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**Academic Program: Undergraduate Studies GENERAL EDUCATION
PROGRAM**

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General Education Curriculum

Definition

General education is a program of study which introduces students to a broad, liberal course of instruction in the

students may take for general education be limited; and
4. that some specified courses at the 200

articulate the relationship between behavior and context across people, cultures, time, and place.

CONNECTIONS AND EXPLORATION

Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. Students will:

- a. demonstrate civic and social responsibility.
- b. grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States.
- c. build the foundation for a lifelong process of understanding, developing, and monitoring healthy lifestyle behaviors in all dimensions of wellness, including physical, social, emotional, intellectual, spiritual, and environmental wellness.
- d. gain personal enrichment by developing new interests that can be enjoyed throughout a lifetime.

Criteria for General Education Courses

The criteria for evaluating courses to be counted in the Critical Thinking across the Liberal Arts component of general education are:

1. The course must demonstrate how one or more of the general education objectives stated above are satisfied.
2. In each course the major concepts and principles that epitomize the liberal arts discipline must be the primary focus.
3. The process of inquiry and analysis commonly employed in the discipline must be emphasized and applied.
4. The course must not be primarily a technical, professional or career-oriented course.
5. A general education course from a given department may require a maximum of two prerequisites from that same department.

General Education Course Review and Recertification Procedure

New Courses

Any new or existing course seeking to meet a specific general education requirement (i.e., G1, G2, G3, L labels or AW, D, P, W labels) shall complete the appropriate certification form (available on the General Education website) and follow the course approval procedures approved by Faculty Senate.

Approval of FYI (UNIV 103) Courses

The First Year Inquiry Seminar UNIV 103 was officially approved in the spring of 2008. New sections of FYI courses may be proposed by departments. Non-instructional departments or units may also propose FYI sections once special approval is granted by Faculty Senate. Since UNIV 103 is an approved course, those units seeking a new section of UNIV 103 follow an expedited review process outlined below. The department proposing the course must demonstrate how the new FYI section will meet each of the specific criteria defining the course as outlined in the approved UNIV 103 Course Proposal (available on the General Education Program website). Once the course has been approved by the department, the department will submit to the chair of UCPRC (electronically) the following documents for each course:

- a. The FYI Course Proposal form that asks how the course meets the criteria.
 - b. A course syllabus.
 - c. Supporting documentation the instructor/department feels is needed to support the course proposal form.
2. The chair of UCPRC distributes the submitted certification documents to the FYI Sub-committee of UCPRC for review. Proposal representatives are expected to meet with the FYI Sub-committee.
3. The FYI Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a. Approval of the FYI course as presented.
 - b. Approval of the FYI Course subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete certification review process (e.g. Departmental then UCPRC approval).
4. The chair of

- appropriate Sub-committee of UCPRC for review.
3. The Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a. Approval of the label for the course as presented.
 - b. Approval of the label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless

be considered to have fulfilled the Perspectives requirement regardless of whether those experiences occur in fall, spring, or summer. This waiver does not cover credit hours. A student employing this waiver will be required to satisfy three credit hours of general education courses in lieu of the waived three credit Perspectives course. This is in addition to any other Open Elective requirements of the student.

Perspectives Course Criteria:

1. Must be 3 credit hours at the 300 level or above.
2. Must have meaningful oral and written communication components but may not carry a "W" label.
3. Must be interdisciplinary in content.
4. Requires students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the

- interpersonal, physical and spiritual.
- ii. Identify potential barriers to wellness and produce a plan to overcome those barriers.
- iii. Illustrate the health-related components of physical fitness and explain the
- iv. Develop and implement a personalized fitness program.
- v. Explain and critique the influences that impact wellness on both a personal and global scale.
- vi. Provide evidence-based approaches that address and potentially remedy identified influences.

Cultural Diversity and Community

Cultural diversity and community courses mission to foster in students an appreciation for cultural diversity. Here, differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among others. A Cultural Diversity and Community course is more than a mere survey or exposure of the students to different cultures; rather it teaches students to think critically about the basis for intercultural differences.

Students who complete an academic fall or spring semester abroad as part of a baccalaureate degree will be considered to have fulfilled the Diversity requirement. International students studying at Millersville will

7. Challenges students to evaluate their own personal worldview.

8. Has meaningful oral and written communication competencies.

Cultural Diversity and Community Course Competencies:

Upon successful completion of a Cultural Diversity and Community course students will be able to:

- i. Demonstrate awareness of their own cultural rules and biases.
- ii. Demonstrate understanding of the complexity of cultural elements through various lenses such as history, values, politics, communication styles, gender, economy, or beliefs and practices.
- iii. Demonstrate the ability to interpret and analyze cultural phenomena.

