

APPENDIX **D**  

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*General Education Reports*

Appendix D:  
General  
Education  
Reports

General Education Requirements

*Report to the University*

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Quarter system – see footnote on page 3.

## RECOMMENDATION #1: GER MODEL

<b>Essential skills</b>	
Writing I and II	2 Courses
Speech	.5 Course
Mathematics	1 Course
<b>Natural Science</b>	
<b>Artistic and Literary Perspectives</b>	
<b>Societies and Institutions</b>	
Selection of 2-3 Courses in each area (Q.= selection of 2-4)*	8 Courses (Q.=9)
<b>Personal and Social Responsibility</b>	2 Courses
<b>Selected Topics and Electives</b>	1 Course
<b>TOTAL</b>	<b>14+ Courses</b> <b>(Q.=15+)</b>
<b>Capstone</b>	1 Course
See below for descriptions of each area. Each course is required to meet specific goals in order to be included in the list of courses satisfying that area. The Capstone course, if taken within the major or minor as intended, will not count as an additional GER course.	

\* The Task Force prepared this recommendation with the assumption that it should fit the 3 credit semester model presently under consideration. For purposes of comparison the designation Q.= has been included to indicate what the recommendation is under the present quarter system if no changes are made.

## A. Essential Skills

**GOAL 1 — Write and speak effectively**

**GOAL 2 — Acquire, process, and present quantitative and qualitative information using the most appropriate technologies, including computers**

**GOAL 3 — Reason critically, both individually and collaboratively, draw sound conclusions from information, ideas, and interpretations gathered from various sources and disciplines, and apply those conclusions to one's life and society.**

1. To learn the skills of effective writing, students will take two courses: Writing I — the standard introductory writing course, and Writing II — a course in which students investigate a thematic topic, gather evidence from the library, Internet, or other appropriate sources, and write a research paper in a computer-assisted environment. Students may test out of these two courses through taking a placement test. In addition, students must take two courses with a writing intensive component. A student may take one writing intensive course on the upper division level outside of GER; preferably, the course will be in the major or minor. Because writing intensive components will occur in courses already meeting other GER goals, or on the upper division level (and meeting other requirements), the student will not have to take an additional general education course. Any faculty member may propose a writing intensive course. Writing coordinators, however, will offer training courses. To be certified as a writing intensive course for GER purposes, a course must be at the 700 or 800 level.

To be certified as writing intensive, a course should allocate a substantial portion (at least 30%) of the course grade to writing assignments of various kinds. The kinds of writing assigned can and should vary according to the disciplines and students. Students might, for instance, learn about the formats and language most appropriate to their fields in a writing intensive course in their major. Instructors might incorporate anything from formal research papers and essays through journals, lab reports, case studies, proposals, and lesson plans. In addition to affording students opportunities to write for a variety of purposes and audiences, writing intensive courses should include instruction on the writing process — the interconnected activities of planning, drafting, revising, and editing writing. Sections of courses designated writing intensive should enroll no more

than 30 students so that instructors have enough time and energy to respond thoroughly to the writing assignments at multiple points in the writing process.

2. To become effective speakers, students will take an introductory course (minimum of 20 class hours). Students may test out of this requirement through ways to be determined by the GER coordinator and the communication department. *The implementation of this provision is subject to the availability of faculty and resources.*

In addition, students must take at least two oral communication intensive courses, which are not regular speech courses; rather, they include a speaking assignment. Any faculty teaching a GER course may offer an oral communication intensive course. Students are permitted to take one such course on the upper division level outside of GER. As in the case of writing intensive courses, the oral communication intensive requirement is not meant to add two additional courses. Communication coordinators will offer training courses.

To be certified as an oral communication intensive course, the course syllabus should designate a substantial portion (at least 30%) of the course grade to various oral communication assignments. Oral communication assignments are specific, and not just talking during class or to the class. The assignments vary according to discipline and students (for example, students in one course might benefit by delivering more presentations, while students in another course might benefit most by participating in decision-making groups). Oral communication assignments are goal-oriented and the method(s) for achieving those goals are explained to students. A course should offer instruction on specific oral communication assignments that reinforces what students might learn in an introductory oral communication course. Sections of courses designated oral communication intensive enroll no more than 25 students so that faculty have enough time and energy to prepare students for and respond thoroughly to each oral communication assignment.

3. It is expected that all GER courses will attempt to integrate goals 1, 2, and 3 wherever possible. Writing I, Writing II, and the capstone course must incorporate all three.

**GOAL 5 — Comprehend mathematical concepts and reason mathematically in both abstract and applied contexts**

Students must take one course that teaches mathematical and statistical skills needed to function as a numerically literate citizen. This course must also address one of the first three goals. A student may satisfy goal 5 by taking such a course, by passing a mathematics entrance examination, or by taking a higher-level mathematics course, such as calculus.

**B. Natural Science**

**GOAL 6 — Understand the scientific method; forming and testing hypotheses, as well as evaluating results**

**GOAL 7 — Realize the evolving relationships among science, technology, and society**

**GOAL 13 — Understand and appreciate the natural environment and the processes that shape it**

A minimum of 2 and no more than 3 (**Q.=4**) courses from a list of courses that meet goal 13, and, in addition, goal 6 or 7.\* Students must take at least one course with a lab component as part of this requirement.

**C. Artistic and Literary Perspectives**

**GOAL 8 — Grasp and appreciate artistic expression in multiple forms and contexts**

A minimum of 2 and no more than 3 (**Q.=4**) courses from a list of courses that meet goal 8, and, in addition, goal 4, 7, 9, 10, 12, or 13.\*

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\* The number of courses in B, C, and D must total a minimum of 8 (**Q.= 9**)

**D. Societies and Institutions**

**GOAL 10 — Understand the development of cultures and organization of human societies throughout the world and their changing relationships with western society**

**GOAL 11 — Evaluate the impact of theories, events and institutions on the social, economic, legal and political aspects of society**

*(It is not expected that courses meeting Goal 11 have to cover all of the areas mentioned.)*

**GOAL 12 — Comprehend and appreciate the development of Diversity in America in all its forms**

A minimum of 2 and no more than 3 (**Q.= 4**) courses from a list of courses that meet a combination of two goals from 10, 11, or 12.\*

**E. Personal and Social Responsibility**

**GOAL 4 — Understand the personal and social importance of ethical reflection and moral reasoning**

**GOAL 9 — Understand the relationships between physical, mental and emotional well-being and the quality of life of the individual, the family and the community**

Two courses from a list of courses that meet either goal 4 or goal 9 in combination with one other goal from 3 through 13.

**F. Selected Topics and Electives**

One course. In this area, students will have the opportunity to take a course that combines the goals in ways that do not fit into the areas above. A student may select one such course from a list of approved courses. The student also has the option to select instead one course from mathematics, natural science, artistic and literary perspectives, and societies and institutions.



## G. Capstone Course

Each student will take an upper division capstone course, preferably in the major, with emphasis on student ability to gather data, think critically, use technology appropriately, present information orally, and write well. If a department chooses not to offer a capstone course for its majors, then a student may take either a capstone course in another program or a GER capstone course in addition to other GER requirements.

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The GER Task Force recommends this model with the following provisos:

1. That the Senate approve the speech recommendation provisionally. If problems arise with staffing or cost, then the General Education Coordinator and General Education Committee will study the speech requirement, and make a recommendation to the Academic Senate.
  2. That associate degrees require a minimum of six GER courses with two of those courses being Writing I and Writing II, and four courses selected from at least three of the following areas: natural science, artistic and literary perspectives, societies and institutions, and personal and social responsibility.
  3. That the faculty be encouraged to include a community service component in GER courses.
  4. That those departments using graduate assistants to teach GER courses provide training and supervision through full-service faculty members, and that they keep a copy of the guidelines for the training and supervision on file with the office of the GER coordinator.
  5. That each academic department will determine whether or not to count courses within the general education area toward the major.
  6. That transfer students will receive general education credit as mandated by the OBOR transfer policy.
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## ***RECOMMENDATION #2: GENERAL EDUCATION COMMITTEE***

A General Education Committee will be established as part of the Senate committee structure. It will have the power to approve and recertify courses for general education credit, recommend policy changes to the Academic Senate regarding general education requirements, develop and implement assessment of general education, and serve in an advisory capacity to the General Education Coordinator.

The committee will be composed of 15 members, including the Coordinator, who shall serve as chair. Each college shall have one representative member, selected through Senate procedures, and determined at the time when the Senate requests the faculty to declare their interest in serving on committees. These will hold three year terms with two members selected each year. There will also be six at-large members, no more than three of which can come from any college, selected by the Provost with the concurrence of the Chair of the Academic Senate. The pool of candidates will consist of faculty and administrators nominated by themselves, faculty, or academic administrators. These will hold three year terms with two members selected each year. There will be two student members nominated by the president of Student Government with the concurrence of the Provost.

## **REPORT**

The General Education Task Force, comprised of faculty members from each college as well as representatives from the administration and student government (see Appendix C for a list of members), has been meeting since mid-Summer 1994. The task force has been asked to examine, evaluate and redesign the university's general education program. Members of the Task Force have spent that time reading about the history of general education as well as a wide range of current theories about the purposes of general education, attending national conferences devoted to curriculum development in higher education, and analyzing materials from university campuses across the country that have strong general education programs in place.

The committee's mission is to recommend to the Academic Senate a model based on current practices and theory, the input of faculty, administrators, and students, and the consensus of committee members. It is the purpose of this report to acquaint the university committee with its recommendation.

### **What is General Education?**

According to the "Statement of Intent" which accompanied the Academic Standards and Events committee's report to the Academic Senate in May, 1994, "General education requirements (GER) are those courses or groupings of courses which each student, regardless of major or degree, must take in order to graduate." A successful GER program will enable students to acquire knowledge and develop skills essential to living as productive and responsible citizens and professionals in the 21st century. A 1994 report published by the Association of American Colleges and Universities, **Strong Foundations: Twelve Principles for Effective General Education Programs**, concurs, and argues that general education should focus on the skills and knowledge college students need to be well-educated persons in a rapidly changing world, qualities such as:

a broad base of knowledge in history and culture, mathematics and science, the ability to think logically and critically, the capacity to express ideas clearly and cogently, the sensitivities and skills to deal with different kinds of people, sophisticated tastes and interests, and the capability to work independently and collaboratively .

In its report to the Senate in 1994 the Academic Standards and Events Committee also articulated the relationship between General Education courses and the

rest of the curriculum: "General education is the ideal complement to professional studies in that it serves to give the students a repertoire of knowledge, skills and dispositions that allows them to animate their personal, communal, and professional lives in thoughtful and productive ways."

### **Why Has YSU Needed to Examine Its Current General Education Requirement?**

By reforming its General Education requirements, YSU is participating in what has become a nationwide re-examination of the aims of higher education. The goal of these efforts is to improve graduates' ability to function well in an increasingly complex world. Over the last twenty years critics of higher education have urged educators to revise the university curriculum in an effort to do a better job of preparing students for the future. Experts on higher education argue that distribution models for GER usually fail to provide the focus and emphasis on goals needed to better address "changing demographics and world economic conditions, an increasing exposure to social issues and problems, [and] rapid advances in science and technology."

As a response to the criticisms of higher education described above, accrediting agencies such as North Central have established more stringent criteria for general education requirements. These criteria stress the need for a goal-oriented, focused general education program rather than a loosely-structured menu or fragmented distribution system. In its last visit to YSU in 1988, North Central recommended that the university "conduct a thorough faculty review of the university's general education requirements." It expressed concern that our general education requirements "do not provide a relatively similar academic experience and do not reflect a considered faculty agreement on a coherent program of objectives and outcomes."

To address this need, the Academic Senate in Spring, 1994, adopted thirteen goals which serve as the base on which the model recommended by the General Education Task Force is built. (See the Goals statement in Appendix B) YSU's next campus-wide North Central review and evaluation is scheduled for this academic year. It is essential that YSU demonstrate to the evaluators that it is developing a coherent and focused plan for general education.

### **What are the available models for GER?**

The available models for GER range from the distribution model to the core. The distribution structure used at YSU sets a minimum number of hours for the student to take in the categories of social studies, humanities, math/science, writing and health/physical education. The student may take any course designated in the

catalogue as fitting within a category to satisfy a particular requirement. There are no goals other than exposure to distinct fields of knowledge. At the other end of the spectrum is the core model, which requires each student to take the same courses; no choice is permitted. The core guarantees that each student is exposed to a shared body of knowledge, skills and values. Between these two extremes are variations requiring students to distribute their courses over distinct fields of knowledge and establishing goals which the student must achieve as a result of having taken these courses. Hence, only those courses that enable the student to meet the goals may be taken, thereby drastically reducing the number of courses labeled as general education.

### **What model is the GER Task Force recommending?**

The Task Force recommends a model that follows the modified core. It provides goals for the students to reach and the flexibility of course offerings necessary at a comprehensive university. The new model groups the goals into categories: basic skills, natural science, artistic and literary perspectives, societies and institutions, and personal and social responsibility. Students will take a specified number of courses in each category (with some options and electives) from a list of courses approved by the General Education Committee.

The model requires an integrative approach to the goals. Each course must address at least two goals in concert. The category of selected topics, which brings multiple perspectives to bear on a complex issue, offers students additional opportunities for synthesis. The model encourages departments to find ways to have their students address the goals within the major, particularly goals 1, 2, and 3. This integrative approach culminates in the senior capstone with students demonstrating proficiency in essential skills in the context of the major.

Communication skills play a major role in furthering one's career. In this model basic skill courses in writing and speaking are to be followed by writing or speaking intensive courses and, finally, a capstone course that requires students to demonstrate the ability to communicate in both forms about the material learned in their major. Please check later in this report for a definition of what constitutes a writing intensive or a speaking intensive course. **The Task Force hopes that faculty will further the sharpening of these skills by increasing oral and written assignments throughout the curriculum.**

In general, the model encourages students to undertake a more active role in learning. They must learn how to use the latest technological tools for the gathering

and processing of information. Exercises in critical thinking and problem solving will enhance higher level thinking skills and prolong the memory of material learned. As students repeat these kinds of activities in multiple courses, they will enhance their abilities to become independent learners over the course of their lives. They will function more proficiently within their careers, and as citizens in a democratic society.

### **How will these new requirements be administered?**

The Task Force is recommending to the administration that there be a coordinator, whose job description will include the following duties:

1. Serve as chair of the General Education Committee.
2. Work with the Center for Teaching and Learning to provide faculty development for the general education program.
3. Work with the Director of Assessment and the Assessment Council to plan and coordinate assessment of student achievement of general education goals.
4. Develop information materials (catalogue copy, brochures, handbooks) to explain the general education program to students, faculty and the public.
5. Produce the Annual Report of Student Educational Outcomes in general education.
6. Work with deans and department chairs to deliver general education courses effectively.
7. Work with Admissions, academic departments, and advisors to evaluate transfer courses for general education credit.
8. Work with the Articulation and Transfer Module contact person in complying with OBOR regulations such as the annual revision and submission of the Transfer Module.
9. Seek external funding for general education initiatives.
10. Assist as needed with development of the new degree audit program to incorporate new general education requirements.
11. Develop policies regarding general education requirements for transfer and returning students.
12. Develop policies and procedures for periodic "recertification" of general education courses.
13. Lead a periodic review of the general education program and make recommendations for change.
14. Keep current with the field of general education.

To assist the coordinator in the performance of these tasks, it is recommended that the Academic Senate create a General Education Committee. This committee, with a composition of faculty, administrators, and students, will advise the coordinator, be responsible for the approval of GER courses, and review or recommend policies governing the operation of general education. Both the coordinator and the General Education Committee should be appointed as soon as possible to facilitate the transition from the present requirements. See the General Education Committee recommendation (page 9) for a description of the structure of this committee and its duties.

### **How will courses receive approval as general education courses?**

Any department may propose a course to satisfy general education goals. However, to be considered for inclusion in general education, a course must be designed for and open to the general student population. The proposing department must demonstrate how a course contributes to achieving the general education goals in the category for which the course is proposed. Courses will be processed through the normal curriculum approval procedures within the department and the college prior to coming before the General Education Committee.

After circulating the proposal to departments, the General Education Committee will review the proposal, and approve or withhold its inclusion as a general education course. The Committee will design a course approval form requiring a statement of the objectives and the methods of reaching and measuring the general education outcomes. When general education status is withheld, the coordinator should discuss the reasons with the department. After revision, courses may be resubmitted. Approved courses will then proceed through the University Curriculum Committee for final approval.

The General Education Task Force recommends that the new General Education Committee and Coordinator act as quickly as possible to bring a recommendation before the Academic Senate establishing the guidelines and procedures to be followed in curriculum revision.

## ***APPENDIX A: Statement of Purpose***

The purpose of General Education is to enable students to think with and use knowledge of disciplines, fields, and areas of study that complement their major in application to the informed conduct of their personal, professional, and civic lives. The intent of General Education studies is to help the students develop a repertoire of knowledge, skills, abilities, dispositions, and values that is both powerful and useful in thinking associatively, interpretively, and applicatively about the problems and issues they encounter in their futures. General Education studies provide opportunities for the acquisition of information. These studies also provide opportunities for the acquisition and critical use of valuable concepts, principles, and ideas.

- General Education studies are liberal studies in the sense that successful completion of the program liberates the student intellectually from uninformed, unwarranted, or limited knowledge from which decisions are made and actions are taken.
- General Education studies are empowering studies in the sense that successful completion of the program empowers the student to recognize pro-actively new possibilities, new ways of thinking, and new standards for affecting change and success.
- General Education studies are cultural studies in the sense that successful completion of the program provides the student with a sense of “Who I am and who we are” regarding the interrelated roles of the individual, the community, the nation, and the world.
- General Education studies are civic studies in the sense that successful completion of the program provides the student with a sense of concern for others, a willingness to show care, and an ethic of tolerance for diversity and difference.
- General Education studies are science/math/technology studies in the sense that the successful completion of the program provides the student with concepts, principles, and ideas that allow for understanding and valuing the processes, products, and interdependency of science math, and technology.
- General Education studies are personal studies in the sense that successful completion of the program provides the student with better self-understanding, life-long learning skills, flexibility, a sense of pro-active morality, and intellectual independence and purpose.

The distinct mission of General Education is to provide an opportunity for students to become fully educated human beings. These studies serve as the basis for students to give **thoughtful consideration** to a wide range of understandings, topics, issues, and problems beyond the focus of professional studies and extracurricular interests.



## ***APPENDIX B: Preface and Goals of GER***

### **Youngstown State University's General Education Preface and Goals. as passed by the Academic Senate on May 26, 1994.**

#### **Preface**

The purpose of the general education requirements is to foster:

qualities such as curiosity, intellectual honesty, fairness, civility, and an openness to ideas and the sharing of knowledge,

thinking that is critical, independent and objective,

integration of knowledge across disciplines,

the ability to function effectively in a technological society,

understanding of the importance of studying the past and present,

appreciation of literature and the arts as expressions of human culture,

recognition of the importance of acting as informed, responsible, democratically--minded citizens of the world,

and an attitude that learning is a personal and a collaborative process exercised over a lifetime.

## Goals

Upon completing the general education and all other requirements, each student should be able to meet the following goals.

1. **Write and speak effectively.**

*Students demonstrate communication skills necessary to function in society and to compete in the global market place.*

2. **Acquire, process, and present quantitative and qualitative information using the most appropriate technologies, including computers.**

*Students demonstrate the ability to select and use effectively the most appropriate technologies for gathering, analyzing and manipulating, transmitting, storing and presenting information.*

3. **Reason critically, both individually and collaboratively, draw sound conclusions from information, ideas, and interpretations gathered from various sources and disciplines, and apply those conclusions to one's life and society.**

*Students demonstrate the ability to reason critically, to distinguish among forms of argumentation, and to derive justified conclusions.*

4. **Understand the personal and social importance of ethical reflection and moral reasoning.**

*Students develop their capacity for ethical sensitivities and insight and understand important social issues that confront our society and those values necessary for a democratic nation to prosper.*

5. **Comprehend mathematical concepts and reason mathematically in both abstract and applied contexts.**

*Students demonstrate a fundamental understanding and competency in the use and interpretation of mathematics for problem-solving and decision-making in their personal and professional experiences.*

- 6. Understand the scientific method; forming and testing hypotheses as well as evaluating results.**

*Students demonstrate an understanding of how data are gathered and organized, of how models, theories and laws are constructed and evaluated, and of the purposes, values and limits of scientific investigation. Students are able to critically evaluate scientific problems and assertions using the scientific method.*

- 7. Realize the evolving interrelationships among science, technology and society.**

*Students understand the impact and changes in society that take place as scientific principles are discovered and new technology developed. Students understand that societal conditions and needs influence and shape progress in science and technology.*

- 8. Grasp and appreciate artistic expression in multiple forms and contexts.**

*Students identify the elements and principles in works of art from a variety of artistic media and evaluate their personal interpretations of the works in light of the viewpoints of experts. Through a variety of aesthetic experiences, students recognize that the arts enrich their lives.*

- 9. Understand the relationships between physical, mental, and emotional well-being and the quality of life of the individual, the family and the community.**

*Students recognize the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life. They understand that mental, physical, and emotional well-being are interconnected, make informed decisions about life-style choices, and apply this knowledge to their own well-being and that of others.*

- 10. Understand the development of cultures and organizations of human societies throughout the world and their changing interrelationships with Western society.**

*Students comprehend how various societies have approached the common problems of human existence over time. They learn that solutions to those problems vary because of tradition, geography, philosophy, or religion, economic*

*development, technological change and political power. Students understand how and why these societies have interacted with Western Society, where applicable.*

- 11. Evaluate the impact of theories, events and institutions on the social, economic, legal and political aspects of society.**

*Students develop their knowledge about the markets, social organizations, legal systems, and levels of government that comprise society. They understand, through study of theories, how these institutions function, interact with each other, and evolve in our society and others.*

- 12. Comprehend and appreciate the development of diversity in America in all its forms.**

*Students comprehend the historical development of the United States as a democratic political system and the ideals, rights and institutions associated with that system. Students appreciate the diverse characteristics of the populations that comprised American society over time, the ways devised to cope with these differences, and the impact of conflicts over differences on politics and society in general. Diversity includes but is not limited to the characteristics of race, social and economic class, religion, gender, ethnicity, age, disability, lifestyle and political identity.*

- 13. Understand and appreciate the natural environment and the processes that shape it.**

*Students demonstrate knowledge of the characteristics, processes, and laws that define natural environments. They evaluate the impact of events and changing conditions upon these environments.*

**APPENDIX C: General Education Task Force**

<b>Committee Members</b>		
<b>Name</b>	<b>Department</b>	<b>Extension</b>
Janice Elias	Provost's Office	1560
Darla Funk	Music	1829
William Jenkins	History	3451
Clara Jennings	Dean of Education	3267
Thomas Maraffa	Geography	3316
Anne McMahon	Management	2350
Paul Mullins	Comp. Info. Sciences	3796
Daniel O'Neill	Comm. & Theater	1856
Gabriel Palmer	Ethics Center	1463
James Pusch	Foundations of Education	7298
Charles Singler	Geology	3611
Stephanie Tingley	English	1633
Richard Walker	HPES	3650
Nancy White	Psychology	7236

<b>Past committee members</b>	
Cynthia Anderson	Randy Hoover
Todd Beckett	Larry Hugenberg
Richard Bowen	Joseph Mistovich
Wade Driscoll	Virginia Monseau

## ***APPENDIX D: Twelve Principles of General Education***

1. Strong general education programs explicitly answer the question, "What is the point of general education?"
2. Strong general education programs embody institutional mission.
3. Strong general education programs continuously strive for educational coherence.
4. Strong general education programs are self-consciously value based and teach social responsibility.
5. Strong general education programs attend carefully to student experience.
6. Strong general education programs are consciously designed so that they continue to evolve.
7. Strong general education programs require and foster academic community.
8. Strong general education programs have strong faculty and administrative leadership.
9. Strong general education programs cultivate substantial and enduring support from multiple constituencies.
10. Strong general education programs cultivate substantial and enduring support for faculty, especially as they engage in dialogues across academic specialties.
11. Strong general education programs reach beyond the classroom to the broad range of student co-curricular experiences.
12. Strong general education programs assess and monitor progress toward an evolving vision through ongoing self-reflection.

(See *Strong Foundations*, Appendix E)

## ***APPENDIX E: Bibliography***

### **Bibliography and Supplemental Materials**

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**GENERAL EDUCATION MODEL - A SUMMARY**

**Working Draft**

**March 16, 1998**



[The General Education Model summarized below reflects the deliberations and actions of the Academic Senate as of March 4, 1998. Deliberations are not finished and will continue at subsequent Senate meetings. The model in its final form will require Senate approval before implementation can take place.]

## **GENERAL EDUCATION MODEL - A SUMMARY**

Working Draft

March 16, 1998

General education requirements (GER) are those courses or groupings of courses which each student, regardless of major or degree, must take in order to graduate. The purposes of GER include the acquisition and development of skills and knowledge deemed essential to living as productive and responsible citizens. The GER at YSU are founded in 13 goals adopted by the YSU Academic Senate on May 26, 1994, enumerated on pp. 52-53 of the 97-98 undergraduate bulletin.

### **I. Baccalaureate Degrees**

#### **A. Essential Skills**

It is expected that GER courses will attempt to integrate goals 1, 2 and 3 wherever possible. Writing I, Writing II and the Oral Communication course must incorporate all three.

##### **1) Writing**

Students must show satisfactory proficiency in the use of written English. This requirement is normally met by taking Writing I and Writing II. Students must be tested by the Department of English to assess their skills in written composition before registration into the Writing courses. Placement into Writing I or into Writing II or into preparatory courses is made on the basis of the Composition and Reading Placement Test. Students who demonstrate superior proficiency may be exempted from Writing I. Information on the policy and procedure for testing and exemption is available from the Department of English or with the coordinator of Composition.

In addition, students must take two courses with a writing intensive component.

\*2) Speaking

Students must take [one (or) one half] course in oral communication.

In addition, students must take two courses with an oral communication intensive component.

3) Critical Thinking

To meet Goal 3, students must take at least two critical thinking intensive courses. Any course may qualify as critical thinking intensive, whether it is a GER course or not, as long as it has been certified as critical thinking intensive. To be certified as critical thinking intensive, a course should allocate a substantial portion (30%) of the course grade to critical thinking assignments of various kinds. The kinds of critical thinking assignments can and should vary with the discipline. In addition to imparting information, critical thinking intensive courses should strengthen the critical abilities of students (e.g. defining terms, solving problems, generating and organizing ideas or hypotheses, development and evaluating evidence and arguments, detecting errors, biases, and fallacies, exploring issues from multiple perspectives, identifying and questioning assumptions, applying knowledge to new situations, etc.) by engaging students in learning and evaluating the definitions, concepts, methods, knowledge, and goals of the discipline and/or the course. Critical thinking coordinators will offer assistance to faculty in developing critical thinking intensive courses and teaching methods.

4) Mathematics

Students must take one course that teaches mathematical and statistical skills. A student may satisfy this requirement by passing an approved course, by passing a mathematics placement exam, or by passing a higher level mathematics course.

\*The language of this section will depend on resolution of amendments of the Senate.

B/C/D Students must take 2 or 3 courses from each area for a total of 8 courses.

B. Natural Science

Students must take a minimum of 2, and no more than 3, courses from a list of courses that address goal 13 and, in addition, goal 6 or 7. At least one course must have a laboratory component.

C. Artistic and Literary Perspectives

Students must take a minimum of 2, and no more than 3, courses from a list of courses that address goal 8 and in addition, goal 4, 7, 9, 10, 12 or 13.

D. Societies and Institutions

Students must take a minimum of 2, and no more than 3, courses from a list of courses that meet goal 11 and in addition, goal 10 or 12.

E. Personal and Social Responsibility

Students must take 2 courses from a list of courses that meet either goal 4 or 9 in combination with one other goal from 3 through 12.

F. Selected Topics and Electives

Students must take 1 course in this area from a list of courses that combine the goals in ways that do not fit into the areas above. Alternatively, a student may select one general-education approved course from mathematics, natural science, artistic and literary perspectives, and societies and institutions.

G. Capstone

Students must take one upper division capstone course in the major or from another area that satisfies general education criteria. Capstone courses are expected to incorporate writing, oral communication, and reasoning critically as appropriate in each discipline.

II. Associate Degrees

Students in associate degree programs must take a minimum of 6 general education courses, including Writing I and Writing II, and four additional courses selected from at least three of the following areas: natural science, artistic and literary perspectives, societies and institutions, and personal and social responsibility.

[Details of definition and implementation are to be determined at a later date.]