fine, visual, and/or performing arts.

Student Outcomes for Each Arts and Letters Course

Students will be able to:

1. critically analyze primary works (e.g., art, dance, film, music, theater) and/or primary texts (e.g., literature in any language, philosophy, rhetoric) and use vocabulary associated with these fields;
2. use the acquired critical skills and knowledge to develop a life-long interest in artistic, literary, and philosophical endeavors; and
3. understand the significance of the social, cultural, and historical context in which a work was constructed and in which it is now being analyzed.

In the Letters courses students will also

- 4a. develop an understanding of the depth, complexity, and richness of language.

In the Arts course students will also

- 4b. exercise their imagination and creativity by engaging in performance (e.g., dance, music, theater), a studio experience (e.g., ceramics, film, painting, sculpture), or the study of developments in the arts (e.g., art, film, music, or theater history).

Additional Desirable Outcomes

Students will:

1. become more culturally literate;
2. engage actively and intelligently in artistic, literary, and philosophical discussions;
3. gain an understanding of cultural diversity; and
4. attend a performance (e.g., theater or dance production, music recital).²¹

Historical Perspectives (3 credits)

Requirement

Students are required to complete a total of 3 credits by selecting from a list of approved courses emphasizing the development within a chronological framework of events, issues, and ideas in Western or US culture.

Rationale

In studying Historical Perspectives, students are expected to gain a sense of their own place in human history, i.e., to understand the age in which they live and how it relates to other historical time periods. An educated person should be aware of major historical developments and how these developments have shaped and influenced the present. By studying the historical development of events, issues, and ideas in the context in which they occurred, students will understand how one time period is influenced by previous periods and, in turn, influences future ones.

Criteria for Courses Fulfilling the Historical Perspectives Requirement

Students will fulfill the Historical Perspectives requirement by completing a course selected from among approved offerings focusing on developments in Western or US culture.

Student outcomes for Historical Perspectives courses:

Students will be able to:

1. identify major historical periods and movements and the distinguishing features (e.g., ideas, attitudes, controversies, events) of each;
2. understand that historical developments do not take place in a vacuum but are shaped by a set of complex conditions;
3. use a particular methodology or framework for critically examining and studying historical change; and
4. develop the critical skills and knowledge necessary to analyze events, issues, and ideas in a historical context.

Sample Historical Perspectives Courses

This General Education requirement could be satisfied through a wide variety of discipline offerings that trace the development of events, issues, and ideas across time (e.g., courses that examine western civilization and US history). The Historical Perspectives requirement could also be met through courses that focus on the evolution of ideas in areas as diverse as art, science, and literature.

Cultural Perspectives (3 credits)

Requirement

Students are required to complete a minimum of 3 credits by selecting from a list of approved courses. Courses that fulfill the Cultural Perspectives requirement will examine the richness of human diversity. These courses will provide opportunities for cultural comparisons and/or the critical examination of students' cultural frames of reference.

Rationale

In order to promote greater understanding and respect for diversity, students should recognize that their culture is not universal; be able to compare and contrast different cultures; and recognize privileges, disadvantages, and biases inherent in contemporary societies.

Criteria for Courses Fulfilling the Cultural Perspectives Requirement Students will fulfill the Cultural Perspectives requirement by completing selected from among approved offerings. a course

Student Outcomes for Cultural Perspectives Courses Students will be able to:

1. conduct a comparative study of cultural differences; or
2. critically examine elements of a particular culture within a broadened context.

Sample Cultural Perspectives Courses

This General Education requirement could be satisfied through a wide variety of discipline offerings. Courses in the modern languages, sociology, and comparative history represent obvious possibilities. The Cultural Perspectives requirement could also be met through coursework in areas such as world geography, racism, gender studies, comparative literature, comparative religion, or a course contrasting epistemologies.

Writing Intensive Requirement

Requirement

Students are required to complete a minimum of three writing intensive ("WI" designated) courses beyond GE 101 and 102. One of the three WI courses may be a 200- or 300-level expository writing course (ENG 202, 203, 205, or 303).

Prerequisite: GE 102

Enrollment Limit: 22

Rationale

The purpose of this requirement is to ensure that the writing skills developed in GE 101 and 102 will be reinforced throughout the student's college career and within the context of a particular subject area. This requirement may be met through General Education courses, major courses, or electives. Students will be allowed to complete one of their WI requirements by taking a skills-based expository writing course rather than a content-based writing intensive course.

Criteria for WI Designation

1. Writing instruction must be a part of the course. Sufficient class time must be devoted to teaching students how to complete successfully the kinds of writing required for the course.
2. At least two papers/writing projects will go through the entire writing process from invention to final editing,
3. Students will receive feedback on each paper from the instructor twice, once during the draft process and on final copy. Students may receive additional feedback from peers or Writing Center tutors.
4. Writing must be integrated throughout the course.
5. The length of the papers/writing projects should be appropriate for the subject matter and purpose of the paper.
6. Writing (i.e., the two papers that go through the writing process, plus essay tests, lab reports, lesson plans, journals, performance critiques, etc.) must be the primary evaluative tool (i.e., at least 60%) used to determine the student's course grade.

Faculty Support

Support will be available for all faculty who wish to teach a WI course and want to know more about teaching writing or how to incorporate it into their subject area.

Quantitative Intensive Requirement

Requirement

Students are required to complete a minimum of 3 quantitative intensive (QI designated) courses. At least one QI course must be outside the student's major discipline(s).

Prerequisite: All QI courses require proficiency in Quantitative Reasoning topics 1—3: Basic Arithmetic, Basic Algebra and Applied Algebra. A particular QI course may also require proficiency in any or all of Quantitative Reasoning topics 4-7: Functions I, Functions II, Right Angle Trigonometry and Vectors, and Descriptive Statistics.

This requirement may be met through General Education courses, major courses, or electives.

Rationale

The purpose of this requirement is to ensure that students learn that quantitative approaches and skills are essential tools for understanding our world. They should see the intrinsic quantitative aspects of a variety of subject areas and have an opportunity to apply their quantitative skills in different fields. As a result, these skills will be reinforced and strengthened throughout the student's college career.

Criteria for QI Designation

1. A substantial portion of the material is quantitative in nature and uses the quantitative approaches and skills essential for understanding the subject.
2. Quantitative aspects pervade the course, including class activities, lectures, reading, homework, projects, labs, papers, tests, etc.
3. Uses quantitative models, i.e., the use of mathematical functions to describe the relationship between different quantities (variables).
4. Uses mathematical procedures and formulas.
5. Emphasizes critical analysis' of results and evaluates the reasonableness of an answer.
6. Uses a proficiency test to determine if the students have retained the prerequisite skills necessary for the course.

Faculty Support

Support will be available for all faculty who wish to teach a QI course and want to know more about teaching quantitative skills or how to incorporate them into their subject area.

Administrative Structure to Support General Education

General Education Council

Membership

Chair of Council (Vice President for Academic Affairs)
Nine faculty (General Education Curriculum Committee)
Three divisional deans (Representing Deans Council)
Chair of the General Education Co-Curricular Committee
Director of the Center for Teaching and Learning
(currently Instructional Innovation Center)
Student Member appointed by Student Assembly

Overall Function:

To coordinate campus-wide leadership for the General Education program, as follows:

- setting priorities for the program consistent with the goals of General Education
- establishing and implementing policies and procedures relating to the General Education program
- determining the resources needed to implement and administer the General Education program and preparing a budget to meet those needs
- establishing and implementing an evaluation and accountability component for the program
- drafting and disseminating information about the General Education program
- conducting periodic evaluation of the curriculum component for the General Education program in conjunction with the Senate Academic Overview Committee
- recommending to the VPAA and the Senate improvements in the General Education program

Chair of the General Education Council

Overall Function:

The Vice President for Academic Affairs as chair of the General Education Council provides administrative leadership for the General Education program on campus, as follows:

- chairing the General Education Council and appointing a Vice Chair from the General Education Council to run the meetings
- advocating for General Education at the President's cabinet
- providing budget support for the program
- holding each component of the General Education structure accountable and being accountable to each of them

General Education Curriculum Committee

Membership:

One tenure track faculty member elected for a two year term from each division (3)

One tenure track member elected at large for a two year term (1)

Chairs of the Natural Sciences, Social World, World of Arts and Letters, and the GE 101/102 review panels, and, on an alternating year basis, either the Historical Perspectives or Cultural Perspectives Chair (5) (see explanation of review panels below)

The chair will be elected from within the membership of the General Education Curriculum Committee and will receive one course reassigned time for service.

Overall Function:

To provide curricular leadership among faculty for the General Education program as follows:

- assuring a sufficiency of General Education offerings and soliciting proposals as needed
- coordinating assessment of General Education courses and instruction
- serving as an appeal panel for courses not approved by review panels
- for WI and QI designated courses, one writing and one mathematics faculty member selected by their respective departments will review the appropriate course proposals and based on a check-list of the criteria will report their advisory recommendation to the General Education Curriculum Committee. These two faculty members will each receive one course reassigned time per year.

Divisional Deans

Overall Function:

To provide administrative leadership within Academic Affairs for the General Education program as follows:

- working with faculty and staff to integrate General Education into course offerings, provide appropriate academic support (e.g., advising, library, etc.), and addressing staffing needs, both full and part time, of the General Education program
- collaborating with the VPAA and one another to make resource allocation decisions
- coordinating course and credit hour data collection and use regarding discipline contribution to General Education
- acknowledging General Education in the faculty and staff evaluation
- facilitating collaboration among faculty

- in conjunction with the General Education Curriculum Committee _ and discipline coordinators, assuring course coverage in all General Education areas

Chair of General Education Co-Curricular Committee

Overall Function:

To provide leadership and coordination for co-curricular programs that contribute to students' connection to and achievement of the General Education goals, in particular Goal 3, Personal and Social Responsibility, as follows:

- establishing priorities which support co-curricular initiatives used to accomplish the General Education goals
- determining the resources needed to support co-curricular activities serving the goals of General Education
- coordinating program activities such as field trips and lectures
- communicating information about co-curricular opportunities to all faculty and students

Note: This will be a newly established committee consisting of:

Chair appointed by the VPSA (1)

Associate Dean of Student Affairs: Student Services (1)

Two students from Student Activity Council and Student Government (2)

Special Assistant to the VP for Special Programs (1)

One Student Center representative (1)

One Arts Center representative (1)

Associate Director for Residential Life (1)

Director of Athletics and Recreational Sports (1)

Director of Center for Teaching and Learning (formerly **the Instructional Innovation Center)**

Overall Function:

To provide administrative support for the General Education program as follows:

- providing budget implementation and clerical support for the General Education Council
- implementing the priorities determined by the General Education Council regarding faculty support programs and services
- providing General Education course instructors with a variety of resources for student skill development, classroom assessment, and curriculum development
- providing resources, activities and administrative support as needed for Quantitative Proficiency and GE 101, GE 102, WI, and QI courses

- Approval Process for General Education Courses

Review Panels: Chairs of the review panels are elected from within their membership and receive one course reassigned per year to recognize and support their service.

Overall Function: Review and make approval decisions on all courses proposed for General Education designation.

Representation: At large members are elected for two year terms by the tenure-track faculty of the college in elections jointly supervised by the Senate and the KSCEA. Discipline delegates are chosen by their discipline groups on an annual basis.

Natural Sciences (6)¹

- 2 from Biology
- 2 from Physical Sciences
- 1 from Environmental Studies
- 1 At Large

Social World (6)

- 1 from Psychology
- 1 from Sociology–Anthropology–Geography
- 1 from Political Science–Economics
- 1 from Education
- 1 from Management
- 1 At Large

Arts and Letters (7)

- 2 from English
- 1 from TADF
- 1 from Art
- 1 from Communication
- 1 from Music
- 1 from Modern Languages
- 1 At Large

Historical Perspectives (3)

- 1 from History
- 2 At Large

Cultural Perspectives (3)

- 3 At Large

GE 101/102 (6)

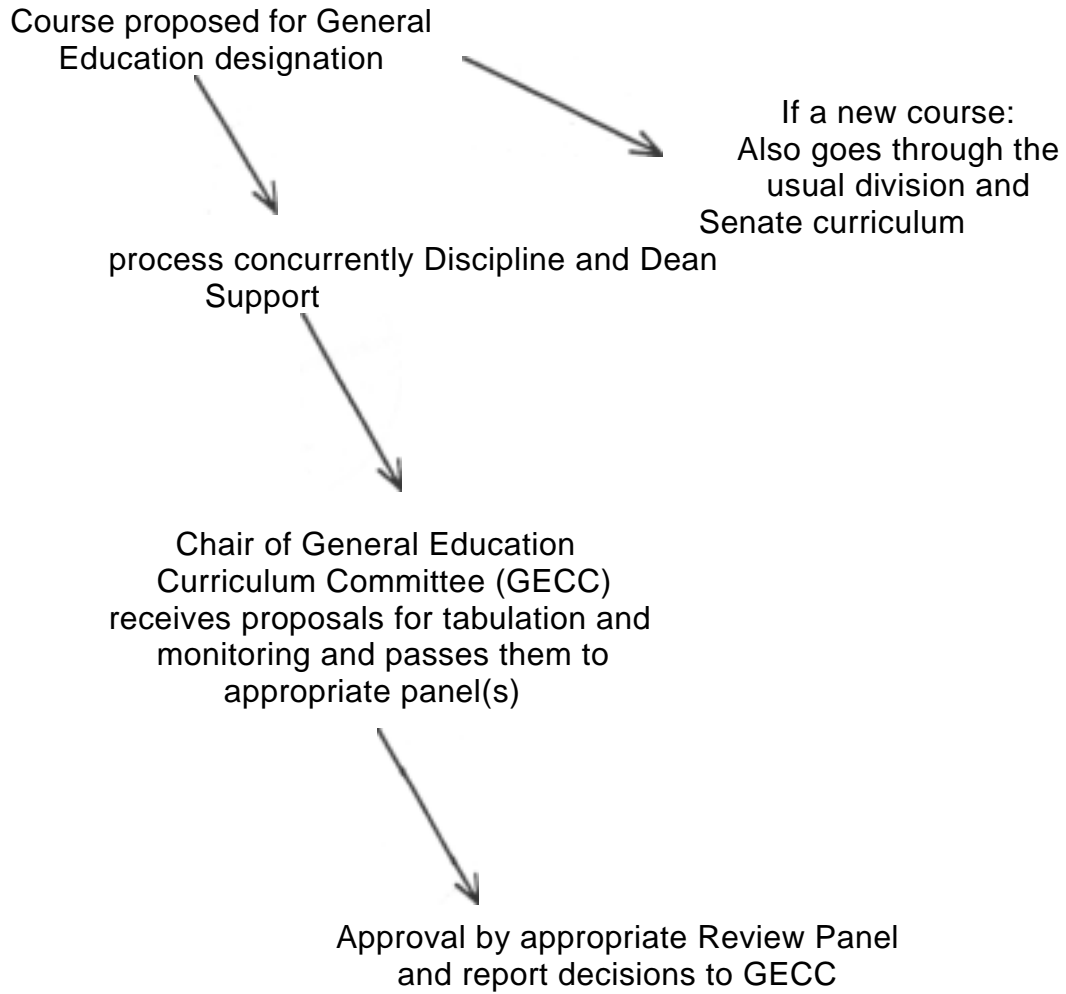
- 3 elected faculty, one from each division
- 2 faculty elected at large
- Director of Writing

¹ In case of tie votes on any review panel, the course under consideration is approved.

² In addition to serving as a member of this panel, the Director of Writing will coordinate 101 and 102 offerings and support services. The Director will receive one course reassigned time per year.

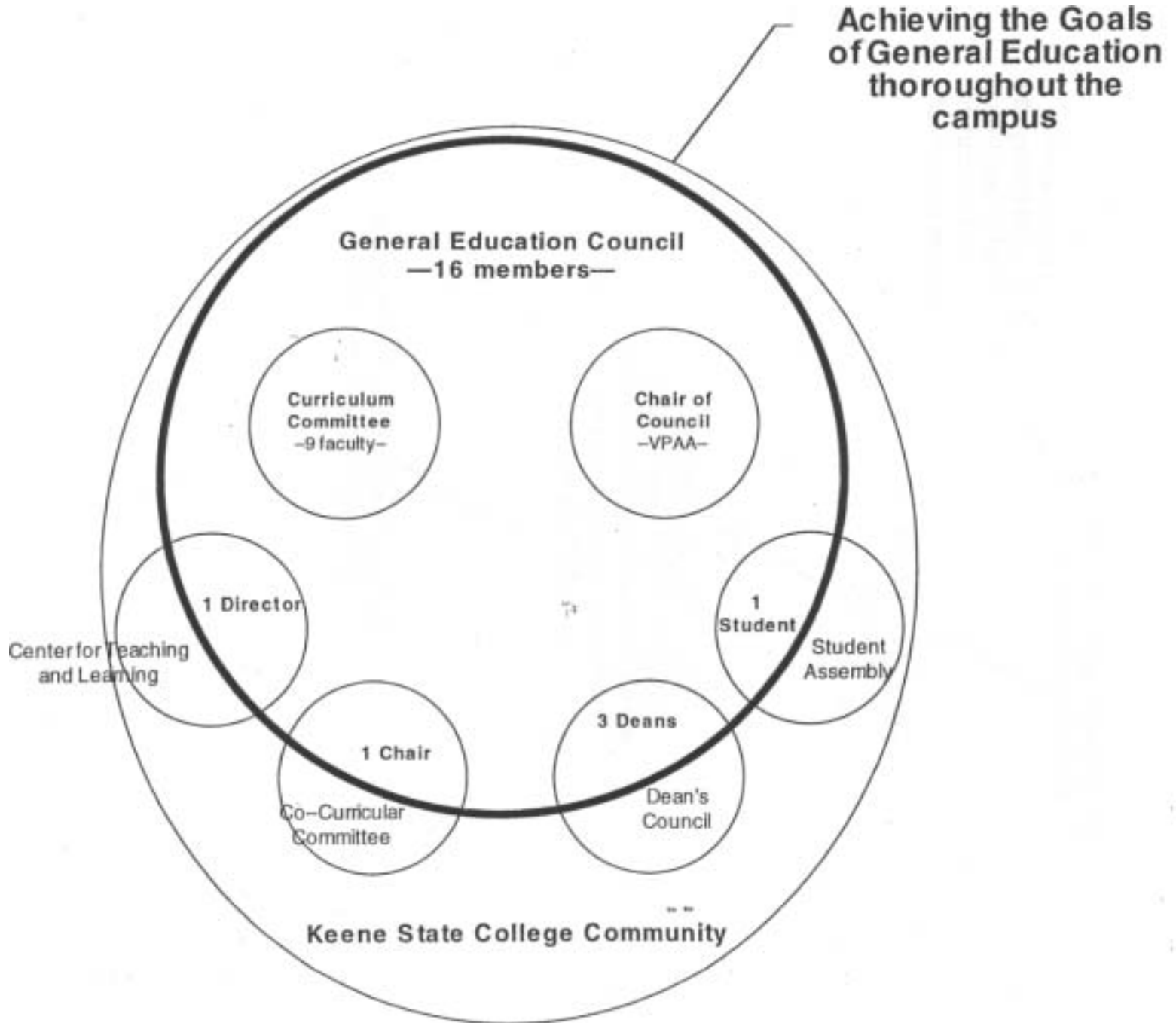
Administrative Structure to Support General Education

Course Approval Process



5

Administrative Structure to Support General Education



Recommendations from the General Education Task Force

Capstone Experience

Although there was a great deal of support on campus for a capstone experience, there was no consensus on the design of that experience. Further, there was concern about the impact of the capstone on major programs. The General Education Task Force was not able to resolve these issues; therefore, we feel that more dialogue is needed on campus concerning the best ways to construct and deliver this experience. It is not yet clear whether the capstone experience should occur solely within the General Education program, solely within the major, or through some combination of the two. Furthermore, we need to clarify the differences and similarities between the notion of a universal capstone experience and the existing major capstones/senior seminars. Thus, we recommend that the General Education Council work cooperatively with all campus constituencies to resolve these issues and design an appropriate 3 credit capstone experience and a schedule for its implementation.

Advising

The General Education Task Force recognizes that Keene State College is in the midst of a discussion of the many complex and important issues related to academic advising. Recognizing that we are unable to resolve these issues solely within this General Education proposal, we nevertheless recommend that this discussion continue with an increased awareness of the need for accessible and effective academic advising for all students in order to ensure that they are able to make creative choices which take full advantage of the educational opportunities available within the General Education program. Administrative accountability for advising falls within Academic Affairs specifically to the Associate Vice President for Academic Affairs who will be represented on the General Education Council by the Divisional Deans.

Program Assessment

It is essential that the new General Education program has a process and means for determining whether the articulated goals, criteria for course inclusion, and student outcomes are being achieved. It is not enough that we implement a new curriculum; we need to know if it is succeeding so that it can be modified as needed. Rather than going through the process of creating a completely new program periodically, we should be assessing program strengths and weaknesses on a continuous basis and improving it as needed.

The General Education Council will create a process of continuous improvement that requires adequate assessment of all the essential elements of the program including program goals, course criteria, and student outcomes. Student and peer evaluations will continue to be used by individual instructors both for assessing specific courses and for assessing the program as a whole. The General Education

program will collect and analyze additional data to see how well the program is achieving its own goals. -

The program will not assess a particular student's performance in a course; this, of course, is the responsibility of the instructor. However, the program will need to evaluate the course's contribution to the General Education program. Instruments will need to be developed that encourage the student to reflect on how the course has contributed to helping that student achieve the goals of General Education proposed by the instructor of the course.

Again, the point of this assessment is to monitor the success of the program for students, not just as they fulfill specific requirements, but as they complete their entire course of study. No one course will achieve all the goals; but over the years, a student will have the opportunity to experience some success in all of them. This programmatic assessment is essential so we will know which goals we are succeeding in helping students achieve and which we are not.

We also hope that instructors will see this as an opportunity to revise and improve their General Education courses so they are able to achieve the goals they included in their courses and that this program review process will serve as a model for other programs, making review processes across campus ongoing rather than occasional and supportive rather than simply evaluative.

Timeline of the General Education Task Force

	General Education Task Force (GETF) is elected/appointed
Fall 95	Task Force begins meetings
Spring 96	Review of the research and comparator schools Faculty/staff survey on what GE should include Student questionnaire on GE experience PEPT mealtime discussions of survey results GE discussions at Speak Out
Summer 96	First GETF report written proposing 3 goals and explaining 5 prototypes
Fall 96	Follow-up Speak Out sessions GETF Report presented at faculty/staff mealtime meetings Faculty/staff survey on response to report
Spring 97	Survey results presented to campus Forums held on survey results Faculty/staff ballot on key components of GE Ballot results reported
	Second student survey administered GE discussions held during PEPT week
Summer 97	First GETF proposal written
Fall 97	First GETF proposal presented to campus Division and discipline groups discuss the proposal with GETF Feedback collected from groups and individuals GETF begins revision of proposal
Semester Break 97-98	GETF revises proposal
Spring 98 February-March	Final proposal for GE presented to campus Proposal sent out to all discipline groups for information votes and returned to the Senate Curriculum Committee for vote
March 98	The Senate Curriculum Committee forwards proposal to the full Senate for final vote