

REVISED FINAL REPORT
of the
UNDERGRADUATE EDUCATION INITIATIVE

SEPTEMBER 1, 2004



This report contains

- Revisions to the original proposal, developed in response to faculty input received in spring, 2004.
- Suggestions for implementing specific initiatives.
- Timeline illustrating a recommended “phase-in” process, beginning in the fall of 2005, for new initiatives.
- Further discussion on the irrefutable engagement of assessment as a key component in the process of teaching, learning, and curricular reform.

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The Undergraduate Education Initiative

Final Report (Revised) of the Steering Committee

Frostburg State University

September 1, 2004

Introduction

This document, our amended proposal as a steering committee in response to the goals of the Undergraduate Education Initiative, reflects revisions suggested in spring, 2004, by faculty in response to the first iteration of UEI recommendations distributed to the campus in March, 2004.

Just as importantly, this proposal also recognizes those external entities whose policies and expectations will affect substantively the curriculum and co-curriculum of every Maryland public four-year university. These agencies, and the scope of their expectations, include:

The Maryland Higher Education Commission, who has now established a requirement that all institutions identify benchmarks for minimum proficiency in specific general education skills (written communication, oral communication, scientific and quantitative reasoning, critical thinking, technological competency, and information literacy) and regularly assess students' performance against these benchmarks;

The University System of Maryland, whose various directives (e.g., the Resolution on Technology Fluency, the expectations voiced in the revised USM Strategic Plan) directly impact the development and assessment of curriculum and co-curriculum at the local level;

The Middle States Commission on Higher Education, whose new accreditation standards specify the establishment and measurement of specific standards for curricular performance in general education and the majors, and whose new emphasis leans heavily on institutional ability to actually prove, through an ongoing assessment process, the depth and scope of students' learning in both the curriculum and co-curriculum.

Assessment—and its position as an integral part of the teaching and learning process—serves as the common thread that ties together our curricular proposals with the expectations of our external publics and—most importantly—our complete engagement with the process of teaching and learning. As Figure A (page 7) illustrates, assessment has emerged as the most significant component of any curricular reform, a component of change that connects seemingly disparate elements into a unified curricular whole. As a result, this proposal includes, in much greater detail than previously, specific recommendations and timelines for implementing assessment efforts throughout both the curriculum and the co-curriculum.

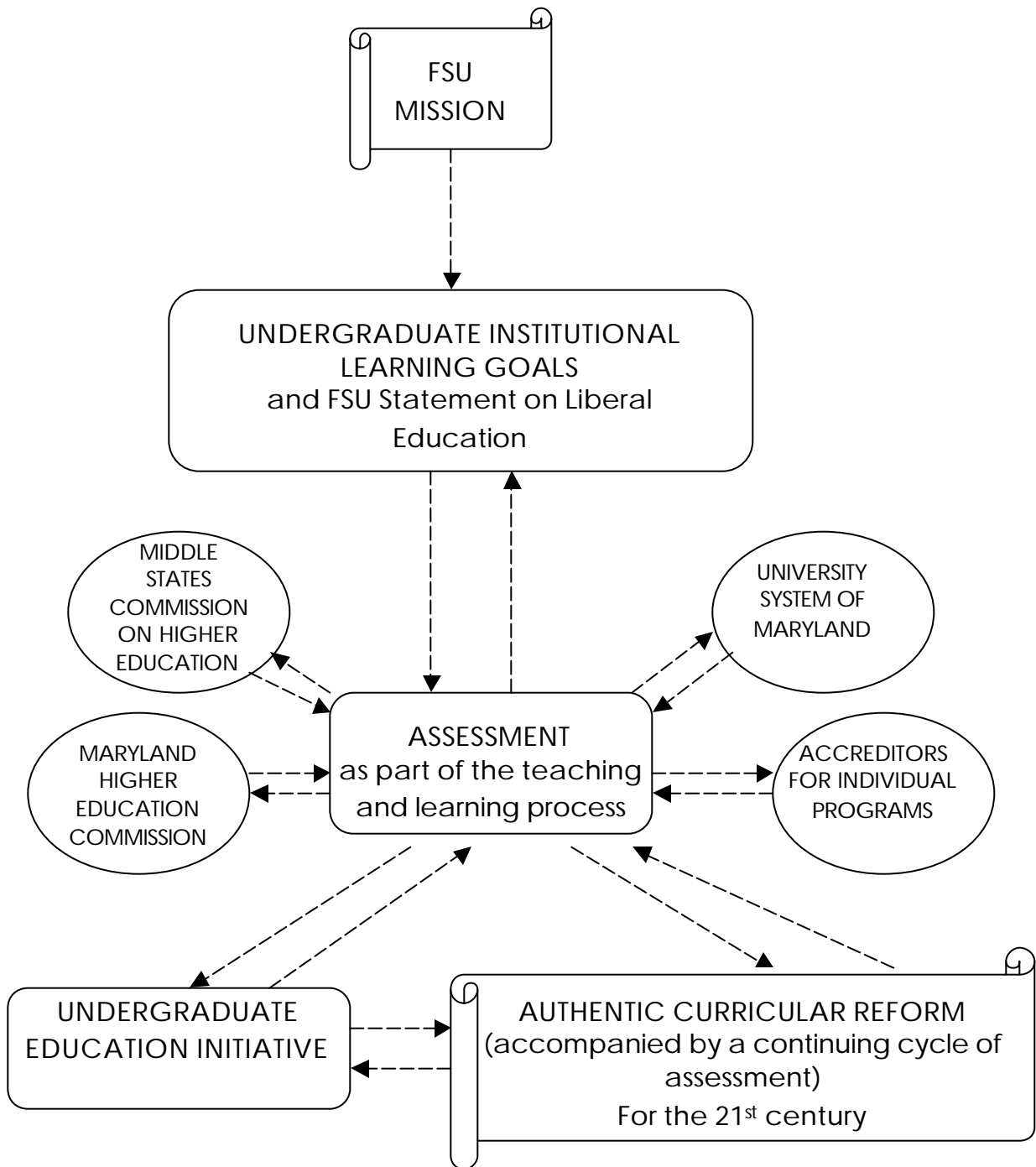
A Revised Context for Our Recommendations

Because assessment of student learning now occupies a center position in our proposal, **we recommend that the Faculty Senate approve the “phasing in” of various elements of the Undergraduate Education Initiative**, as outlined in detail in both timeline and text throughout the following pages. Such a “phase-in” will allow ample opportunities for assessment of student learning and for using the results of that assessment to further refine curricular offerings.

To facilitate understanding of the many layers of opportunities that exist to engage students and faculty in exciting new opportunities for learning and teaching, this proposal includes a detailed timeline, displayed on pages 12-15, that presents specific implementation cycles for all the recommendations discussed herein.

Central to this timeline is the establishment of faculty planning groups to deal with specific initiatives, for with the submission of this final report, our work as the steering committee of the Undergraduate Education Initiative is completed. These various planning groups’ charges are outlined in appropriate sections of this document. In collecting faculty opinions about the first set of UEI proposals, mentioned often was the issue of administrative responsibility. Faculty clearly recognized the need for an administrative entity to be identified to shepherd the numerous recommendations of the UEI to fruition. Therefore, administrative responsibilities are outlined in more detail in this report.

FIGURE A



Finally, we offer projected costs, over four academic years, for implementation of the initiatives presented. Please remember, however, that these estimates are provided as an illustration of potential resource allocation, and are fully dependent both upon the scope of initiatives ultimately accepted by the Faculty Senate and the amount of funding eventually provided by the Provost.

Reiterating Specific Recommendations

Although in some cases revisions have been substantive, the Steering Committee maintains its commitment to several specific recommendations.

- Liberal education continues to be a defining characteristic of our vision of undergraduate education. In support of our commitment to an empowering form of education, we drafted a Statement on Liberal Education, a pronouncement ultimately approved by Faculty Senate:

Liberal education empowers students and frees them from ignorance by informing them about the world, its histories, methods of inquiry, and values. Liberal education develops students' intellects and enhances their love of learning and awareness of individual and social responsibility by encouraging them to learn and apply knowledge to solve important problems.

- We continue in our fervent support for the introduction of specific interdisciplinary experiences into the program of general education. To this end, we have replaced the three "FSU Seminars" of the first proposal with two exciting concepts: the First-Year FSU Colloquium and the Advanced FSU Colloquium. These Colloquia are grounded in specific theories of pedagogy and intellectual development.
- A "vertical core" of general education continues as a hallmark of our proposals for the program of general education.
- The current version of our proposal repeats our previous stance regarding specific refinements to general education: writing-intensive and speaking-intensive courses for all students; the inclusion of a course in identity and difference; the introduction of a three-credit science course; an emphasis on technology and information literacy and fluency.
- Our timeline cites specific checkpoints for the review and inclusion of important co-curricular experiences in students' academic careers.

- We further maintain our commitment to the continuation of the first-year learning community program.

What This Report Does—and Does NOT—Contain

This document contains revised recommendations developed as a result of comments received in response to the first version of our report. As a result, you will find in this issue

- Reiterations of certain basic principles and concepts which, in our opinion, remain unchanged;
- Specific details outlining revisions and, in some cases, new initiatives that have been developed as a result of faculty comments;
- Suggested approaches for implementation, as seen in the timeline and the details provided for each initiative.

However, we perceived no need to unnecessarily repeat large chunks of our first report. Therefore, you will NOT see in this “sequel”

- Copies of each sub-committee’s report,
- The vocabulary listing, or
- The multiple appendices.

We ask that you refer to the initial report (available online at <http://www.frostburg.edu/projects/uei/reports.htm>) if you have any questions or need clarification about the original premises of our recommendations.

The Outline of our Report

First, we offer a suggested committee re-structuring to assist in the approval process for new courses in the program of general education. Then we present a detailed timeline, both for ease of review and for future service as a guide to implementation.

Next, we discuss the pervasiveness of expectations related to technology and information competency and fluency. We follow this with a reminder about the impact of our recommendations on transfer students.

We then discuss the various recommendations for general education, offering a revised “GEP checklist” and providing specific details (both curricular and operational)

on suggested modifications. Because the interdisciplinary courses emerged as the most-discussed portion of our proposal, significant pages are devoted to the presentation of details on the First-Year FSU Colloquium and the Advanced FSU Colloquium. In addition, we introduce new recommendations in response to MHEC mandates regarding the establishment of institutional benchmarks for basic proficiencies in essential skills.

We follow our comments about general education with recommendations for the majors (pages 48-51), including an expanded discussion on capstone courses and a new recommendation to explore the creation of honors initiatives within the majors.

After the listing of recommendations for the majors, we reiterate our sub-committees' proposals for both new and enhanced co-curricular experiences (pages 52-53).

Finally, we devote significant space to assessment and how the establishment of an aggressive program of assessment is clearly an integral component of any efforts in curricular reform (pages 54-57).

As a concluding item, we propose administrative responsibilities and additional faculty opportunities for implementation of the UEI recommendations, and we discuss financial implications of our proposal (pages 57-61).

Suggested Committee Re-Structuring

Currently, the University's faculty governance system places responsibility for both the general education program and assessment within one sub-committee: The General Education-Program Assessment Sub-Committee. Given the simultaneous establishment of assessment as a part of the teaching and learning process AND our proposals for substantive changes to the program of general education, we recommend that the current GEPA Sub-Committee be realigned to provide expanded leadership in the initial review of curricular initiatives.

Therefore, we suggest the following changes:

1. The General Education Sub-Committee should be re-named the Undergraduate Curriculum Requirements Sub-Committee to reflect its expanded authority for initial review over the numerous changes to the undergraduate curriculum as enumerated throughout this report.

2. Responsibility for assessment issues should be eliminated from the GEPA Sub-Committee's roster of responsibilities. Issues of student learning assessment will be assigned to a planning group given a specific charge by the Provost (please see, on pages 54-57, a complete discussion on this new structure within the context of a larger assessment narrative).
3. A member of the aforementioned assessment planning group should be included in the membership of the re-structured General Education Sub-Committee.

The Timeline

Recurring themes in the response to our previous report are best stated in three succinct questions: *How will curriculum revision be enacted? When will change occur? Who will be responsible for effecting change?* To respond to these very legitimate concerns, a detailed timeline has been constructed to articulate possible approaches to enacting reform, including

- The "phase-in" process for certain new initiatives;
- The implementation of other recommendations;
- The interweaving of an aggressive assessment initiative;
- Specific deadlines for completion to be sure that new programs and services do, in fact, become reality.

This timeline serves as a "signpost" for the review of our revised recommendations. In addition, the timeline will be a valuable guide as the institution moves beyond the approval process and into the actual implementation of the enclosed recommendations. Most importantly, the timeline offers a clear illustration of the interdependency between curricular change and the engagement of assessment as the third leg of the teaching/learning/assessment triad.

As you review the following pages, you will note various alphabet codes attached to the action noted. These codes are to assist you in finding details on that particular item, for the capital letter coincides with a capital letter assigned on the table of contents. For example, if you wish to read more about basic skills (A), simply turn to the Table of Contents to find the page number for the relevant discussion.

THE UEI TIMELINE

IMPLEMENTATION BY CATEGORY

The letter in parentheses relates to the topic's code as outlined in the table of contents. To review full details of the recommendation in question, please refer to the table of contents for the applicable pages of this report. NOTE: UCR means Undergraduate Curriculum Requirements Sub-Committee.

Vertical triple lines indicate actions as related to catalog issue
(e.g., 2003-2005, 2005-2007, 2007-2009).

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	
A								
Basic Skills (quantitative & scientific reasoning, critical thinking, oral communication, tech literacy & fluency)	Benchmarks established for basic skills as cited.	Benchmark review and approval.	Pilot assessment of benchmarks. Basic Tech Skills test now required.	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Assessment of basic skills continues on ongoing, regular basis. </div>				→
B								
Freshman Composition (including basic skills in written communication and information literacy and fluency)	Benchmarks established for minimum writing proficiencies. Discussion on info lit skills in ENGL101 begins with ENGL and Library.	Benchmark review and approval; consensus on info lit in ENGL 10. ENGL and Library develop info literacy approaches for ENGL 101.	Pilot assessment of benchmarks. Info lit piloted in ENGL 101 and assessed.	Assessment results reviewed; changes made. 2 nd phase of info lit pilot; ENGL & Library agree on standards for info lit in all 101.	Info lit requirement now included in all ENGL 101 syllabi.	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Assessment of basic skills continues on ongoing, regular basis. </div>		→
C								
Advanced Composition or Writing	Discussion begins on info fluency skills between ENGL and Library.	Consensus established on info fluency in 300-level ENGL. Guidelines submitted to faculty governance.	Info fluency piloted in 300-level ENGL.	2 nd phase of info lit pilot and related assessments.	Info fluency now a requirement in all ENGL 300-level writing courses.	→		
D								
Mathematics	Our recommendations for Mathematics focus on the establishment of basic skills benchmarks for quantitative reasoning. Therefore, please see the timeline for Basic Skills (A).							
E								
Foreign Languages	Proposal to include FREN/SPAN 250 considered.		If approved, FREN 250 & SPAN 250 now part of the GEP.	→				

F The Natural Sciences	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
	UEI proposal for new science/tech course considered.	Course submitted through faculty governance. →	Pilot sections (3) offered as options.	Course offered again; assessment completed and reviewed.	Course offered again (inc. in a learning community); assessment completed and reviewed.	Course offered again; assessment completed and reviewed.	Course is sanctioned part of GEP for entering students.
Our recommendations for the natural sciences also focus on the establishment of basic skills benchmarks for scientific reasoning. Therefore, please see the timeline for Basic Skills (A).							
G Identity and Difference Courses	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
	UEI proposal for inclusion of I&E course in GEP considered.	Departments submit courses to UCR under guidelines as ultimately approved.	Courses offered for the first time; required of all students entering under 2005-2007 catalog and beyond.				→
H The FSU Colloquia	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
	Criteria for FSU Colloquia considered; assuming approval, faculty team assembled.	Proposals for First-Year FSU Colloquium reviewed in faculty governance.	Four sections of First-Year FSU Colloquium offered as GEP option on a phased-in basis; assessments completed.	Four sections offered again; assessment continues; Call for proposals for Advanced FSU Colloquium.	Four First-Year FSU Colloquia offered; at least one section included in a learning community.	Four First-Year FSU Colloquia offered; initial offering of Advanced FSU Colloquia.	First-Year & Advanced FSU Colloquia now part of GEP requirements for students entering 2007.
I Elimination of HEED 100	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
		HEED 100 available to students under 2003-2005 (& earlier) catalogs.	HEED 100 no longer in GEP, but available on a diminishing basis to students under the 2003-2005 catalog.	HEED 100 available on a diminishing basis to students under the 2003-2005 catalog.	Further availability depends on HPER projections as to need.		

J	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Writing-Intensive Courses (WI)	UEI recommendations submitted. Solicit volunteers interested in teaching WI in the GEP.	Professional development activities for faculty. Guidelines developed.	Submit guidelines to UCR.	Offer first courses within regular slate of courses. Assess results.	Offer second round of courses (3) within GEP. Include WI in at least one learning community. Offer at least 3 major-specific WI. Assess results.	Final round of phase-in WI courses. Assessment continues.	WI courses are noted in the catalog as a requirement for students entering under the 2007-2009 catalog.
	Our recommendations for writing-intensive courses also focus on the establishment of basic skills benchmarks for written communication. Therefore, please see the timeline for Fresh. Composition (B).						
K	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Speaking-Intensive Courses (SI)	UEI recommendations submitted. Solicit volunteers interested in teaching SI in the GEP.	Professional development activities for faculty. Guidelines developed.	Submit guidelines to UCR.	Offer first courses within regular slate of courses. Assess results.	Offer second round of courses (3) within GEP. Include SI in at least one learning community. Offer at least 3 major-specific SI. Assess results.	Final round of phase-in WI courses. Assessment continues.	SI courses are noted in the catalog as a requirement for students entering under the 2007-2009 catalog.
	Our recommendations for speaking-intensive courses also focus on the establishment of basic skills benchmarks for oral communication. Therefore, please see the timeline for Basic Skills (A).						
L	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Capstone Courses in the Majors	Capstone course reviewed as part of UEI. Faculty planning group formed.	Faculty planning group develops institutional parameters for capstone courses and submit to UCR for initial review.		Approved guidelines circulated to department chairs.	Final versions of capstones submitted to UCR.	→	Capstones now part of each major & noted as such in 2007-2009 catalog.
M	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Honors Initiatives Within the Majors	Proposal submitted with UEI initiative. Faculty planning group convenes to begin discussions.	Discussions continue. Professional development opportunities are made available as appropriate.	Planning group submits its recommendations to UCR for review.	Approved guidelines circulated to majors. Any major interested begins development of its own program.	All honors courses in majors are submitted to faculty governance for review.		Approved programs are included in 2007-2009 catalog.

N	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Co-Curricular Initiatives	Sub-committee suggestions reviewed as part of UEI proposal.	Investigate feasibility of cited initiatives.	→	Make recommendation for actions. Implementation begins as funding allows.	→		→
O	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Assessment <i>(in addition to assessment cycle for basic skills and other efforts cited elsewhere in this report)</i>	* Faculty group convened on student learning assessment. * Workshops begin. * Depts. asked to develop learning goals. * Assessment audit undertaken. * Institutional Assessment group begins..	* Student learning assessment plan formulated. * Workshops continue. * Depts. complete initial assessment of selected learning goal.	* Student learning assessment plan reviewed by Senate and distributed across campus. * Depts begin work on dept assessment plans and continue assessments. * Workshops continue.	* Dept. assessment plans completed. * Middle States visit.			
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>The assessment cycle continues for both institutional-level issues as well as student learning outcomes in general education and in the majors.</p> </div>							

Technology and Information Competency and Literacy

Second only to the concept of liberal learning as a unifying element of our proposal is the influence of technology and information literacy and fluency. Throughout this report, you will see references to developing basic and upper-level skills in these areas and the implementation of discipline-specific expectations for students.

However, we observed in subsequent conversations that confusion still exists regarding correct nomenclature; i.e., technology and information technology are often used to describe the same concept, when in fact the phrases “technology” and “information technology” actually refer to two different aspects of technology in education. Therefore, we will use in this report the definitions offered by the UEI Sub-Committee on Technology and Information Literacy:

TERM	DEFINITION
Technology	computers and related tools for acquiring, processing, and disseminating information
Information	knowledge acquired through learning, including facts, data, theories, and ideas
Literacy/ Literate	the state/ quality of being knowledgeable about and competent in lower-level skills (e.g., understanding relevant vocabulary, performing basic functions)
Fluency/ Fluent	the state/ quality of being knowledgeable about and proficient in lower-level skills and competent in higher-level skills (e.g., operational understanding of content)
Competency/ Competent	the state/ quality of being adequately or well qualified to successfully perform basic applications and/or exhibit a basic understanding
Proficiency/ Proficient	the state/ quality of having an advanced degree of competency, implying advanced application of knowledge and skills
Technology Literacy	the state of being knowledgeable about and competent in lower-level technology skills
Technology Fluency	the state of being knowledgeable about and proficient in lower-level technology skills and competent in higher-level technology skills
Information Literacy	the state of being knowledgeable about and competent in lower-level information skills
Information Fluency	the state of being knowledgeable about and proficient in lower-level information skills and competent in higher-level information skills

Please note that in some instances the title of a particular committee, directive, or mandate may “mix” the terms (e.g., Information Technology). In our narrative, we will provide additional interpretations as necessary using the above-cited definitions.

We further recognize that the University has been charged with implementing the mandate of the USM Board of Regents in its resolution on students’ technological fluency; i.e., that all USM institutions provide specific opportunities for student growth in technology and information literacy and fluency and, just as importantly, report annually students’ levels of attainment of pre-established benchmarks in both literacy and fluency. To this end, we include in this report, as Attachments B and C, a roster of the basic computing and information skills identified by FSU’s Student Technology Advisory Group and an overview of the six different levels of information literacy and fluency as described by the Middle States Commission on Higher Education.

To respond in part to these expectations, we recommend that the existing Student Technology Fluency Group continue in its role of spearheading institutional initiatives in technology literacy and fluency.

We also recognize the level of attention that must be focused on information literacy and fluency at all levels of the University's curriculum. As a result, we recommend, as outlined in subsequent sections of this report, that the 300-level writing or composition courses and the majors provide specific focus on the three upper-level skills leading to information fluency, as defined by Middle States:

- Evaluating content;
- Using information for a specific purpose;
- Understanding issues affecting the use of information, and observing laws, regulations, and institutional policies.

Developing thoughtful, integrated guidelines to assist faculty in issues of information literacy and fluency is no small task. Therefore, we suggest that a faculty planning group—including two members of the Library faculty—be convened to provide guidance in the creation of information literacy/fluency guidelines that will help faculty as they infuse information literacy and fluency into their courses. We further recommend that the Library faculty, as the campus "experts" in information literacy and fluency, provide leadership to the planning group.

Applicability to Transfer Students

As you review our proposals, please understand that our context is that of native, first-time students (i.e., those students beginning at FSU). However, we are fully aware of issues regarding the applicability of our recommendations to transfer students. Therefore, prior to presenting our final recommendations, we reiterate our earlier statement regarding curricular change and its impact on transfer students.

Maryland state law and inter-institutional agreements concerning the transfer of general education courses prohibit requiring transfer students from Maryland public institutions of higher education to meet all the requirements of our curricular proposals. Because we cannot require more general education credits for such transfer students than we do for our native students if a student has completed 40 credits designated as general education at a four-year public institution in Maryland, we may not require any

additional general education course work. Nonetheless, if a student transfers the 36 maximum general education credits allowed at a two-year public institution in Maryland, we can require four additional general education credits. All transfer students must complete the minimum credits of general education required for native students, and those needing additional general education credits will be required to select courses from Frostburg State University's general education course list. Priority will be assigned to upper-division general education courses (such as advanced writing) and the interdisciplinary courses in defining the remaining general education requirements for transfer students.

The Program of General Education

Conversations regarding changes to the program of general education have maintained a "center stage" position since the inception of the UEI. Understandably, feelings about what general education should and should not include run strong and deep throughout the campus community.

As a steering committee, we reiterate our commitment to a program of general education predicated on the concept of a liberal education, a commitment that has resulted in the creation, as mentioned earlier in this report, of the Frostburg State University Statement on Liberal Education. In addition, our dedication to the constructs of liberal learning is also reflected in the content of the Undergraduate Institutional Learning Goals (please see attachment A).

A program of general education must also have its own set of learning goals that support institutional goals and that lend themselves to ongoing assessment. Figure B (p. 20) outlines our recommendations for a set of outcomes-oriented learning goals, goals that will serve as the foundation for assessment of student learning in general education.

The scope and breadth of our revised recommendations for the program of general education are best introduced in a format well-known to virtually every faculty and professional staff member who has advised students: the ubiquitous "GEP Checklist." As an introduction to our recommendations, please review Figure C (p. 21), which clearly articulates how a new GEP would appear in 2005-2007 as a result of our recommendations. Figure D (p. 22) provides an overview of the program of general education as it would appear in the 2007-2009 catalog AFTER all the UEI

recommendations have been piloted, refined, approved, and implemented. Please note that we have also maintained our recommendation that “Basic Skills” be renamed “Core Skills,” and that “Liberal Arts Component” be re-titled as “Modes of Inquiry,” for we feel that this new nomenclature more adequately reflects a new approach to general education.

Figure E (p. 23) repeats, from our first report, the comparison of FSU’s GEP structure with the curricular requirements of the Maryland Higher Education Commission.

Individual recommendations follow Figure E. For ease of review, recommendations are outlined in table form, listing the issue, the recommendation, the adherence to institutional learning goals, the implementation approach, and any specific comments about relevant assessment and administrative issues.

Finally, you will note the emphasis on assessment of each recommendation listed for the program of general education and the majors. As a steering committee, we are resolute in our stance that our suggestions for change are but the first step in an ongoing process. In a regular and consistent manner, we, as an institution, must continue to ask if students are learning, through our programs of general education and the majors, what we want them to learn.

FIGURE B

The Goals for the Program of General Education

Frostburg State University's Goals for General Education reflect the mission of the University and its Undergraduate Institutional Learning Goals through a focus on four specific areas of student learning.

1. CORE SKILLS

Students will become proficient in reading, writing, speaking, and listening skills necessary for effective communication. They will also develop quantitative literacy, technology literacy, and information literacy.

Students will

- demonstrate foundational skills in the comprehension and interpretation of information in written and oral forms;
- communicate information and ideas effectively;
- understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments;
- use technological resources as appropriate to access and communicate relevant information.

2. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS

Students will develop the foundational skills necessary to acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will be introduced to critical thinking.

Students will

- demonstrate foundational abilities to apply different methods of inquiry from various perspectives and disciplines to gather information;
- comprehend and use various fundamental research methods to evaluate information critically;
- use problem-defining and problem-solving skills by synthesizing core concepts within and across disciplines;
- demonstrate sustained intellectual curiosity through exploration of emerging issues.

3. VALUES AND SOCIAL RESPONSIBILITY

Students will develop the foundational skills necessary to critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society.

Students will

- Demonstrate respect and tolerance for other cultures and societies;
- Make personal judgments based on ethical considerations and societal values;
- Exhibit civic responsibility and leadership;
- Understand the purpose and value of community service in advancing society.

4. APPRECIATION OF CULTURAL IDENTITIES

Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.

Students will

- Demonstrate the fundamental knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;
- Demonstrate an awareness of the cultural and social exercise of power;
- Recognize and appreciate arguments supporting perspectives different from their own.

FIGURE C

Revised "GEP CHECKLIST" For the 2005-2007 catalog

Total of a minimum of 40 credits

(UEI changes are italicized and highlighted in gray)

CORE SKILLS [formerly Basic Requirements]: Minimum of 9 credit hours by waiver or by exam

All of the following

- | | | | |
|----|----------------------------|--|------|
| 1. | ENGL 101/111* | Freshman Compositions | 3 cr |
| 2. | ENGL 312*/308/309/310 | Advanced Composition | 3 cr |
| or | ENGL 300 | Critical Writing about Literature | 3 cr |
| or | ENGL 330 | Business Writing | 3 cr |
| or | ENGL 338 | Technical Writing | 3 cr |
| or | ENGL 339 | Scientific Writing | 3 cr |
| 3. | MATH—One of the following: | | |
| | MATH 104 | Intro to Mathematical Problem Solving | 3 cr |
| | MATH 102 | College Algebra | 3 cr |
| | MATH 120 | Pre-Calculus | 3 cr |
| | MATH 209/219 | Elements of Applied Probability & Statistics | 3 cr |
| | MATH 236 | Calculus I | 4 cr |

HEED 100 is no longer offered.

MODES OF INQUIRY [formerly Liberal Arts Component] (totaling 31-33 credit hours)

- A. The Fine and Performing Arts: At least one of the following (3 credits each) 3 credits**
- Art** ART 100/111* Art Appreciation OR ART 110 Visual Imagery
- Theatre** THEA 106 Introduction to Theatre OR THEA 107 Introduction to Theatrical Vision
- Music** MUSC 110 Introduction to World Music OR MUSC 117 (Music of Africa, Asia, & the Americas)
- Dance** DANC 110 Dance Appreciation
- B. The Humanities: At least two of the following (3-4 credits each) 6-7 credits**
- Literature** ENGL 150/250* OR ENGL 221 Introduction to Literature/Intermediate Composition
- History** HIST100/111* The Contemporary World in Historical Perspective
- Philosophy** PHIL 101/111* Introduction to Philosophy OR PHIL 102 Contemporary Ethical Problems
- Languages** *FREN 250 or SPAN 250*
- C. The Natural Sciences: At least two of the following (3-4 credits each) 7-8 credits**
- Biology** BIOL 109 Human Biology and the Environment OR BIOL 149 General Biology I
- Chemistry** CHEM 100/113* Chemistry and Society OR CHEM 101 General Chemistry I
- Geography** GEOG 103/113* Physical Geography
- Physical Sciences** PHYS 215 General Physics I OR PHYS 261 Principles of Physics: Mechanics OR PHSC 100 Cosmic Concepts (3 cr) and PHSC 101 Measurement (1 cr) or PHSC 203 Physical Science
- IDIS 1xx (OPTIONAL) Technology, Science, and Society (3 cr)**
- D. The Social Sciences: at least two of the following (3 credits each) 6 credits**
- Economics** ECON 200 Basic Economics OR ECON 201/211* Principles of Economics (Macro)
- Geography** GEOG 104 Human Geography
- Political Science** POSC 110/112* Introduction to American Politics OR POSC 211/213* Introduction to World Politics OR POSC 131 Introduction to Comparative Politics
- Psychology** PSYC 150/151* General Psychology * Honors Course
- Sociology** SOCI 100/111* Introduction to Sociology
- E. Identity and Difference: one of the following (3 credits each) 3 credits**
- [Courses to be identified; see page 37 for details]*
- F. The FSU Colloquia: two courses (3 credits each) 6 credits**
- First-Year FSU Colloquium (IDIS 1xx): OPTIONAL to be completed prior to attaining 30 credit hours*
- Advanced FSU Colloquium (IDIS 2xx): OPTIONAL; AVAILABLE SPRING 2007 to be completed after Attaining 45 credit hours*
- OR Select a minimum of six additional credits from the Modes of Inquiry courses listed above*

FIGURE D

Representative "GEP CHECKLIST" For the 2007-2009 catalog

Total of a minimum of 40 credits

Reflecting approval of UEI recommendations

CORE SKILLS [formerly Basic Requirements]: Minimum of 9 credit hours by waiver or by exam

All of the following

1.	ENGL 101/111*	Freshman Compositions	3 cr
2.	ENGL 312*/308/309/310	Advanced Composition	3 cr
or	ENGL 300	Critical Writing about Literature	3 cr
or	ENGL 330	Business Writing	3 cr
or	ENGL 338	Technical Writing	3 cr
or	ENGL 339	Scientific Writing	3 cr
3.	MATH—One of the following:		
	MATH 104	Intro to Mathematical Problem Solving	3 cr
	MATH 102	College Algebra	3 cr
	MATH 120	Pre-Calculus	3 cr
	MATH 209/219	Elements of Applied Probability & Statistics	3 cr
	MATH 236	Calculus I	4 cr

MODES OF INQUIRY [formerly Liberal Arts Component] (totaling 31-33 credit hours)

- A. The Fine and Performing Arts: At least one of the following (3 credits each) 3 credits**
- Art** ART 100/111* Art Appreciation OR ART 110 Visual Imagery
- Theatre** THEA 106 Introduction to Theatre OR THEA 107 Introduction to Theatrical Vision
- Music** MUSC 110 Introduction to World Music OR MUSC 117 (Music of Africa, Asia, & the Americas)
- Dance** DANC 110 Dance Appreciation
- B. The Humanities: At least two of the following (3-4 credits each) 6-7 credits**
- Literature** ENGL 150/250* OR ENGL 221 Introduction to Literature/Intermediate Composition
- History** HIST100/111* The Contemporary World in Historical Perspective
- Philosophy** PHIL 101/111* Introduction to Philosophy OR PHIL 102 Contemporary Ethical Problems
- Languages** FREN 250 or SPAN 250
- C. The Natural Sciences: At least two of the following (3-4 credits each) 7-8 credits**
- Biology** BIOL 109 Human Biology and the Environment OR BIOL 149 General Biology I
- Chemistry** CHEM 100/113* Chemistry and Society OR CHEM 101 General Chemistry I
- Geography** GEOG 103/113* Physical Geography
- Physical Sciences** PHYS 215 General Physics I OR PHYS 261 Principles of Physics: Mechanics OR PHSC 100 Cosmic Concepts (3 cr) and PHSC 101 Measurement (1 cr) or PHSC 203 Physical Science
- IDIS 1xx** Technology, Science, and Society (3 cr)
- D. The Social Sciences: at least two of the following (3 credits each) 6 credits**
- Economics** ECON 200 Basic Economics OR ECON 201/211* Principles of Economics (Macro)
- Geography** GEOG 104 Human Geography
- Political Science** POSC 110/112* Introduction to American Politics OR POSC 211/213* Introduction to World Politics OR POSC 131 Introduction to Comparative Politics
- Psychology** PSYC 150/151* General Psychology
- Sociology** SOCI 100/111* Introduction to Sociology
- E. Identity and Difference: one of the following (3 credits each) 3 credits**
- [Courses to be identified; see page 37 for details]
- F. The FSU Colloquia: two courses (3 credits each) 6 credits**
- IDIS 1xx** First-Year FSU Colloquium (to be completed prior to attaining 30 credit hours)
- IDIS 2xx** Advanced FSU Colloquium (to be completed after attaining 45 credit hours)

* Honors Course

FIGURE E

Comparison of COMAR Requirements/Current FSU General Education/Proposed FSU General Education

COMAR Requirements	Current FSU program	Hrs	Possible Revision	Hrs	FSU Category
One course in English composition	Two 3-CH courses	6	MAINTAIN CURRENT CONFIGURATION: Freshman Composition and Advanced Composition or Advanced Writing	3 3	<i>Core Skills</i>
One course in mathematics at or above the level of college algebra	One 3-CH course	3	MAINTAIN CURRENT CONFIGURATION	3	<i>Core Skills</i>
One course in each of two disciplines in arts & humanities	Three 3-CH courses required; one in arts, two in humanities	9	MAINTAIN CURRENT CONFIGURATION	9	<i>Modes of Inquiry (disciplinary)</i>
Two science courses, at least one of which shall be a laboratory course	Two 4-CH lab courses)	8	MAINTAIN One 4-CH lab course ADD 3-credit non-laboratory course	3 4	<i>Modes of Inquiry (disciplinary)</i>
One course in each of two disciplines in social & behavioral sciences	Two 3-CH courses	6	MAINTAIN CURRENT CONFIGURATION	3 3	<i>Modes of Inquiry (disciplinary)</i>
Interdisciplinary & Emerging Issues (up to eight hours)	Personal Wellness	2	DELETE Personal Wellness ADD Two new 3-CH interdisciplinary courses	6	<i>Modes of Inquiry (inter-disciplinary)</i>
Other (NOT a COMAR requirement)	Two 3-CH electives	6	ADD Course in Identity and Difference (from existing courses)	3	<i>Modes of Inquiry (disciplinary or inter-disciplinary)</i>
TOTAL HOURS		40		40	

For ease of reference, any citations are footnoted within the particular section, rather than as bulk endnotes.

The GEP: Basic Skills Proficiencies (A)

The Issue	<p>The University's mission statement indicates that, as an institution, we assert that students will develop communication skills and problem-solving abilities and will become adept in decision-making. Now, the Maryland Higher Education Commission (MHEC) and The Middle States Commission on Higher Education (Middle States) have established clear expectations that we develop specific baseline standards of college-level proficiency in each of six categories of basic skills that should be part of a program of general education:</p> <ul style="list-style-type: none">• Written communication;• Oral communication;• Scientific and quantitative reasoning;• Critical thinking;• Technological competency;• Information literacy. <p>Both MHEC and Middle States now require that we show specific assessment strategies and outcomes regarding our students' performance against the proficiency benchmarks that we have established.</p> <p>Currently, benchmarks exist for technological competency, as developed by the Student Information Technology Fluency Advisory Group in response to the Board of Regents' resolution mandating the establishment of minimum proficiency levels at all USM institutions. The University's Policy on Student Information Technology Fluency outlines requirements for minimum proficiency in technology competency and information literacy. Ten basic skills, when mastered, indicate minimum proficiency (see Attachment B, page 63). Two of the skills specifically mention information literacy: using the Internet (including on-line scholarly databases) to find information and resources, and using information appropriately. Attachment C (page 64) provides further details on the eight levels of information literacy and fluency as identified by the Middle States Commission on Higher Education.</p> <p>The University identifies college-level proficiency in technology literacy as successfully passing the Test of Basic Information Technology Skills developed by the University. If the student does not successfully pass this test, s/he must satisfy one of three requirements before the completion of 45 credit hours:</p>
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	<p>(1) successfully pass the Test of Basic Technology Skills after completion of on-line tutorials; (2) successfully complete COSC 100 (Introduction to Computer Science) with a C or better; or (3) successfully complete, with a C or better, an FSU course that provides instruction in the basic technology skills identified by the University.</p> <p>Standards of basic proficiency do not currently exist for the other basic skills. Grades are specifically cited as an indirect measure of achievement; i.e., receiving a passing grade in a core course (e.g., ENGL 101) is not considered an adequate assessment of students' attainment of basic skills.</p>
Recommendations	<p>We recommend that the Provost establish separate faculty planning groups to create benchmarks for basic skills in oral communication, scientific reasoning, and critical thinking.</p> <p>Benchmarks for written communication should be identified by the Department of English, as outlined in a subsequent section on ENGL 101 (Section B, page 27). Benchmarks for quantitative reasoning will be crafted by the Department of Mathematics, as outlined in a subsequent section on mathematics (Section D, page 30). Representation should include learning specialists from PASS (Programs for Academic Support and Success), individuals who regularly deal with issues of proficiency in writing and mathematics.</p> <p>Benchmarks for information literacy should be developed by a planning group chaired by Library faculty and including a cross-section of faculty representing various disciplines.</p> <p>Benchmarks can be constructed on locally-developed expectations or on national standards as established by specific tests. If the latter is preferred, then the costs of such testing should be included in the planning groups' recommendations.</p> <p>A specific charge for each planning group will be outlined by the Provost.</p>
Adherence to Undergraduate Institutional Learning Goals	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis; specifically, "Students will develop their abilities to practice higher-level critical thinking." • Learning Goal #2: Core skills; specifically, "Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency."

Implementation Timeline	<ul style="list-style-type: none"> ➤ Summer, 2004: Proficiency benchmarks are included as a goal in the University's strategic plan. ➤ Fall, 2004: Planning groups (as described above) establish benchmarks for essential skills. ➤ Spring 2005: Benchmarks are submitted to Undergraduate Curriculum Requirements Committee for review and approval. ➤ Fall 2005: Approved benchmarks are subject of a pilot sample assessment. Results are reviewed and used in adjusting courses as necessary for spring 2006. <p>Fall 2005: Test of Basic Technology Skills is administered as part of entering students' testing requirements. On-line tutorials are also available.</p> <ul style="list-style-type: none"> ➤ Spring 2006 and beyond: Periodic assessment is completed for various aspects of the attainment of proficiencies in basic skills.
Assessment Strategies	<p>The following types of <u>direct</u> assessments can be considered in the review of basic skills related to general education:</p> <ul style="list-style-type: none"> • Course-embedded assessments, including written work and presentations scored using a rubric; • Scores on locally designed tests and competency exams accompanied by test "blueprints" describing what is being assessed; • Score gains between entry and exit on tests, competency exams, and writing samples; • Ratings of student skills in the context of class activities, projects and discussions; • Portfolios of student work; • Scores on nationally-normed instruments (e.g., Tasks in Critical Thinking, Academic Profile (ETS). <p>(List of assessment options as suggested by MHEC)</p> <p>Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	<p>Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).</p>
Financial Implications	<p>Please see the section on projected costs (pages 59-60).</p>

The GEP: Freshman Composition (B)

<p>The Issue</p>	<p>In this proposal, Freshman Composition (ENGL 101) retains its position as one of two specific composition courses required of all FSU graduates. Freshman Composition, however, is impacted by the emergence of two fundamental issues regarding written communication: the establishment of a benchmark for basic skills and the inclusion of elementary experiences in information literacy.</p>
<p>Recommendations</p>	<p><u>Basic Skills Proficiencies</u></p> <p>We recommend that the Department of English serve as the faculty planning group to develop guidelines for institutional standards in basic skills of written communication, as per the discussion under Basic Skills earlier in this report (pages 24-26). In establishing said standards, learning specialists from PASS (Programs for Academic Support and Success) should be included because of their experiences in dealing with students who are underprepared for writing at the college level.</p> <p><u>Information Literacy</u></p> <p>In the Test of Basic Technology Skills, the questions related to information literacy are, by necessity, broadly based. We recommend that ENGL 101 provide deeper, assessable experiences in the first three levels of information literacy (see Attachment C):</p> <ul style="list-style-type: none"> • Framing the research question, • Accessing sources, and • Evaluating sources. <p>Therefore, we ask that the Department of English, as it embarks on its review of ENGL 101, collaborate with Library faculty on the inclusion of experiences in ENGL 101 in the first three levels of information literacy.</p> <p>Attachment C (p. 64) also provides suggested learning goals for information literacy which can serve as a basis for in-class assessment measures.</p>
<p>Adherence to Undergraduate Institutional Learning Goals</p>	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #2, Core Skills: specifically, “Students will become proficient in reading, writing, speaking, and listening. Students will also develop . . . technological fluency.”
<p>Implementation Timeline</p>	<p>➤ Summer, 2004: Proficiency benchmarks are included as a goal in the University’s strategic plan.</p>

	<ul style="list-style-type: none"> ➤ Fall, 2004: Planning group establishes benchmarks for essential skills in written communication. Department of English begins discussion, in collaboration with Library faculty, on inclusion of basic information literacy skills in ENGL 101. ➤ Spring 2005: Benchmarks are submitted to Undergraduate Curriculum Requirements Sub-Committee for review and approval. ENGL faculty, Library faculty reach consensus on approaches for inclusion of information literacy in ENGL 101. ➤ Fall 2005: Approved benchmarks are subject of a pilot sample assessment. Results are reviewed and used in adjusting courses as necessary for spring 2006. ➤ Spring 2006 and beyond: Periodic assessment is completed for various aspects of the attainment of proficiencies in basic skills. ➤ Spring 2006: Second phase of information literacy pilot is completed. ENGL and Library faculty reach agreement on final format of information technology guidelines for ENGL 101. ➤ Fall 2006: First semester for revised ENGL101 syllabus that includes information literacy activities and that supports assessment of basic skills via sampling of student work.
Assessment Strategies	<p>Assessment of basic skills in both written communication and information literacy can be handled via</p> <ul style="list-style-type: none"> • Development of a set of benchmarks against which sample essays are reviewed by a panel of faculty; • Portfolio review; • Course-imbedded assessments scored against a pre-established rubric (e.g., assigned essay). • For basic skills assessment, a specific class period may be set aside for extemporaneous writing, samples of which are reviewed against a rubric. <p>Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The GEP: Advanced Composition or Writing (C)

<p>The Issue</p>	<p>The existing selections of 300-level writing and composition courses will continue as the approved options to fulfill the second three hours of GEP writing requirements.</p> <p>In our original proposal, we suggested that 300-level writing courses be the site to fulfill a general education requirement for development of skills in oral communication (a premise to be discussed in detail later in this report—GEP Section K, pages 45-48). Inclusion of a sanctioned oral component, according to our previous report, would necessitate that the enrollment limit be dropped to 17 students.</p>
<p>Recommendations</p>	<p>As a result of faculty input, we are dropping our recommendation that 300-level composition and writing courses include a speaking component (please see our recommendations for speaking-intensive courses elsewhere in this report).</p> <p>However, we do recommend an adjustment to the 300-level composition and writing courses. We suggest that the three upper-level skills in information fluency (see Attachment C, page 64) become part of the courses' goals:</p> <ul style="list-style-type: none"> • Evaluating content; • Using information for a specific purpose; • Understanding issues affecting the use of information and observing laws, regulations, and institutional policies. <p>To implement this recommendation, we suggest that the same planning group discussing information literacy (as discussed in the preceding Section B) include in its conversations appropriate ways to address information fluency in 300-level writing and composition courses.</p>
<p>Adherence to Undergraduate Institutional Learning Goals</p>	<p>A 300-level writing or composition course, as is currently configured, supports the following goals:</p> <ul style="list-style-type: none"> • Learning Goal #2: Core skills; specifically, "Students will become proficient in reading, writing, speaking, and listening. Students will also develop . . . technological fluency"; • Learning Goal #3: Acquisition and application of specialized knowledge; specifically, "Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school." <p>When an information fluency component is added, these</p>

	same goals will be met.
Implementation Timeline	<ul style="list-style-type: none"> ➤ Fall 2004: The recommendation for inclusion of training in information fluency as part of 300-level composition and writing courses is included in the UEI proposals. When passed, a faculty planning group convenes to begin discussion of appropriate approaches for implementation. ➤ Spring 2005: Consensus is established regarding information fluency guidelines for 300-level composition and writing courses. Guidelines are submitted to Undergraduate Curriculum Requirements Sub-Committee for review. ➤ Fall 2005: Information fluency activities are piloted in selected sections of 300-level writing and composition courses and assessed. ➤ Spring 2006: Second phase of information fluency pilot in selected courses is completed and assessed. Results are used to further refine subsequent course content. ➤ Fall 2006 and beyond: Information fluency requirements are fully in place in all 300-level composition and writing courses.
Assessment Strategies	<p>Assessment of students' development of skills in information fluency can be achieved through course-embedded assessments using an established rubric. Results are reported on a regular basis by the faculty to the department chair.</p> <p>Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The GEP: Mathematics (D)

The Issue	<p>The existing selections of mathematics courses will continue as the approved options for completion of the program of general education.</p> <p>Within these courses, however, a measurement of students' attainment of basic skills in quantitative reasoning must be developed.</p>
Recommendations	We recommend that the Department of Mathematics propose an institutional standard for proficiency in basic quantitative reasoning skills, as outlined in the section on basic skills presented earlier in this report (pages 24-26). We further

	<p>recommend that learning specialists from Programs for Academic Support and Success, who deal on a regular basis with students underprepared in mathematics, be included in the discussion.</p> <p>Additionally, the Department of Mathematics will be submitting, through appropriate channels of faculty governance, a request for the establishment of a new academic standard: that all students must complete their required math course before the accumulation of 60 credit hours.</p>
Adherence to Undergraduate Institutional Learning Goals	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #2, Core Skills; specifically, “[Students] will also develop quantitative literacy.”
Implementation Timeline	<ul style="list-style-type: none"> ➤ Summer, 2004: Proficiency benchmarks are included as a goal in the University’s strategic plan. ➤ Fall, 2004: Planning groups (as described above) establish benchmarks for essential skills in quantitative reasoning. ➤ Spring 2005: Benchmarks are submitted to Undergraduate Curriculum Requirements Sub-Committee for review and approval. ➤ Fall 2005: Approved benchmarks are subject of a pilot sample assessment. Results are reviewed and used in adjusting courses as necessary for spring 2006. ➤ Spring 2006 and beyond: Periodic assessment is completed for various aspects of the attainment of proficiencies in basic skills of quantitative reasoning.
Assessment Strategies	<p>Assessment of students’ development of basic skills in quantitative reasoning can be achieved through course-embedded assessments using an established rubric. Results are reported on a regular basis by the faculty to the department chair. Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	<p>Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).</p>
Financial Implications	<p>Please see the section on projected costs (pages 59-60).</p>

The GEP: Foreign Languages (E)

The Issue	<p>Currently, the inclusion of foreign languages in FSU’s program of general education is afforded as an option within the humanities; i.e., students may take, in lieu of six credits of</p>
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	<p>history, philosophy, and/or literature, enough language courses to earn either a minor or a second major in a language.</p> <p>As a steering committee, we feel that languages should be given a more distinct, more recognizable position with the program of general education. In our original proposals, we suggested that the option cited above replace the six-hour "Emerging Issues" requirement.</p>
<p>Recommendations</p>	<p>In this document, we have completely revised the interdisciplinary general education courses in response to the comments received this spring. Our revision demands that we reconsider foreign languages within the program of general education. Therefore, we recommend that the Undergraduate Curriculum Requirements Committee sanction the inclusion of FREN 250* and SPAN 250* as a sanctioned option in the Humanities portion of general education requirements as the fourth of four category choices, in the same manner that, for example, PHIL 101 and PHIL 102 are offered. We have three reasons for this recommendation.</p> <ul style="list-style-type: none"> • Listing specific language courses increases the students' exposure to other experiences in the humanities, because students taking either FREN 250 or SPAN 250 will also have to enroll in either PHIL 101 or 102, HIST 100, or ENGL 150. • Listing specific language courses supports and clarifies institutional requirements to earn a Bachelor of Arts degree (i.e., that students must complete or test out of the 250-level course in one foreign language offered at the University or transferred from another college or university). • Listing specific language courses clarifies the advising process in that the "multiple choice" format is consistent with other categories of general education. <p>Please note that this recommendation includes SPAN 250 or FREN 250 only because of their status as established courses within recognized majors. We do not recommend the inclusion for general education credit of any other courses in languages offered at this level as special topics (e.g., Japanese, Italian, Chinese, etc.).</p> <p><i>* The Department of Foreign Languages and Literature has developed a proposal to renumber these courses to the 300 level in order to clarify requirements within the language majors. Should this renumbering occur, a 300-level language course, in addition to fulfilling three GEP credits, contributes to the concept of a vertical core of general education. In addition, the course could serve "double duty" as an Identity and Difference course, depending on what criteria are ultimately recommended by Faculty</i></p>

	<i>Senate. Please see Section G, pages 37-39, for further information on recommended parameters for Identity and Difference courses. Also see the discussion on transfer students, page 18, regarding transfer requirements should the re-numbering as described occur.</i>
Adherence to Undergraduate Institutional Learning Goals	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis; specifically, "Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage." • Learning Goals #5: Appreciation of cultural identities; specifically, "Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds."
Implementation Timeline	Because FREN 250 and SPAN 250 currently exist within the Department of Foreign Languages and Literature, these courses can be made part of the sanctioned roster of general education courses as of fall 2005.
Assessment Strategies	<p>Specific assessment strategies related to general education goals for appreciation of cultural identities are enumerated in Section G: Identity and Difference (pages 37-39).</p> <p>Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The GEP: The Natural Sciences (F)

The Issue	<p>In our first set of proposals, we recommended a change in the general education requirements for natural sciences. Citing State specifications, transferability of other science courses to FSU, alignment with other USM institutions, and issues of "time to degree," we recommended that the eight-credit requirements (two four-credit laboratory courses) be dropped to seven credits (one four-credit laboratory course and a new three-credit interdisciplinary science course).</p> <p>We have received several thoughtful responses to this particular portion of our proposal. For example, concerns have been voiced about a perceived dilution of our science</p>
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	<p>education at a time when the United States falls behind other countries in its preparation of college students in science. Also cited were potential conflicts for students whose majors require multiple laboratory sciences in different disciplines.</p> <p>Subsequently, as we reviewed the input received, we kept in mind the definition of a science-literate individual (Flower, 2000):</p> <p style="padding-left: 40px;">A science-literate individual possesses a basic vocabulary of scientific concepts and terms, knowledge of the processes of science utilized to test our models for making sense of the world, and an appreciation of the effect of science and technology on society, to a degree sufficient to participate in dealing with the increasingly large number of science-and technology-laden public policy questions we face. (p. 37)</p> <p>After much discussion, and after reconsidering the trends which we felt were important contributors to our deliberations, we have decided to maintain our recommendation for an interdisciplinary three-credit course in the natural sciences.</p> <p>We feel that an interdisciplinary course addresses the concept of science literacy as enunciated by Flowers. We also feel that our proposed course is in accord with the trend noted by Harvard College (2004) in its general education review; specifically, that "Science has become increasingly interdisciplinary, as work that has traditionally fallen within one or another scientific discipline is brought together in exciting new ways" (p. 21).</p> <p>Flower, M. (2000). Unsettling science literacy. <i>Liberal education</i> 86 (3), pp. 36-45.</p> <p>Harvard College (2004). <i>A report on the Harvard College curricular review</i>. Retrieved August 10, 2004, from http://www.fas.harvard.edu/curriculum-review/HCCR_Report.pdf.</p>
Recommendations	<p>Our recommendations in this area fall into four categories: the three-credit interdisciplinary science course, current science courses, situations requiring substitution, and the establishment of minimum proficiencies within general education courses for scientific reasoning.</p> <p><u>Three-Credit Science Course</u></p> <p>Initially, we propose three sections of an inaugural interdisciplinary course entitled "Science, Technology, and Society," to be phased in as a <u>GEP option</u> over a two-year period beginning in fall 2005. A full course description is available in Attachment D (pages 65-67). During the phase-in stage, the learning goals of the course will be assessed on a regular basis, with the results used to further refine the course in ensuing semester.</p>

In order to introduce, offer, and assess the course, we recommend the following actions:

1. Submit the course through regular faculty governance channels for review and approval of new offerings in the general education program for the fall 2005 semester.
2. List the course as an option under section "D" of the General Education checklist (see sample, page 21) for those students entering under the 2005-2007 catalog.
3. Solicit faculty volunteers to teach the course. Said volunteers will serve as a faculty planning group to plan the course and to teach it in the fall of 2005. Ideally, we will have three faculty (hopefully resulting in three sections offered).
4. For the fall 2005 slate of courses, enlist the aid of advisors in Summer Planning Conferences to enroll students.

Specific operational considerations revolve around this course.

- a. The average course size should be dictated by the departments within the natural sciences.
- b. Because this course is "free standing" (i.e., it has no specific departmental affiliation), it will be designated as IDIS (Interdisciplinary Studies), with credit hours being assigned to the department hosting the faculty teaching that particular section.
- c. Because an embedded laboratory experience is part of the class, the lab fee should continue to be levied. Precedents for lab fees for three-credit courses already exist on campus; for example, Art and Design charges a lab fee for several of its three-hour studio courses.

Current Science Courses

We recommend that the current roster of four-credit science courses remain as choices under section "D" of the slate of general education courses. In this manner, students who need more than one laboratory science for their majors will not be required to take any three-credit science course; i.e., students' GEP requirements will continue to be satisfied with two four-credit science courses from two different disciplines. Students not needing a second laboratory course can opt for the new science/technology course.

	<p><u>Situations Requiring Substitutions</u></p> <p>In response to our previous proposal, concerns were voiced about substituting a four-credit laboratory course for the three-credit course due to demands of particular majors. In this revision, such substitutions are not necessary because the three-credit course is not mandatory; rather, it is listed as one option available to students to meet the seven-hour natural science requirement. If a student's course of study requires, for example, both BIOL 149 and CHEM 101, then these courses will both count toward general education requirements as is currently the case.</p> <p><u>Minimum Proficiencies in Scientific Reasoning</u></p> <p>We recommend that the faculty planning group developing the three-credit interdisciplinary science course also be charged with the establishment of benchmarks for the demonstration of basic skills in scientific reasoning. Please see the section on Basic Skills (pages 24-26) for a complete rationale for this recommendation.</p>
<p>Adherence to Undergraduate Institutional Learning Goals</p>	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning goal #1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis; specifically, "Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage."
<p>Implementation Timeline</p>	<ul style="list-style-type: none"> ➤ Summer, 2004: Proficiency benchmarks are included as a goal in the University's strategic plan. ➤ Fall, 2004: The three-credit science course is submitted as part of the UEI proposal. <p>Planning group establishes benchmarks for essential skills in scientific reasoning.</p> <ul style="list-style-type: none"> ➤ Spring 2005: The three-credit interdisciplinary course is submitted through faculty governance as an option, beginning fall 2005, in the program of general education. <p>Benchmarks for minimum proficiencies in scientific reasoning are submitted to the Undergraduate Curriculum Requirements Sub-Committee for review and approval.</p> <ul style="list-style-type: none"> ➤ Fall 2005: At least three sections of "Science, Technology, and Society" course is offered as a phased-in option to students entering under the 2005-2007 catalog. Extensive assessments on the course are completed. <p>Approved benchmarks are subject of a pilot sample</p>

	<p>assessment. Results are reviewed and used in adjusting courses as necessary for spring 2006.</p> <ul style="list-style-type: none"> ➤ Spring 2006: At least three sections of the interdisciplinary three-credit science course are offered and assessed. <p>Spring 2006 and beyond: Periodic assessment is completed for various aspects of the attainment of proficiencies in basic skills in scientific reasoning.</p> <ul style="list-style-type: none"> ➤ Fall 2006: Continue offering at least three sections of the interdisciplinary courses—or more if enrollment trends dictate so. Expand assessment opportunities with inclusion of the course in at least one learning community. ➤ Spring 2007: The three-credit interdisciplinary science course is approved as part of the program of general education. ➤ Fall 2007: The interdisciplinary course is included as a sanctioned option for meeting the general education requirement in the natural sciences.
Assessment Strategies	Assessments for this type of course include course-embedded assessments tied to grading system and based on a rubric. Also, please see the discussion on assessment (pages 53-56) for further information.
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The GEP: Identity and Difference (G)

The Issue	In our original proposal, we cited the importance of exposing students to issues of identity and difference, noting that “Frostburg State University has a responsibility to prepare students to live and to function effectively in a complex global society.”
Recommendations	<p>We continue to support our previous recommendation that both curricular and co-curricular programs accelerate their efforts to include content and activities that celebrate identity and difference.</p> <p>We re-submit our recommendation that one three-credit course in identity and difference become a required component of the program of general education. Additionally, the course, <u>selected from the University’s existing slate of courses</u>, can be at any level—100 through 400—as long as it meets the review criteria as outlined below. In</p>

addition, we recommend that the identity and difference course be part of the general education requirements listed in the 2005-2007 catalog.

Because the courses are being submitted as part of a general education requirement, said courses should be presented to the University Curriculum Requirements Sub-Committee. The following criteria have been suggested by UEI's Sub-Committee on Multiculturalism, Gender, and Internationalization for use in reviewing proposed identity and difference courses. We further recommend that the Undergraduate Curriculum Requirements Sub-Committee review these criteria for sufficiency and outline suggested assessable learning goals prior to consideration of any courses submitted.

A course may be included on the roster of GEP-sanctioned Identity and Difference courses if it meets any of the following criteria.

- Criterion One: The course is intended to encourage a student to understand his/her own complex identity in relation to three or more of the following factors that help shape that identity over time: culture, ethnicity, race, gender, social class, sexual preference, urban/rural suburban environment.
- Criterion Two: The course is intended to encourage a student to understand his/her own complex identity in relation to three or more alternative factors—of culture, ethnicity, race, gender, social class, sexual preference, urban/rural suburban environment—that help form identities different from their own.
- Criterion Three: the course is designed to induce students to appreciate
 - a. how power operates to include and exclude groups in three or more distinct societies outside the United States, or
 - b. what causes tendencies toward equality and inequality in three or more distinct societies outside the United States, or
 - c. how representatives of at least three distinct societies outside the United States view issues of race, gender, power and class.
- Criterion Four: The course is intended to encourage students
 - a. to understand the social, political, economic, and

	<p>institutional complexities of a national culture outside the United States, or</p> <p>b. to learn methods of functioning effectively in a complex national culture outside the United States (normally through incorporating an overseas component into the course experience), or</p> <p>c. to function as agents of inclusion in their own societies.</p>
Adherence to Undergraduate Institutional Learning Goals	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #4: Values and social responsibility; specifically, "Students will critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society." • Learning Goal #5: Appreciation of cultural identities; specifically, "Student will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds."
Implementation Timeline	<ul style="list-style-type: none"> ➤ Fall 2004-Spring 2005: Criteria for selection of identity and difference courses are reviewed by the Undergraduate Curriculum Requirements Sub-Committee and forwarded for final approval. Departments submit courses for consideration under the guidelines as ultimately approved. ➤ Fall 2005: Identity and difference courses are available for the first time. Students entering under the 2005-2007 catalog are required to complete this course. Courses are assessed for levels of success in helping students attain specified learning outcomes; adjustments/revisions are made prior to courses being offered again.
Assessment Strategies	<p>Suggested assessment approaches include</p> <ul style="list-style-type: none"> • Reflection papers; • Alumni polls; • Pre- and post-inquiries on attitudes and values. <p>Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	<p>Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).</p>
Financial Implications	<p>Please see the section on projected costs (pages 59-60).</p>

The GEP: The FSU Colloquia (H)

<p>The Issue</p>	<p>The concept of interdisciplinarity within the program of general education quickly established itself of the centerpiece of discussions in response to our initial proposal. As committee members, we expended significantly more hours—through phone calls, emails, and faculty meetings—deliberating on the “FSU Seminars” than on all the other recommendations combined.</p> <p>As a steering committee, we remain committed to the concept of interdisciplinarity within the program of general education, because we are sending our students into a world that, by its very nature, demands citizens who are able to view issues through an interdisciplinary lens. We further assert that the introduction of interdisciplinary courses within general education supports our view of liberal education, and that such courses can truly inculcate in our students the “love of learning” that we have identified as a core component in our interpretation of liberal learning.</p>
<p>Recommendations</p>	<p>We have eliminated the concept of the “FSU Seminars,” as posed in the first proposal, an approach that focused on academic clusters as established by COMAR requirements. Instead, we recommend the inclusion in the program of general education two three-credit courses entitled “First-Year FSU Colloquium” and “Advanced FSU Colloquium.” These courses would be required within section “E” of the general education checklist (as illustrated on pages 20 and 21).</p> <p>Because our initial proposal generated such significant response, we have outlined our revised proposal in much greater detail, offering a literature review and specific parameters for each course. In addition, a sample course is displayed. We ask that you review, in its entirety, Attachment E (pages 68-91).</p> <p>In addition, we understand that the inclusion of interdisciplinary courses in our program of general education must follow specific State requirements. We have forwarded our proposal for the FSU Colloquia to the Maryland Higher Education Commission for an initial interpretation to be sure that we are meeting said requirements prior to submitting the courses to the campus community for its consideration. We have been informed that the Colloquia, based on initial review, do meet Maryland requirements for general education (documentation is available upon request from either the Assistant to the Provost or the Assistant Provost).</p>

Adherence to Undergraduate Institutional Learning Goals	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis; specifically, “Students will develop their abilities to practice higher-level critical thinking.” • Learning Goal #4: Values and social responsibility; specifically, “Students will critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society.”
Implementation Timeline	Please see full details in Attachment E.
Assessment Strategies	Please see full details in Attachment E.
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The GEP: Elimination of HEED 100 (I)

The Issue	<p>In our previous proposal, we cited four reasons for the elimination of HEED 100 (Personal Wellness) from the roster of requirements for general education:</p> <ol style="list-style-type: none"> 1. Its content area is not among those mandated by State regulations for inclusion in a program of general education; 2. Comments from multiple focus groups (both faculty and student) revealed the perception that HEED 100’s subject matter is addressed in high school and in other venues; 3. An overlap of content exists between HEED 100 and ORIE 101 (introduction to Higher Education); 4. The mission of the class—to inculcate, at the beginning of students’ college educations, positive behaviors regarding their health—is blunted because the requirement that the course be taken within the first 60 hours of a student’s education is not enforced.
Recommendations	In developing our revised proposal, we found no further reasons to change our initial recommendation. Therefore, we maintain our original position: that HEED 100 be removed as a general education requirement beginning fall 2005.

Implementation Timeline, Administrative Issues	Adequate sections of this course will have to be offered for students entering FSU under the auspices of the current catalog (2003-2005). We recommend that the Department of Health, Physical Education, and Recreation develop an appropriate schedule to assure that students needing the course have an opportunity to enroll in a timely manner.
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The GEP and the Majors: Writing-Intensive Courses (J)

The Issue	<p>The National Commission on Writing for America’s Families, Schools, and Colleges (2003) states most succinctly our original reason for recommending that each student complete a writing-intensive course either in the program of general education or within the major:</p> <p style="padding-left: 40px;">If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write. (p. 9)</p> <p>In addition, the National Commission further notes that colleges and universities have a particular responsibility in promoting the importance of writing in public education by requiring more practice in writing skills for teacher candidates (p. 32).</p> <p>Therefore, we do not believe that any member of our academic community would disagree with our premise that writing is a fundamental form of communication that must be emphasized, not only in composition and writing courses, but as an avenue of both formal and informal communication in our students’ personal and, ultimately, professional lives. The creation of additional guided writing opportunities for students must be considered an integral part of the educational process and not an extraneous, administratively-induced increase in workload.</p> <p>National Commission on Writing for America’s Families, Schools, and Colleges (2003). <i>The neglected “R”: The need for a writing revolution</i>. New York: College Entrance Examination Board</p>
Recommendations	<p>We repeat our recommendation that every student be required to enroll in one writing-intensive course, either in the program of general education or in a major-specific course. Because comments received in response to our first proposal asked for more details to help faculty better understand the concept of writing-intensive courses, we have developed a complete overview, presented in Attachment F (pages 92-95).</p>

Highlights of our recommendation regarding the introduction of a writing-intensive course to FSU's curriculum include the following points.

1. Each department/program must consider its expectations of its graduates regarding the writing level that its students should attain. For some departments, students' completion of a writing-intensive course in general education will suffice; for others, students may be better served if a major-specific course is revised to meet writing-intensive requirements.
2. A course is designated as writing-intensive if it requires "meaningful amounts of graded writing:" 4,000 to 6,000 words (approximately 15+ double-spaced pages). We are not advocating a 25-page term paper; rather, we suggest a combination of approaches. Please see Attachment F (pages 92-95) for full details.
3. Writing-intensive courses will be developed from sections of existing courses across the disciplines included in general education and within the courses identified for a specific major. This recommendation should not be interpreted to mean that we are advocating the creation of completely new courses.
4. Ideally, the writing-intensive course in general education should be taken after students complete ENGL101.
5. The writing-intensive experience in the major should be lodged in a course separate from the capstone course. Of course, the capstone can also include significant writing experiences.
6. In order to allow adequate time to deal with students' writing issues, we recommend that any section of any course in general education identified as writing-intensive be limited to 30 students. Course size for writing-specific courses within the majors ultimately is the decision of each department.
7. Writing-intensive courses in general education and in the majors will be available as options for the duration of the 2005-2007 catalog, allowing adequate time for professional development and assessment. The timeline presented in a subsequent section offers a chronology for implementation.
8. During the development and assessment process, we will indicate in the course schedules—in fairness to our students—which courses are being piloted as writing-

	<p>intensive courses. To assist in registration, we will provide details on the concept to academic advisors.</p> <p>9. The Department of English has indicated its willingness to take the lead in serving as a resource for professional development activities.</p>
<p>Adherence to Undergraduate Institutional Learning Goals</p>	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #2: Core skills; specifically, "Students will become proficient in reading, writing, speaking, and listening." • Learning Goal #3, Acquisition and application of specialized knowledge; specifically, "Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school."
<p>Implementation Timeline</p>	<ul style="list-style-type: none"> ➤ Fall 2004: Recommendations are submitted to Undergraduate Curriculum Requirements Sub-Committee for review and approval. <p>Department of English begins development of guidelines for including creating writing-intensive courses (e.g., suggestions for expanding writing opportunities within existing courses).</p> <p>Solicit volunteers from faculty interested in the concept of writing-intensive courses. Ideally, we would like to initiate the development process with at least three faculty: two in general education, one in a specific discipline.</p> <ul style="list-style-type: none"> ➤ Spring 2005: Engage interested faculty in various professional development activities (e.g., presentations by FSU English faculty, attendance at conferences and/or workshops). Guidelines are completed. ➤ Fall 2005: Submit guidelines to Undergraduate Curriculum Requirements Sub-Committee for review and approval. ➤ Spring 2006: Offer first courses within regular slate of courses. Assess results; make changes as necessary for next round of piloted courses (fall 2006). ➤ Fall 2006: Offer at least three sections of writing-intensive courses in general education. Expand enrollment options to include a writing-intensive experience within at least one learning community. Offer at least three writing-intensive courses, on a pilot basis, within three different majors. Assess results. ➤ Spring 2007: Offer final round of pilot courses and assess results..

	<p>➤ Fall 2007: Completion of a writing-intensive course is a sanctioned requirement for all students entering under the auspices of the 2007-2009 catalog.</p>
Assessment Strategies	<p>Writing courses lend themselves to assessments based on students' writing graded against a pre-established rubric, the establishment of a portfolio, or a series of short writing assignments geared to "tracking" students' comprehension of the subject matter. Also, please see the discussion on assessment (pages 53-56) for further information.</p>
Administrative Issues	<p>Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).</p>
Financial Implications	<p>Please see the section on projected costs (pages 59-60).</p>

The GEP and the Majors: Speaking-Intensive Courses (K)

The Issue	<p>Boyer (1998) observes, in <i>Reinventing Undergraduate Education</i>, that a significant failure of American colleges and universities is found in "conferring degrees on inarticulate students" (p. 24). In its new accreditation requirements, the Middle States Commission on Higher Education echoes Boyer's concerns in new standards that cite oral communication as one of several essential skills that should be taught in courses of general education (please refer to the section on basic skills, pages 24-26). In addition, focus groups and open meetings of FSU faculty clearly identified a need to train students to be able to communicate orally within their chosen disciplines.</p> <p>Boyer, E. (1998). <i>Re-inventing higher education: A blueprint for America's research universities</i>. Retrieved August 15, 2004, from http://naples.cc.sunysb.edu/Pres/boyer.nsf/</p>
Recommendations	<p>We repeat our recommendation that every student be required to enroll in one speaking-intensive course, either in the program of general education or in a major-specific course. Because comments received in response to our first proposal asked for more details to help faculty better understand the concept of speaking-intensive courses, we have developed a complete overview, presented in Attachment G (pages 96-98).</p> <p>Our recommendation regarding the introduction of a speaking-intensive course to FSU's curriculum includes the following points.</p> <ol style="list-style-type: none"> 1. Each department/program must consider its expectations of its graduates regarding the speaking level that its students should attain. For some departments, students' completion of a speaking-intensive course in general education will suffice; for

	<p>others, students may be better served if a major-specific course is revised to meet speaking-intensive requirements.</p> <ol style="list-style-type: none"> 2. A course is designated as speaking-intensive if it requires at least 25 minutes of graded speaking assignments. We are not advocating one 30-minute presentation per students; rather, we suggest a combination of approaches. Please see Attachment G (pages 96-98) for full details. 3. Speaking-intensive courses will be developed from <u>sections</u> of existing courses across the disciplines included in general education and within the courses identified for a specific major. This recommendation should not be interpreted to mean that we are advocating the creation of completely new courses. 4. The speaking-intensive experience in the major should be lodged in a course separate from the capstone course. Of course, the capstone can also include significant speaking experiences. 5. In order to allow adequate time to deal with students' speaking issues, we recommend that any section of any course in general education identified as writing-intensive be limited to 25 students. Course size for speaking-specific courses within the majors ultimately is the decision of each department. 6. Speaking-intensive courses in general education and in the majors will be available as <u>options</u> for the duration of the 2005-2007 catalog, allowing adequate time for professional development and assessment. The timeline presented in a subsequent section offers a chronology for implementation. 7. During the development and assessment process, we will indicate in the course schedules—in fairness to our students—which courses are being piloted as speaking-intensive courses. To assist in registration, we will provide details on the concept to academic advisors. <p>In addition, we recommend that the planning group of faculty interested in speaking-intensive experiences also be charged with the responsibility of developing recommended benchmarks for basic proficiencies in oral communication.</p>
<p>Adherence to Undergraduate Institutional Learning Goals</p>	<p>This recommendation supports:</p> <ul style="list-style-type: none"> • Learning Goal #2: Core skills; specifically, "Students will become proficient in reading, writing, speaking, and listening."

	<p>listening.”</p> <ul style="list-style-type: none"> • Learning Goal #3, Acquisition and application of specialized knowledge; specifically, “Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.”
<p>Implementation Timeline</p>	<ul style="list-style-type: none"> ➤ Fall 2004: Recommendations are submitted to Undergraduate Curriculum Requirements Sub-Committee for review and approval. <p>A faculty planning group begins development of guidelines for including creating speaking-intensive courses (e.g., suggestions for expanding speaking opportunities within existing courses) and initiates the discussion on benchmarks for basic skills in oral communication.</p> <p>Solicit volunteers from faculty interested in the concept of speaking-intensive courses. Ideally, we would like to initiate the development process with at least three faculty: two in general education, one in a specific discipline.</p> <ul style="list-style-type: none"> ➤ Spring 2005: Engage interested faculty in various professional development activities (attendance at conferences and/or workshops). Guidelines are completed. <p>Benchmarks for basic skills are reviewed by the Undergraduate Curriculum Requirements Sub-Committee.</p> <ul style="list-style-type: none"> ➤ Fall 2005: Submit guidelines to Undergraduate Curriculum Requirements Sub-Committee for review and approval. <p>Pilot assessment of oral communication skills is undertaken; results are reviewed.</p> <ul style="list-style-type: none"> ➤ Spring 2006: Offer first courses within regular slate of courses. Assess results; make changes as necessary for next round of piloted courses (fall 2006). <p>Assessment of basic skills in oral communication continues on a regular basis.</p> <ul style="list-style-type: none"> ➤ Fall 2006: Offer at least three sections of speaking-intensive courses in general education. Expand enrollment options to include a speaking-intensive experience within at least one learning community. Offer at least three speaking-intensive courses, on a pilot basis, within three different majors. Assess results. ➤ Spring 2007: Offer final round of pilot courses and assess results. ➤ Fall 2007: Completion of a speaking-intensive course is a

	sanctioned requirement for all students entering under the auspices of the 2007-2009 catalog.
Assessment Strategies	Speaking-intensive courses lend themselves to assessments based on the development of rubrics against which students' performances are measured, both in display of content knowledge and in abilities to present orally. Also, please see the discussion on assessment (pages 53-56) for further information.
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

The Majors

Capstone Course (L)

The Issue	Very early in our deliberations, we agreed that a capstone course, with an embedded capstone experience, be a component of every major offered at FSU. Given the national emphasis on assessment and our own desire, as an institution, to continually improve the teaching and learning process, we viewed a capstone course as the ultimate venue by which we could answer the question, "What have our students learned?"
Recommendations	<p>We reiterate our original recommendation: that each major/program develop a capstone course for its majors. The capstone course should be completed during the final semester (or year, if appropriate) of a student's academic career. With this recommendation, however, we understand that many departments already have capstone courses, and that others are actively in the process of developing a course appropriate for their students. In these cases, departmental reviews should be undertaken to assure compliance with institutional standards for capstone courses/experiences as ultimately approved.</p> <p>Before proceeding further, however, we should define the difference between a capstone course and a capstone experience. According to Palomba and Banta (1999), a capstone <u>course</u> is usually a class, relatively smaller than other classes of the major, that help students integrate their knowledge (p. 124). The course serves as the site for the capstone <u>experience</u>, defined as "a well-thought-out project that is comprehensive in nature and allows students to demonstrate a range of abilities" (p. 125). Activities in</p>

capstone courses—including the capstone experience—are designed by the faculty of the department to reflect its agreed-upon learning goals. The course also serves as the locus for assessment of students' learning as demonstrated in the capstone experience.

We recommend a capstone course for the following reasons:

1. Capstone courses allow students to apply their area of expertise to real world issues and problems, giving students the opportunity to work independently or in teams.
2. Capstone courses empower students to be active learners, creative thinkers, and problem solvers.
3. Capstone courses are a valuable tool for departments in the assessment of the overall learning of their students. The course provides instructors with evaluative instruments that are used to assess not only the past cognitive learning of students completing the major, but also their ability to integrate discipline-based knowledge with information from other courses and from other disciplines, including those courses within the program of general education.

Therefore, a capstone course is an effective method of determining students' learning experience. According to Moore (2004) "A capstone course integrates coursework, knowledge, skills and experiential learning to enable the students to demonstrate a broad mastery of learning across the curriculum for a promise of initial employability and further career advancement" (p. 7).

Operationally, we recommend that fully-designated capstone courses officially appear in the 2007-2009 catalog, allowing departments time to implement pilot projects, assess the results, and make necessary administrative decisions (e.g., adjusting other courses, reallocating faculty workload, etc.), prior to the courses being listed as a universal degree requirement in individual departments and elsewhere. Please see the timeline (as outlined in the section below) for a chronology of necessary actions.

Please see Attachment H (pages 99-100) for further information regarding suggested parameters and policies for capstone courses/experiences.

Moore, R. (1994). The capstone course. In W. Christ (Ed.), *Assessing communication education: A handbook for media, speech, and theatre educators*. Hillsdale, NJ: Erlbaum.

Palomba, C. and Banta, T. (1999). *Assessment essentials: Planning,*

	<i>implementing, and improving assessment in higher education.</i> San Francisco: Jossey-Bass.
Adherence to Undergraduate Institutional Learning Goals	<p>In reality, this recommendation supports all five Undergraduate Institutional Learning Goals:</p> <ul style="list-style-type: none"> • Goal #1: Liberal knowledge and skills of inquiry, critical thinking, and synthesis; • Goal #2: Core skills; • Goal #3: Acquisition and application of specialized knowledge; • Goal #4: Values and social responsibility; • Goal #5: Appreciation of cultural identities.
Implementation Timeline	<p>In reviewing the timeline, please understand that running concurrently will be the work of individual departments in offering and refining current capstone courses or developing a capstone course in response to departmental learning goals. Assessment of these efforts should be ongoing.</p> <ul style="list-style-type: none"> ➤ Fall 2004: Capstone course is submitted to Faculty Senate as part of the UEI recommendations. A faculty planning group is assembled, comprised of faculty interested in the capstone experience. ➤ Spring 2005-Fall 2005: The faculty planning group develops institutional parameters for capstone courses, drawing on the skeletal recommendations included in this proposal. By late fall, 2005, the group's recommendations will be submitted to the Undergraduate Curriculum Requirements Sub-Committee for initial review. ➤ Spring 2006: Approved guidelines for capstone courses are circulated to department/program chairs. ➤ Fall 2006: Capstone courses are submitted to faculty governance through regular course approval procedures (i.e., to Undergraduate Curriculum Requirements Sub-Committee for existing courses, through traditional avenues of approval for new courses). ➤ Spring 2007: Capstone courses for all majors will be included in the 2007-2009 catalog. ➤ Fall 2007: Students entering FSU for the first time will be required to complete a capstone course/experience.
Assessment Strategies	<p>Assessments of a capstone course must relate directly to the learning goals of the department. Assessment tools are as varied as the disciplines themselves. Also, please see the discussion on assessment (pages 53-56) for further information.</p>

Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).
Financial Implications	Please see the section on projected costs (pages 59-60).

Honors Initiatives within the Majors (M)

The Issue	Currently, FSU has a well-established program of honors in general education. However, departmental honors are limited only to those one-two students per year who are selected by the departments for recognition at the Honors Convocation.
Recommendations	We recommend that each department explore the feasibility of creating a series of honors-quality experiences within the majors. Multiple models exist—from specific courses to ancillary experiences such as presentation of theses and research results. Our goal with this recommendation is to provide additional opportunities for students to display growth in their understanding of their selected disciplines.
Adherence to Undergraduate Institutional Learning Goals	This recommendation can support all five institutional learning goals in its expectations for higher-order thinking skills and its focus on excellence within the discipline.
Implementation Timeline	<ul style="list-style-type: none"> ➤ Fall 2004: Proposal for honors-quality experience in the majors is submitted with UEI initiative. A faculty planning group is then convened to begin discussions on general parameters for honors initiatives within the majors. ➤ Spring 2005: Discussions continue. Professional development opportunities are made available as appropriate. ➤ Fall 2005: Planning group submits its recommendations to the Undergraduate Curriculum Requirements Sub-Committee and to appropriate administrative entities for review. ➤ Spring 2006: Approved recommendations are circulated to majors. Any major interested in doing so may begin development of its own program. ➤ Fall 2007: A program of honors within the majors is a sanctioned part of institutional academic offerings and is identified in the 2007-2009 undergraduate catalog.
Assessment Strategies	Please see the discussion on assessment (pages 53-56) for further information.
Administrative Issues	Please see the section on administrative responsibilities and faculty planning groups (pages 56-59).

Co-Curricular Initiatives (N)

In our original proposal, various sub-committees offered excellent recommendations regarding opportunities for co-curricular education. Because a college education is the sum of what is learned both in and out of the classroom, the suggested initiatives must actively be explored and implemented where feasible.

Therefore, on the timeline you will see action items related to the following co-curricular concepts as selected from the initial recommendations of the UEI sub-committees. We recommend that the Provost identify appropriate administrative personnel to review these recommendations, research their feasibility, and report to the Provost strategies for further action.

- From the Sub-Committee on the Classroom Experience:
 - Refine the content and structure of Introduction to Higher Education (ORIE 101),
 - Increase funding for faculty development,
 - Create a “Professional Development Day” for faculty development workshops and seminars on campus-wide issues,
 - Create a “Faculty/Student Showcase Day” for presentation of faculty/student projects and research,
 - Create a Developmental Education Committee to address issues relating underpreparedness in students.
- From the Sub-Committee on Co-Curricular and Experiential Education:
 - Devise a classification system for experiential education that utilizes a uniform language,
 - Identify feasible options for diversifying and expanding experiential education opportunities (as outlined on pages 71-72 of our original report),
 - Identify feasible options for making experiential education more visible on campus (pages 72-73 of our original report),
 - Investigate additional grant opportunities for experiential education,

- Identify feasible options to publicly acknowledge and reward faculty and students for their achievements in experiential education.
- From the Sub-Committee on Multiculturalism, Gender, and Internationalization:
 - Re-constitute the President's Advisory Council on Diversity as the sanctioned entity to conduct a feasibility review and to make recommendations in response to the 20 suggestions posted in our initial report (pages 81-84).

No specific recommendations are listed here from the Sub-Committee on Technology and Information Literacy, because their comments are woven into other sections of this report.

Assessment (O)

At this juncture in the proposal process, we see no real need to repeat any sort of mantra regarding the value of assessment to the teaching and learning process, nor do we need to pontificate about the necessity of assessment in response to external mandates. Assessment is firmly established as an important component of higher education; therefore, the challenge before us is to move away from philosophical ponderings and toward a clear course of action.

To this end, the University has registered to participate in the National Survey for Student Engagement, an annual student survey administered on a national level that focuses on learning and that collects information about students' perceptions of the quality of their learning experiences. The University will also take part in the national survey of faculty coordinated by the Higher Education Research Institute. This survey focuses on the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. On a local level, the Provost will be requesting this fall (fall 2004) that all departments identify, if they have not yet already done so, specific learning goals related to their majors. In other words, what do we want our majors to learn in our course of study? These learning goals should reflect faculty consensus, and they should connect directly to appropriate institutional learning goals. Department goals will then function as a platform from which assessments can be built. To assist in this process, each department chair will be

provided a copy of *Student Learning Assessment: Options and Resources*, published by the Middle States Commission on Higher Education.

To support faculty in the process of setting goals and creating assessments, an aggressive slate of professional development opportunities has also been scheduled and will be announced in early September. Highlights of this faculty development series includes:

- A half-day workshop with Linda Suskie, Director of Assessment at Towson University and author, *Assessing Student Learning: A Common Sense Guide*;
- During the fall semester, workshops focusing on
 - General assessment principles,
 - Writing action-oriented program learning goals,
 - Expanding the grading process to include assessment,
 - Choosing assessment strategies, and
 - Writing rubrics;
- During the spring semester, workshops focusing on
 - Creating a department assessment plan,
 - Using classroom assessment tools,
 - Developing “test blueprints,”
 - Connecting assessment and program review requirements,
 - Reviewing qualitative and quantitative assessment tools, and
 - Using assessment results effectively.

However, assessment is successful only when faculty support and are involved with the initiative. Therefore, we recommend that the Provost create a student learning assessment planning group, inviting faculty who are interested in assessment to volunteer to serve on the committee and to actively direct the development of the University’s assessment efforts. This assessment group will have included in its charge developing recommendations for future actions, including formalizing a student learning assessment group, structuring on-going assessment efforts in general education, and establishing parameters for an institutional assessment plan for student learning outcomes.

Finally, we wish to retract our original recommendation that the University establish an “Assessment Day” in which departments focus on assessment of specific learning goals. This recommendation was originally submitted in support of a long-standing, but

as-yet-unrealized, statement in the undergraduate catalog; specifically, that one of the requirements for earning a Bachelor of Science degree at FSU is “completion of all approved student outcomes assessment activities required by the University and the academic programs” (see page 29 of the 2003-2005 Undergraduate Catalog). However, we now feel that such a requirement can be met through multiple approaches as developed by each department.

The following timeline provides an overview of assessment-related activities through fall 2007 and beyond.

Fall 2004	<ul style="list-style-type: none"> • Proposals for curricular reform are submitted to Faculty Senate for deliberation and approval. • Benchmarks are proposed for measurement of four of the five essential skills as identified by MHEC (benchmarks are already established for technological competency). • All academic programs/departments create discipline-specific learning goals that connect to the Undergraduate Institutional Learning Goals. • A student learning assessment group begins its discussions on campus-wide assessment strategies. • Initial concepts for an institutional assessment plan and a student learning outcomes assessment plan are presented for discussion.
Spring 2005	<ul style="list-style-type: none"> • Programs/departments complete initial assessments of at least one of their learning goals. Results are analyzed; curricular changes are made for fall semester. • Benchmarks for essential skills are approved as basis for assessment. Pilot assessment is completed and analyzed; results are used to adjust courses for the fall semester. • An institutional assessment plan and a student learning outcomes assessment plan are approved. • Avenues are identified to tie assessment outcomes to the University’s strategic planning and resource allocation processes. • Results of assessment efforts within the context of planning and resource allocation are reviewed at the annual strategic planning retreats in May and August.
Fall 2005	<ul style="list-style-type: none"> • Inaugural report on assessment (student learning, essential skills, institutional initiatives) is circulated on campus and to various constituencies. • Curricular reform, as recommended by Faculty Senate and approved by the President and State agencies as appropriate, goes into effect. • Departments/programs implement changes as a result of their spring assessment; assessment cycle continues. • Pilot assessment is completed and analyzed. Results of pilot test on essential skills are circulated to campus. Refinements are made to benchmark as a result of pilot test. • Pilot sections of the First-Year FSU Colloquium and the three-credit science course are offered and assessed. • Assessment of general education begins, using criteria based on

	<p>the Undergraduate Institutional Learning Goals.</p> <ul style="list-style-type: none"> • Implement fully the Test of Basic Technology Skills and on-line tutorials for entering class. • Assessment cycle continues, using a staggered approach to address various points of each assessment benchmark.
Spring 2006	<ul style="list-style-type: none"> • Annual report on outcomes of student learning assessment and institutional assessment is disseminated. • Annual assessment of essential skills is completed; results are used to adjust courses for the fall semester. • Piloting of First-Year FSU Colloquia and three-credit science course continues; assessments continue. • Results of assessment efforts within the context of planning and resource allocation are reviewed at the annual strategic planning retreats in May and August.
Fall 2006	<ul style="list-style-type: none"> • Annual report on assessment (student learning, essential skills, institutional initiatives) circulated on campus and to various constituencies. • Piloting of First-Year FSU Colloquia and three-credit science course continues; assessments continue. • Assessment cycle continues, using a staggered approach to address various points of each assessment benchmark.
Spring 2007	<ul style="list-style-type: none"> • Upper-level interdisciplinary seminar is available to students as an enrollment option. • Annual assessment of essential skills is completed; results are used to adjust courses for the fall semester. • Piloting of First-Year FSU Colloquia and three-credit science course continues; assessments continue. • Assessment cycle continues, using a staggered approach to address various points of each assessment benchmark. • Results of assessment efforts within the context of planning and resource allocation are reviewed at the annual strategic planning retreats in May and August. • SLOAR (Student Learning Outcomes Assessment) report is prepared for the Maryland Higher Education Commission.
Fall 2007	<ul style="list-style-type: none"> • All curricular changes recommended by the Undergraduate Education Initiative are in place. • Assessments continue at all levels on a regular basis.

Administrative Responsibilities

Our original report reflected our understanding that an initiative of the scope we are recommending will need specific administrative support. Administrative duties to facilitate the enactment of our proposals include:

- Providing assurance that all participating faculty understand University expectations regarding course content, rigor, and adherence to University Learning Goals;

- Overseeing the delivery and assessment of courses consistent with the program's mission;
- Recruiting and providing support for participating faculty, securing faculty development funds, and negotiating with chairs and deans for release time;
- Negotiating the distribution of funds in order to compensate departments whose faculty participate in presentation of new courses;
- Working with the departments, deans, and registrar in the scheduling of courses;
- Providing a locus for appropriate clerical support of the various planning groups;
- Investigating the feasibility of UEI sub-committee recommendations and reporting suggested implementation approaches;
- Serving as an administrative "center" for general education activities.

We ask that the Provost, in collaboration with the Deans, supplement our slate of proposals with a specific charge to an administrative entity or entities for the enactment of our recommendations. We further suggest that the Provost and Deans evaluate, on a regular basis, progress towards achievement of the recommendations offered through the Undergraduate Education Initiative.

Faculty Planning Groups

After the thousands of words written about the UEI have settled onto our collective bookshelves, the success of curricular changes suggested will fall squarely on the shoulders of interested faculty and the designated administrative unit. To summarize, therefore, we offer the following list of faculty planning groups that should be convened by the Provost to further refine our recommendations (i.e., develop operating guidelines, suggest assessment criteria, establish benchmarks, etc.). All recommendations will be submitted to the Undergraduate Curriculum Requirements Sub-Committee unless otherwise noted.

1. Information Literacy and Fluency Planning Group: chaired by Library faculty; to develop recommendations for benchmarks in basic information literacy skills and to suggest approaches for embedding information literacy and fluency in

the program of general education (and specifically in ENGL101 and the 300-level composition courses) and in the majors.

2. Basic Skills in Technology Literacy and Fluency Planning Group: to monitor achievement of existing benchmarks in basic skills in technology literacy and to support initiatives in technology fluency. We recommend that the existing Technology Fluency Advisory Group be assigned this responsibility.
3. Basic Skills in Quantitative Reasoning Planning Group (the Department of Mathematics and PASS learning specialists): to recommend specific benchmarks for University basic proficiencies in mathematics.
4. Basic Skills in Critical Thinking Planning Group: to recommend benchmarks for basic proficiency in critical thinking.
5. Basic Skills in Scientific Reasoning/Three-Credit Science Course Planning Group: to recommend benchmarks for basic proficiency in scientific reasoning and to develop parameters for interdisciplinary three-credit science course (and, ideally, to teach the pilot sections in the fall of 2005). The new science course must also go through existing approval channels.
6. Basic Skills in Written Communication/Writing-Intensive Planning Group (The Department of English and PASS learning specialists): to recommend benchmarks for basic skills in written communication and to develop parameters for writing-intensive courses in the program of general education and in the majors.
7. Basic Skills in Oral Communication/Speaking-Intensive Planning Group: to recommend benchmarks for basic skills in oral communication and to develop parameters for speaking-intensive courses in the program of general education and in the majors.
8. First-Year FSU Colloquium Planning Group: to develop pilot sections and, ideally, to teach said sections in the fall of 2005.
9. Advanced FSU Colloquium Planning Group: to develop guidelines for the second-tier interdisciplinary course in general education.
10. Capstone Course Planning Group: to develop guidelines for capstone courses and experiences. Any new course must also go through existing governance channels for course approval.

11. Honors Initiatives in the Majors Planning Group: to develop recommendations for the creation of honors opportunities within the majors. Any new course/s must also go through existing governance channels.
12. The Student Learning Assessment Planning Group (as discussed previously on pages 53-56).

To facilitate the planning groups' work, we recommend that funding be available to provide adequate professional development opportunities (e.g., attendance at workshops, invitations for visiting specialists) as outlined in more detail in the next section.

Projected Annual Costs and Savings: 2004-2007

We recommend the following annual budgets to support of the concepts presented by the Undergraduate Education initiative:

	Professional Development & Operations	Assessment	Total <u>New</u> Money
AY 2004-2005	\$10,000	0*	\$10,000
AY 2005-2006	\$20,000	\$6,000	\$26,000
AY 2006-2007	\$20,000	\$9,000	\$29,000
Ay 2007-2008	\$20,000	\$11,000	\$31,000
			\$96,000

** The assessment budget is currently \$9,000. The four years of assessment budgets assume that said amount is included as a base for supplemental funds in assessment.*

"Professional Development and Operations" includes:

- Attendance by faculty at conferences related to course planning or the work of planning groups;
- Hosting of special lecturers/consultants for professional development activities related to UEI recommendations;
- Payments to faculty for course overloads or for planning new courses (following the existing model utilized for on-line courses and learning communities);
- Other initiatives identified by the Provost and Deans to support our proposals.

"Assessment" includes:

- Annual payments for participation in national surveys;

- Assessment-related professional development activities;
- Support for campus and department incentives in assessment.

As you consider the financial implications of our proposal, please note the following:

1. Savings will be achieved as of fall 2005 with the reduction of HEED 100 sections taught by adjuncts. For example, the fall 2004 semester lists 23 sections of HEED 100; nine are taught by adjunct faculty. Because HEED 100 will not need as many sections as of fall 2005, the number of sections will be reduced. To illustrate, eliminating nine adjunct sections results in a savings in one semester of \$10,800 (\$1200 per course and without calculating FICA/social security payments).
2. Our attempts to project possible costs and/or savings of smaller classes, reduction in laboratory courses, or elimination of courses from Section E of the program of general education in favor of the FSU Colloquia resulted in an increasingly complex spiral of “what if” scenarios. Therefore, we suggest that the implementation of our recommendations be closely monitored by the Provost, Deans, and the administrative entity identified to track student enrollment patterns and to project estimated costs and savings.
3. Dollars earmarked in support of UEI-related professional development will be managed by the administrative entity ultimately identified as responsible for implementation of our recommendations. Any increase in assessment funding will be applied to the existing assessment budget in Academic Affairs.

We fully understand the fiscal constraints that the University is currently enduring. However, we also know that although a move toward excellence may carry a price tag, the costs of not changing to improve our curriculum may, in the long run, prove to be even more expensive.

ATTACHMENT A



UNDERGRADUATE INSTITUTIONAL LEARNING GOALS

As approved by the FACULTY SENATE on December 3, 2003

"COUCHED WITHIN A LIBERAL ARTS TRADITION, UNDERGRADUATE PROGRAMS PROMOTE INTELLECTUAL GROWTH AND EQUIP LEARNERS WITH PROBLEM-SOLVING AND DECISION-MAKING ABILITIES USEFUL IN DEVELOPING GLOBAL UNDERSTANDING AND EFFECTING CIVIC RESPONSIBILITY AND CONSTRUCTIVE CHANGE."

2003-2005 Undergraduate Catalog, p. 1

Frostburg State University's Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS

Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

Students will

- apply different methods of inquiry from various perspectives and disciplines to gather information;
- comprehend and apply various research methods to evaluate information critically;
- analyze complex issues and construct logical conclusions;
- use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines;
- demonstrate sustained intellectual curiosity.

2. CORE SKILLS

Students will become proficient in reading, writing, speaking and listening. They will also develop quantitative literacy and technological fluency.

Students will

- comprehend and critically interpret information in written and oral forms;
- communicate information and ideas effectively;
- understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments;
- use technological resources to access and communicate relevant information.

3. ACQUISITION AND APPLICATION OF SPECIALIZED KNOWLEDGE

Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

Students will

- demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
- acquire research skills and specialized vocabulary for critical discourse;
- demonstrate competencies and achievements appropriate to their fields of study;
- apply classroom learning in a combination of reflective practice and experiential education.

4. VALUES & SOCIAL RESPONSIBILITY

Students will critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society.

Students will

- demonstrate respect and tolerance for other cultures and societies;
- make professional and personal judgments based on ethical considerations and societal values;
- exhibit civic responsibility and leadership;
- understand the purpose and value of community service in advancing society;
- demonstrate an awareness of and appreciation for the natural environment.

5. APPRECIATION OF CULTURAL IDENTITIES

Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.

Students will

- demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;
- understand the cultural and social exercise of power;
- recognize and appreciate arguments supporting perspectives different from their own.

ATTACHMENT B

Basic Technology & Information Literacy Skills

Components	FSU Students. . .
1. Using appropriate terminology to discuss basic concepts	<ul style="list-style-type: none"> ▪Can demonstrate an understanding of basic computing terms and acronyms. ▪Can explain an advertisement for a computer and common peripheral equipment.
2. Using basic operating system features	<ul style="list-style-type: none"> ▪Can demonstrate a basic understanding of and use the features and utilities of an operating system. ▪Can install new software, delete unwanted software, invoke applications, and understand the reasons for different file formats. ▪Can demonstrate the ability to save files to a personal folder or disk, copy files from one location to another, and print files. ▪Can demonstrate an awareness of the variety of operating system and hardware platforms.
3. Using e-mail	<ul style="list-style-type: none"> ▪ Can use email effectively and appropriately to receive and send messages and documents (e.g., managing a personal mailbox, creating an address book, adding attachments, observing e-mail etiquette).
4. Using the Internet to find information and resources	<ul style="list-style-type: none"> ▪ Can efficiently use browsers, search engines, and online scholarly databases to locate information from a variety of Web-based resources. ▪Can evaluate this information and document its sources, and can participate in "chat rooms" and other "real-time" electronic communication.
5. Using word processing to create a text document	<ul style="list-style-type: none"> ▪ Can manipulate text to create a variety of document formats, create tables and charts to show a comparison of data, use a spelling and grammar checker, and insert images and other items into a text document.
6. Using information appropriately	<ul style="list-style-type: none"> ▪ Can understand and discuss the social, ethical, legal, and political consequences of information technology.
7. Using instructional materials	<ul style="list-style-type: none"> ▪Can use online help files and understand printed instructional materials. ▪Can use a tutorial to understand essential models and ideas underlying new hardware and software.
8. Using a spreadsheet to model simple processes or financial tables	<ul style="list-style-type: none"> ▪Can acquire the necessary skills to modify cells in a spreadsheet file, use formulas appropriately, create various graphs from a spreadsheet program to represent data, and design appropriate print formats for a spreadsheet.
9. Using a database system to set up and access useful information	<ul style="list-style-type: none"> ▪Can construct and manipulate a flat datafile, search the datafile for specific information using keywords search patterns, upload and download files from the datafile, and format the data for printing.
10. Using presentation software	<ul style="list-style-type: none"> ▪Can use general-purpose presentation software and can incorporate multimedia into presentations (e.g., audio and video clips).

ATTACHMENT C

Information Literacy and Fluency Learning Goals

Components	Literacy Learning Goals	Fluency Learning Goals
1. Framing the Research Question	<ul style="list-style-type: none"> ▪Recognizes the need to find information to fill the gaps in his/ her knowledge. ▪Begins to understand the value of finding information to support own ideas and opinions. 	<ul style="list-style-type: none"> ▪Recognizes the value of using information to strengthen his/ her own arguments. ▪Articulates focused research questions.
2. Accessing Sources	<ul style="list-style-type: none"> ▪Understands that there are differences among information sources. ▪Can search several kinds of sources to retrieve information. 	<ul style="list-style-type: none"> ▪Identifies the most appropriate sources to answer the question ▪Develops effective search strategies that may be unique to each source.
3. Evaluating Sources	<ul style="list-style-type: none"> ▪Reviews information retrieved to assess the reliability of each source. ▪Considers whether or not the amount of information is sufficient to address the issue. 	<ul style="list-style-type: none"> ▪Reviews information retrieved to assess the reliability of each source. ▪Determines ways of modifying search strategies to ensure that information is sufficient to address the issue at [this level].
4. Evaluating Content	<ul style="list-style-type: none"> ▪Examines and compares information from various sources. ▪Determines the probability of accuracy and reliability of the content. ▪Identifies an author's thesis and the basic structure of the information. ▪Avoids immediate agreement or disagreement with the information. 	<ul style="list-style-type: none"> ▪Analyzes information and evaluates point of view. ▪Considers contradictory information. ▪Recognizes prejudice, deception, or manipulation. ▪Compares new information with prior knowledge. ▪Draws conclusions based on the information retrieved. ▪Develops a critical response to the information.
5. Using Information for a Specific Purpose	<ul style="list-style-type: none"> ▪Organizes content to support the purposes of the student's product. ▪Develops topic in essay or other format. ▪Communicates cogently. ▪Can prepare an annotated bibliography. ▪Uses the designated editorial style appropriately. 	<ul style="list-style-type: none"> ▪Effectively organizes content in support of the purposes of a product, using multiple sources. ▪Chooses a communication medium that best supports the purposes of the assignment. ▪Uses an editorial style appropriate to the specific discipline involved.
6. Understanding Issues Affecting the Use of Information; Observing Laws, Regulations, and Institutional Policies	<ul style="list-style-type: none"> ▪Understands what plagiarism is and does not plagiarize. ▪Uses appropriate documentation style for citing sources. 	<ul style="list-style-type: none"> ▪Observes copyright laws. ▪Understands issues of privacy, information security, censorship, and freedom of speech.

Source: Middle States Commission on Higher Education (2003). *Developing research and communication skills: Guidelines for information literacy in the curriculum*. Philadelphia, PA.

ATTACHMENT D

Proposed Outline for Three-Credit Science Course "Science, Technology, and Society"

Goals of the Course

- Understanding the Interdisciplinary nature of science and technology
- Understanding the scientific method
- Understanding science and technology and their interaction
- Understanding the impact of science and technology on society
- Understanding the basic concepts of science
- Understanding current issues involving science and technology

Learning Outcomes

Upon the completion of this course, a student should be able to

- Use the scientific method to solve complex problems
- Discuss the difference between science and technology and how they interact
- Discuss how technology impacts on society economically, environmentally, socially, and culturally
- Exhibit an understanding of basic scientific concepts concerning matter, energy, living organisms, and the environment
- Explain the interdisciplinary nature of science and technology

Course Content

The course is composed of three sections. The first section examines the nature of science and technology and the role it has played and continues to play in our society. The second section presents basic scientific concepts with which all well educated individuals should be familiar. The third section investigates in an interdisciplinary manner how science and technology significantly impacts on society, with an emphasis on international and national developments and current events and trends.

Imbedded in the course will be a specific laboratory component to provide students "hands-on" experiences.

Section One: Science and Technology

- **Developing the Concept of Science**
 - The Nature of Science
 - The Power Behind Science
 - The Scientific Method
 - How the Method Works
 - Scientific Notation
- **Developing the Concept of Technology vs. Science**
 - The Nature of Technology

- How Technology differs from Science
- The Power Behind Technology
- Technological Revolutions and Impact on Society
- Major Historical Technological Revolutions
- Technology in the 21st Century
- Problems Associated With Technology
- Controlling Technology

Section Two: Energy and Matter

- **Basic Concept of Energy**
 - Forms of Energy
 - 1st Law of Thermodynamics
 - Concept of Work
 - Concept of Force
 - Concept of Efficiency
 - 2nd Law of Thermodynamics
-
- **Basic Concept of Matter**
 - Mass, Volume, Density
 - Atoms
 - Molecules
 - Different Types of Matter
 - Molecules of Life (polymers)
 - Organic Compounds
 - Carbohydrates
 - Lipids
 - Proteins
 - Nucleic Acids
-
- **Matter and Energy Interactions, Reactions**
 - Physical Reactions -- Phase changes
 - Chemical Reactions -- Making and breaking chemical bonds
 - Biological Reactions -- Life processes including metabolism, reproduction, and locomotion
 - Nuclear reactions -- Changes in elements
- **Living Matter**
 - Properties of Life
 - Cellular Organization/Cell Structure
 - Metabolism/How Cells Acquire Energy
 - Autotrophs
 - Phototrophs
 - Chemotrophs
 - Heterotrophs
 - Homeostasis
 - Reproduction
 - Binary Fission bacterial division

- Mitosis cellular division
- Meiosis sexual reproduction
- Heredity/Evolution
- Ecology/Biosphere
 - Ecosystems
 - Food Webs
 - Biogeochemical Cycles
- Biodiversity

Section Three: Current Issues in Science, Technology, and Society

This portion of the course must address the following premises:

1. Issues expanding on the clear relationship between science and technology;
2. Issues about the relationship between science and technology that are international in scope, influence, or impact;
3. Inclusion of activities, assignments, projects, etc. that emphasize the interdisciplinary nature of the course;
4. Topics that reflect current issues and, particularly, have relevance to students' lives.

Example discussions include:

1. Science and Energy
Our technological world requires energy to keep it going. The production of energy is an extremely important issue in the world today. Without a good cheap source of energy, technology becomes too costly, slowing down economic growth and national development. Issues associated with energy production, global distribution and global impact will be examined.
2. Science and National Security
Science and technology have played a major role in warfare for centuries. With modern technology, new areas of concern have developed. Topics such as nuclear proliferation, weapons of mass destruction and bio-terrorism are now prominent in the news and play a major role in forming national policy. The science surrounding these issues will be studied.
3. Science and Health
Biotechnology is changing the nature of medicine. Issues such as stem cell research, genetic engineering and biological cloning are now part of our national discussion. International problems of invasive species and infectious diseases such as SARS, AIDS and Mad Cow Disease have had not only an impact the world's economy, but also on the world's activities such as traveling and social gatherings. The science behind these issues will be investigated.

ATTACHMENT E

The “FSU Colloquia”

Scope of This Proposal

As the steering committee of the Undergraduate Education Initiative, we recommend inclusion in the current program of undergraduate general education two (2) three-credit interdisciplinary courses [as defined in the Annotated Code of Maryland, Title 13B, 01.03.D. (1)]. We have tentatively titled these courses “The FSU Colloquia,” with the initials FSU serving not only as an indicator of the institution, but also as a representation of the focus of the courses: “Fostering a Sense of Understanding.” Each of these courses will be built on a “universal” template that meets COMAR criteria. The topics for the two classes will change periodically as important issues develop, in keeping with the University’s goal to offer students an education “couched in a liberal arts tradition” by providing students opportunities for discussion of and investigation into current topics and problems. A faculty committee will be responsible for reviewing proposals and assuring that all courses meet MHEC criteria for content in an interdisciplinary course within a program of general education.

For provision of context, Figures C and D (pages 21 and 22) present sample “GEP checklists” for 2005-2007 and 2007-2009 that include the FSU Colloquia, while Figure E (page 23) offers a comparison of the current General Education Program and the configuration with proposed changes as outlined in this document.

The University’s Rationale

Several reasons underlie our proposal for the inclusion of two three-hour interdisciplinary courses in its program of general education.

The world students will face in the twenty-first century is, by its very nature, interdisciplinary. In its report on the issues facing higher education in the twenty-first century, the Association of American Colleges and Universities (2002) notes, “Our nation goes to college because the world is complex, interconnected, and more reliant on knowledge than ever before” (p. 4). Society does not exist in discrete disciplinary silos; as a result, post-secondary institutions have the responsibility to help students develop the skills necessary to consider a topic or issue from a variety of perspectives. Accordingly,

FSU proposes to provide to students, as a necessary complement to studies in their majors, the opportunity for general education courses that reflects the interdisciplinarity of the world. Klein and Newell (1997), in discussing the current status of interdisciplinary studies in higher education, emphasize the importance of introducing students to interdisciplinary thought:

Knowledge has become increasingly interdisciplinary. The reasons include new development in research and scholarship, the continuing evolution of new hybrid fields, the expanding influence of particular interdisciplinary methods and concepts, and the pressing need for integrated approaches to social, economic, and technological problems. (p. 395)

Frostburg State University considers as interdisciplinary courses those organized to integrate insights from multiple perspectives about a current issue, theme, problem, cultural or historical period, world area or national region, or other unifying principle.

Interdisciplinary courses in the program of general education further embrace the University's "liberal arts tradition" as espoused in its institutional mission statement. Our mission statement provides a basis for an emphasis on liberal learning: "Couched within a liberal arts tradition, undergraduate programs promote intellectual growth and equip learners with problem-solving and decision-making abilities useful in developing global understanding and effecting civic responsibility and constructive change" (Frostburg State University, p. 1). Newell (1994), in his research on interdisciplinary courses within general education, confirms this premise:

Students in high-quality interdisciplinary courses are consistently reported to develop the traditional liberal arts skills of precision and clarity in reading, writing, speaking, and thinking; to confront challenges to their assumptions about themselves and their world; and to develop the habit of asking why instead of merely memorizing accepted facts. (p. 35)

To characterize the "liberal arts tradition" for our constituencies, we have adopted the following Statement on Liberal Learning [as approved by Frostburg State University's Faculty Senate in December, 2003]:

Liberal education empowers students and frees them from ignorance by informing them about the world, its histories, methods of inquiry, and values. Liberal education develops students' intellects and enhances their love of learning and awareness of individual and social responsibility by encouraging them to learn and apply knowledge to solve important problems.

Our institutional learning goals additionally emphasize and embrace the concept of interdisciplinarity. As part of our review of the undergraduate curriculum, we realized

that we lacked overarching learning goals that could provide a cohesive foundation for student learning. As a result, the Faculty Senate reviewed and approved, in December of 2003, Frostburg State University's Undergraduate Institutional Learning Goals. These five Learning Goals (as presented in Attachment A) clearly identify issues of critical thinking and synthesis—cornerstones of an interdisciplinary experience—as skills integral to all five learning goals. Figure B (page 20) displays learning goals specific to general education that have been gleaned from the overarching institutional goals.

Providing students experiences in interdisciplinary thought and study within their program of general education responds to specific accreditation and accountability requirements. The Middle States Commission on Higher Education, Frostburg State University's accrediting body, notes in Standard 12 (General Education) that "The institution's ability to demonstrate that its students are able to integrate and apply in different contexts the core knowledge and skills learned in their coursework is a critical component of successful undergraduate educational programs" (p. 37). Interdisciplinary courses likewise address State requirements for accountability in the measurement and evaluation of basic skills. The Maryland Higher Education Commission (n.d.) has also identified, in its revised expectations for its triennial Student Learning Outcomes Assessment Report, the measurement of five competencies related to general education and essential skills. One of these essential skills is critical analysis and reasoning, a skill that serves as a centerpiece for FSU's interdisciplinary courses.

Adherence to State Requirements for General Education

In developing our proposal for the FSU Colloquia, we have kept in mind specific parameters for interdisciplinary courses as stated in the Annotated Code of Maryland [Title 13B, 01.03.D. (1) (a) (b) (i) (2)]:

- That these courses can be presented as separate courses (to a maximum of eight credit hours);
- That these courses must provide an interdisciplinary examination of issues across the five curricular areas as defined in COMAR (i.e., arts and humanities, social and behavioral sciences, biological and physical sciences, mathematics, English composition);

- That these courses must provide academic content and rigor equivalent to that expected for any course in the five curricular areas as previously cited.

We also acknowledge the supplemental interpretation of interdisciplinary courses presented by the Maryland Intersegmental Chief Academic Affairs Officers (1997), that such courses should examine “a broad theme from multiple perspectives . . . [which leads] to a synthesis of experiences from at least two of the five general education areas.” The Maryland ICAAO further recommends that any course offered “must be based on a credible body of established scholarship with pertinent evidence of methodology and/or epistemology” (<http://mhec.stac.usmd.edu/app-ie.html>).

The First-Year FSU Colloquium and The Advanced FSU Colloquium: Course Parameters

We propose that the FSU Colloquia be offered at two distinct levels in our students’ program of undergraduate general education: one three-credit course within the first thirty hours (First-Year FSU Colloquium, listed at the 100-level) and one three-credit course after completion of forty-five credit hours (Advanced FSU Colloquium, listed at the 200-level). Placement of the Colloquia at separate stages in students’ academic careers supports our desire to develop a “vertical core” of general education; i.e., to distribute general education courses throughout students’ studies, thus entwining general education experiences with students’ majors rather than “front-loading” all forty general education credits in the first two years of study.

Each of the two levels of the Colloquia will explore a “current issue, theme, problem, person or persons, cultural or historical period, world area or national region, or other unifying principle” (to return to our definition of an interdisciplinary course) within the constructs of interdisciplinary guidelines. Course pedagogy and activities will also be influenced by an understanding of the various stages of students’ intellectual development. Topics will be approved by a faculty committee, using guidelines that adhere to COMAR requirements. The approval process will be discussed later in this proposal.

The First-Year FSU Colloquium

The First-Year FSU Colloquium will have as its primary goal the modeling by faculty of diverse approaches and the integration of those approaches in consideration of an

inherently interdisciplinary course topic. The research and writing of multiple educators and researchers (Baxter-Magolda, 1992; Belenky et. al, 1986; Hofer & Pintrich, 1997; Meacham, 2003; Perry, 1970/1981) clearly indicate that students' intellectual and ethical development as young adults, when they enter college, most often reveals a form of dualist thinking; i.e., students tend to view concepts as either "right or wrong" or "acceptable or unacceptable." As a result, in the early stages of students' college careers, modeling the ambiguities and the search for resolutions in interdisciplinary thought is particularly valuable as a precursor to the types of connections they will be expected to make in their studies. Modeling by faculty is important, according to Kuhn (2003), because

The goal [of intellectual growth] will not be achieved by exhortation—by telling students that a particular kind of activity is valuable, or even how or why it's valuable. A more promising adult role is that of introducing young people to activities that have a value that becomes self-evident in the course of engaging them and developing the skills they entail. By serving as a guide, or coach, as students engage in such activities, the adult models his or her own commitment to the activity and belief in its worth. As students' skill and commitment and self-direction increase, the coach's role diminishes. (p. 21)

Therefore, the First-Year FSU Colloquium will examine a selected theme or subject from multiple perspectives within two or more of the five academic areas as identified by the Code of Maryland. The topic of each Colloquium will be formulated as a framework for the scope of the course. For example, the following statement explains the breadth and focus of a course that will introduce students to the multiple perspectives bearing on American architecture, taken as an interdisciplinary subject:

"In First-Year FSU Colloquium, 'Architecture and American Society,' students will explore the 'built environment' as the visible product of multiple factors: economic growth, social trends, aesthetic preferences, and historical antecedent."

Other subjects that lend themselves to interdisciplinary treatment run the gamut from environmental issues and political structures to current events and sociological trends.

The Advanced FSU Colloquium

The Advanced FSU Colloquium, available to undergraduate students who have completed forty-five credit hours, employs a pedagogical model predicated on inquiry-based learning. In comparison to the First-Year FSU Colloquium, which focuses on

considering a complex, determined topic from multiple disciplinary perspectives, an inquiry centered colloquium emphasizes that “Disciplinary connections and perspectives are not sought as ends in themselves, but rather as tools for making sense of a problem” (Finkel, 2001, p. 217).

In an inquiry-centered colloquium, the focus shifts from the teacher’s modeling of interdisciplinarity to the students’ development of knowing through interdisciplinary thought and exploration, including research. According to Finkel (2001), this approach creates a flow of knowledge from the classroom to a real-life situation or problem:

Inquiry-centered teaching not only uses inquiry as a basis for organizing teaching and learning, but it also teaches inquiry. That is perhaps its primary justification. By organizing study around inquiry, a teacher engages his/her students in critical thinking about a problem or question. In addition to learning whatever they must learn to confront the specific question, the students will learn how to use the resources around and within them to solve any problem. These resources include first, their own minds, second, the minds of their fellow inquirers in the class, and third, whatever external resources they end up drawing upon (assigned books, library, internet, field trips, labs, the teacher, etc.). (p. 217)

The scheduling of a second interdisciplinary experience at this point in students’ careers (i.e., after the completion of forty-five credit hours) provides a further opportunity to support students’ intellectual development. West (2004) has synthesized a four-stage model of epistemological growth in young adults based on the seminal research of Perry, Belenky, and others. According to West, the third stage of knowing is rules-based; i.e., students recognize that disciplines have different approaches to comparing and judging knowledge—a concept initially introduced in First-Year FSU Colloquium. The Advanced FSU Colloquium will provide an opportunity, through an inquiry-based approach, for each student to move through Stage 3 and towards Stage 4—“evaluative knowing”:

To resolve most of the emerging problems in the real world, students must develop a way of knowing that is capable of evaluating not only the specific problem situation, but also of evaluating the ways in which that situation can be thought about. (West, 2004, p. 65)

An example question of inquiry illustrates the structure of an Advanced FSU Colloquium and demonstrates how such a course can facilitate growth in Stage 4 intellectual development. In a colloquium that examines post-September 11 social structures, the question of inquiry may be posed as follows: “How can a modern society balance issues of personal safety, national security, and individual freedom?” Students then consider a variety of indicators in their search to build a coherent response to a

single complex issue. Ultimately, the each student develops a personal integration of experience, research, and opinion, creating a distinct achievement unique to each student. Because the Advanced FSU Colloquium is scheduled at a time in students' academic careers when they have completed the majority of courses in general education and have usually begun their majors, an inquiry-based course also offers the opportunity to view, through research and personal exploration, an issue from the context of their major disciplines in relation to the larger world.

Other examples of an inquiry-based Colloquium include:

- American Culture: "How will the increase in the Latino population impact the United States?"
- Economics and the Environment: "How should we balance economic prosperity and environmental protection?"
- Globalism: "How can we create an "interdependent global community?"

Templates for the Colloquia

To facilitate review of adherence to COMAR requirements for interdisciplinary courses, FSU will implement an exacting template to guide faculty proposals for both levels of the course. Attachment E-1 (pages 81-82) offers a template for the First-Year FSU Colloquium; Attachment E-2 (pages 83-84) outlines requirements for the Advanced FSU Colloquium.

In addition, Attachment E-3 (pages 85-94) provides a sample proposal for the First-Year FSU Colloquium, building on the example cited previously regarding architecture and American history.

The Review Process

Because the FSU Colloquia are recommended as part of a revised program of general education, we propose that the Undergraduate Curriculum Requirements Sub-Committee of Frostburg State University's Faculty Senate have initial responsibility for reviewing submittals for First-Year FSU Colloquia and Advanced FSU Colloquia, using criteria based on COMAR requirements for interdisciplinary courses as defined in the course templates (see Attachments E-1 and E-2, pages 81-84).

The Implementation Process

Our goal is to implement a two year “phase-in” process (fall 2005-spring 2007) for the creation, presentation, and in-depth assessment of First-Year FSU Colloquia and Advanced FSU Colloquia, with an ultimate target date of fall 2007 for full implementation for all undergraduate students.

We are recommending a modest inaugural implementation: that a team of four faculty collaborate to offer four sections (each section being taught by one member of the team) of First-Year FSU Colloquia, focusing on one interdisciplinary theme. We further suggest that this faculty team, if possible, be willing to teach one section of the First-Year FSU Colloquium during each full semester of the 2004-2005 academic year. Such a one-year commitment, when coupled with supplemental opportunities for professional development and intensive assessment, will provide the University with substantive data and experiences from which to build the “next round” of Colloquia, a process more fully defined in the timetable below. Additionally, we suggest that each Colloquium be limited to 25 students, building on the precedent set for courses involved in learning communities.

Also, please note that the phase-in process allows for both First-Year FSU Colloquium and Advanced FSU Colloquium to serve as electives within the program of general education for all students entering under the requirements of the 2005-2007 Undergraduate Catalog. The Advanced FSU Colloquium will be available on a limited and optional basis in spring 2007, building both upon the results of the assessment of the First-Year FSU Colloquium and the work of interested faculty.

The following timeline provides an overview of the implementation process.

Fall 2004	<ul style="list-style-type: none">• Colloquia criteria (for both First-Year and Advanced) are submitted to Undergraduate Curriculum Requirements Sub-Committee for review and recommendation of acceptance.• Assuming all necessary approvals are in place, a four-member faculty team is assembled to create the inaugural First-Year FSU Colloquium.
Spring 2005	<ul style="list-style-type: none">• Proposals for First-Year FSU Colloquium are reviewed by the Undergraduate Curriculum Requirements Sub-Committee.• Undergraduate Curriculum Requirements Sub-Committee recommendations are forwarded to the Faculty Senate

	<p>for its review.</p> <ul style="list-style-type: none"> • Approved Colloquia (four courses presenting one interdisciplinary theme) are included in the schedule for fall 2005 as an elective.
Fall 2005 (beginning of two-year catalog cycle)	<ul style="list-style-type: none"> • “Pilot” First-Year FSU Colloquia are offered to entering first-year students as an option in their program of general education. • Each Colloquium is assessed, using assessment instruments as appropriate (see subsequent section on assessment, p. 77, for further details). Findings are evaluated and pertinent changes are made. • A “call for proposals” is announced for further offerings of the First-Year FSU Colloquium in the fall of 2006.
Spring 2006	<ul style="list-style-type: none"> • Four sections of First-Year FSU Colloquia are offered again as an elective. • Assessment continues on the First-Year FSU Colloquium. Findings are evaluated and pertinent changes are made. • A “call for proposals” is announced for the Advanced FSU Colloquium (available in the spring of 2007 as an elective for all undergraduate students who entered fall 2005 and thereafter; to be available as of spring 2007). The same approach used in the development of the First-Year FSU Colloquium—a four-member faculty team exploring, in this case, a particular question—will be utilized. • Proposals for First-Year FSU Colloquia for the fall of 2006 are reviewed by the General Education Sub-Committee. • Proposals for the Advanced FSU Colloquium are approved in the same manner as First-Year FSU Colloquium.
Fall 2006	<ul style="list-style-type: none"> • A report is circulated to the campus community on the experiences of the first year of the First-Year FSU Colloquium, drawing on assessment data and faculty perspective. • The First-Year FSU Colloquia are offered again as an elective (either repeating the topics from the fall or including new topics, depending on the initial proposals and faculty workloads). A section of the Colloquium is also included in at least one learning community. • Assessment continues. Findings are evaluated and pertinent changes are made.
Spring 2007	<ul style="list-style-type: none"> • First-Year FSU Colloquia are offered again as an elective (either repeating the topics from the fall or including new topics, depending on the initial proposals and faculty workloads). • The Advanced FSU Colloquium is initially offered. • Assessment continues. Findings are evaluated and pertinent changes are made.

<p>Fall 2007 (beginning of two-year catalog cycle)</p>	<ul style="list-style-type: none"> • The First-Year FSU Colloquium is now a <u>required</u> part of the program of general education, to be completed within the first thirty hours of <u>all</u> students' academic careers who begin college of fall 2007 (exceptions apply for transfer students, as explained elsewhere in this proposal). • The Advanced FSU Colloquium is now a graduation requirement for students entering under the parameters of the 2007-2009 catalog. The course will be available on a limited and optional basis for fall 2007, spring 2008, and fall 2008 due to its status as an elective for students entering under the 2005-2007 catalog (and to allow for further fine-tuning and assessment). The course will be fully in place as of spring 2009 because it is to be available after students have completed 45 credit hours (some exceptions may apply for transfer students, as explained elsewhere in this proposal).
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The Assessment Process

As part of the University's accelerated commitment to assessment, the First-Year FSU Colloquia and the Advanced FSU Colloquia will be assessed based on the learning goals identified by each course, goals that must show specific links back to institutional learning goals. For the Colloquia, the four-step assessment cycle will be followed:

1. Establish learning goals.
2. Provide learning opportunities.
3. Assess student learning.
4. Use the results in subsequent Colloquia.

Types of assessment tools appropriate to the FSU Colloquia include:

- Pre- and post- tests on students' attitudes, perceptions, levels of stimulation, scope of existing knowledge;
- Portfolio review;
- Class/individual projects and presentations based on pre-established rubrics;
- Student reflections;
- Focus groups.

In addition, we suggest that the University implement the Interdisciplinary Writing Assessment Profile developed by Wolf and Haynes under the aegis of the Association for

Integrative Studies. The services of an external reviewer should be also be considered as part of our initial round of assessment efforts.

All assessment initiatives will be coordinated and evaluated by the administrator assigned responsibility for the Colloquia. A significant component of that responsibility will include completion of the assessment cycle; i.e., using results of assessment to improve subsequent Colloquia.

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Attachment E-1

Proposal Template First-Year FSU Colloquium

I. Title of Course

II. Curricular Focus

A. Which of the following best describes the focus of the course?

1. Theme
2. Problem
3. Issue
4. Idea
5. Person or persons
6. Cultural or historical period
7. World area or national region

B. Provide rationale for proposing the course in this category.

C. Describe discipline areas to be considered in this course. How will information/knowledge from these disciplines be woven into the course?

III. Description of Course

A. Provide two-three sentence summary of course (appropriate for public announcements, course schedules, etc.). Summary should clearly identify the organizing principle of the course and how it will be defined.

B. Describe the course sequence. Define how the interdisciplinary process will be addressed and explain approaches to be taken (via pedagogy, readings, and activities) to achieve a working balance among breadth, depth, and synthesis.

IV. Adherence to Guidelines of the Maryland Higher Education Commission (and as further interpreted by the Maryland Intersegmental Chief Academic Affairs Officers)

A. Address how the topic is to be examined across at least two of the five general education areas as outlined by MHEC (arts and sciences, social and behavioral sciences, biological and physical sciences, mathematics, English composition).

B. State how the course provides "academic content and rigor" equivalent to other courses in the program of general education.

C. State how the course is “based on a credible body of established scholarship with pertinent evidence of methodology and/or epistemology.”

V. Connections of Course to Learning Goals

- A. Identify the specific Institutional Learning Goals that are supported by this course. Explain how this course provides said support.
- B. Identify the specific General Education Learning Goals that are supported by this course. Explain how this course provides said support.

VI. Learning Goals

- A. Identify specific learning goals for this course, writing the goals in concrete action words that describe, in explicit, observable terms, what students should be able to do as a result of completion of this course; for example (Suskie, 2004, pp. 81-85):
 - 1. Summarize the distinctive characteristics of a distinctive (time period, literary genre, chemical reaction, etc.).
 - 2. Explain the impact of the Korean War on U.S.—Far East relations today.
 - 3. Write a poem that uses imagery and structure typical of early 20th century American poets.
 - 4. Choose and justify the appropriate mathematical sequence for a given problem.
- B. Identify specific course activities, explaining how each activity supports the course’s learning goals.

VII. Assessment

- A. Explain how the course will be assessed vis a vis its specific learning goals.
- B. Provide specific examples (e.g., pre-post tests, course activities, portfolios, etc.).

Attachment E-2

Structural Template Advanced FSU Colloquium

I. Title of Course

II. Curricular Focus

A. Which of the following best describes the focus of the course?

1. Theme
2. Problem
3. Issue
4. Idea
5. Person or persons
6. Cultural or historical period
7. World area or national region

B. Provide rationale for its selection for proposing a course in this category.

III. Description of Course

A. State the question around which the course inquiry will be centered.

B. Provide two-three sentence summary of course (appropriate for public announcements, course schedules, etc.). Summary should clearly identify the organizing principle of the course and how it will be defined. An alternative summary could be a listing of subsidiary questions that further open up the primary question.

C. Describe the course sequence. Define how the process of inquiry will be addressed and explain approaches to be taken (via pedagogy, classroom activities, assignments) to achieve a working balance among breadth, depth, and synthesis.

IV. Adherence to Guidelines of the Maryland Higher Education Commission (and as further interpreted by the Maryland Intersegmental Chief Academic Affairs Officers)

A. Address how the topic is to be examined across at least two of the five general education areas as outlined by MHEC (arts and sciences, social and behavioral sciences, biological and physical sciences, mathematics, English composition).

- B. State how the course provides “academic content and rigor” equivalent to other courses in the program of general education.
- C. State how the course is “based on a credible body of established scholarship with pertinent evidence of methodology and/or epistemology.”

V. Connections of Course to Learning Goals

- A. Identify the specific Institutional Learning Goals that are supported by this course. Explain how this course provides said support.
- B. Identify the specific General Education Learning Goals that are supported by this course. Explain how this course provides said support.

VI. Learning Goals

- A. Identify specific learning goals for this course, writing the goals in concrete action words that describe, in explicit, observable terms, what students should be able to do as a result of completion of this course; for example (Suskie, 2004, pp. 81-85):
 1. Design an experiment to test a chemical hypothesis or theory.
 2. Use gender as an analytical category to critique cultural and social institutions.
 3. Present original interpretations of literary works in the context of existing research on these works.
 4. Critically evaluate the effectiveness of agencies, organizations, and programs addressing environmental problems.
- B. Identify specific course activities, explaining how each activity supports the course’s learning goals.

VII. Assessment

- A. Explain how the course will be assessed vis a vis its specific learning goals.
- B. Provide specific examples (e.g., pre-post tests, course activities, portfolios, etc.).

Attachment E-3

Sample of Course Submitted for First-Year FSU Colloquium Consideration
[For ease of review, the guiding questions are left intact.]

I. Title of Course

Architecture and American Society

II. Curricular Focus

A. Focus of the Course

This course's focus is best described as thematic in its consideration of American architecture as the result of a complex interrelationship of social structures, aesthetic ideals, historical influences, cultural norms, and economic trends.

B. Provide rationale for its selection.

The "built environment" figures prominently in both individual and collective history, culture, and "sense of place." An in-depth exploration of the multiple facets of architecture will introduce students to a portion of their environment that is often taken for granted.

C. Describe discipline areas to be considered in this course. How will information/knowledge from these disciplines be woven into the course?

History

History is used as the unifying element of the course, exploring American architecture in its chronological development against a backdrop of American history. Through the use of "chronological clusters," students will move through their study of American architecture from pre-contact times to the present, stopping to examine in detail the complex interplay of elements that resulted in architecture both monumental and humble. For example, when studying the structures of the "Gilded Age" (late nineteenth century), the course will expand upon the economic climate that made possible the development of massive homes as a sign of individual wealth and the sociological implications of the migration toward the western regions of America (and, as a result, how architectural styles moved from east to west).

Economics

Considering architecture through the lens of economics allows students to consider how architecture is the product of issues of supply and demand, resource allocation, and determinants of income and wealth. For example, architecture is often considered one of the most obvious statements of attainment of material wealth and financial success. Therefore, the course will explore how structures considered significant in today's culture actually "came to be." For instance, during the period between the two world wars, Edgar Kaufman, a wealthy retailer in Pittsburgh, PA, wanted a weekend retreat that would surpass any of those owned by members of Pittsburgh's wealthiest residents. The result? "Fallingwater," designed by Frank Lloyd Wright, constructed in the 1930s, and since named by the American Institute of Architects as one of the ten most significant buildings in America.

Sociology

Introducing concepts of sociology to the study of architecture helps students see that structures like schools, hospitals, and churches reflect group norms, attitudes, and goals, for social movements have significantly impacted the design and use of architecture in America. As a result, students will investigate the impact of significant sociological trends and their influence on structures. For example, the rapid growth of cities at the beginning of the twentieth century in response to an explosive influx of immigrants resulted in the "City Beautiful" movement: a desire to create cities with "temples" based on Roman and Greek antecedents and broad, tree-lined boulevards as a response to the crowded conditions occurring in major metropolitan areas.

Art and Design

Because architectural design reflects individual interpretation of trends and contemporary influences, theories of art and design guide the exploration of architecture from an aesthetic standpoint. In this course, students will study how architectural design is an end to itself as well as an indicator of external influence. For example, the emigration of German architects to the United States immediately prior to World War II brought the Bauhaus movement, a design

premise based in non-historical allusions that spread through architecture and spawned the Modernist movement.

III. Description of Course

- A. Provide two-three sentence summary of course (appropriate for public announcements, course schedules, etc.). Summary should clearly identify the organizing principle of the course and how it will be defined.

“In First-Year FSU Colloquium, ‘Architecture and American Society,’ students will explore the ‘built environment’ as the visible product of multiple factors: economic growth, social trends, aesthetic preferences, and historical antecedent. These aspects of American architecture will be discussed in ‘chronological clusters,’ moving from pre-contact civilizations through current trends.”

- B. Describe the course sequence. Define how the interdisciplinary process will be addressed and explain approaches to be taken (via pedagogy, readings, and activities) to achieve a working balance among breadth, depth, and synthesis.

“Chronological clusters” will explore various periods in architecture and how economic and social conditions contributed to architectural design. For example, a “chronological cluster” that discusses the development of architecture during the era immediately preceding the Civil War will expand to include architecture as a representation of the Industrial Revolution and its economic impact, the stratification of social structures that occurred as manufacturing facilities grew, and the responses of the Romantic Movement and its reflection in such styles as High Gothic.

*Pedagogically, the “chronological clusters” will provide a context for the students to broaden their perceptions of architecture; i.e., that structures are not built in a vacuum, separate from external influences. The textbook (*A History of American Architecture*, by M. Gelertner) provides such a context for class discussions based on assigned readings. In addition, special topics outside the readings will be presented to further amplify the interdisciplinary nature of architecture; e.g., the ethnic roots of architecture, the contributions of women and minorities to architectural design, and anecdotal histories of the architects and owners of significant buildings (e.g., the Chrysler Building in New York City). Classes will be based on lectures based on a “PowerPoint” display of buildings*

and group discussions in response to a question posed in class (e.g., "How does architecture represent power [or knowledge, or democracy]?")

IV. Adherence to Guidelines of the Maryland Higher Education Commission (and as further interpreted by the Maryland Intersegmental Chief Academic Affairs Officers)

A. Address how the topic is to be examined across at least two of the five general education areas as outlined by MHEC (arts and sciences, social and behavioral sciences, biological and physical sciences, mathematics, English composition).

The following content areas will be included in this course: history, sociology, art and design, economics.

B. State how the course provides "academic content and rigor" equivalent to other courses in the program of general education.

In this course, students will be expected to complete reading assignments, to take exams (including an essay component), and to present a final project to the class. These requirements are equivalent to, and in some cases surpass, the expectations of any other 100-level course in general education.

C. State how the course is "based on a credible body of established scholarship with pertinent evidence of methodology and/or epistemology."

Architectural history is a specialized discipline within the study of history and is often linked to the study of architecture and urban planning. Architectural history focuses on the evolution of buildings, monuments, and settlements in relation to art, history, and specific issues within the social sciences (e.g., sociology, economics).

Degrees at master's and doctoral levels are offered at institutions as diverse as Princeton, the University of Virginia, the University of Massachusetts, and the University of Texas. In addition, many institutions offer specializations in historic preservation, training practitioners to work with the preservation and adaptive re-use of historically significant structures.

V. Connections of Course to Learning Goals

A. Identify the specific Institutional Learning Goals that are supported by this course. Explain how this course provides said support.

This First-Year FSU Colloquium supports the following institutional learning goal:

- *Goal #1: LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS. "Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking."*
- *Support is provided through the pedagogical structure of "chronological clusters" and the assignment of a final project that requires an interdisciplinary approach.*

B. Identify the specific General Education Learning Goals that are supported by this course. Explain how this course provides said support.

This First-Year FSU Colloquium supports the following general education learning goals:

- *Goal #2: LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS. "Students will develop the foundational skills necessary to acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will be introduced to critical thinking."*
- *Support is provided through the pedagogical structure of "chronological clusters" and the assignment of a final project that requires an interdisciplinary approach.*

VI. Learning Goals

A. Identify specific learning goals for this course, writing the goals in concrete action words that describe, in explicit, observable terms, what students should be able to do as a result of completion of this course.

As a result of this course, students should be able to:

- *Identify and name specific architectural styles and elements;*
- *Explain how architectural style is influenced by economic growth and sociological movements;*
- *Evaluate the relationship between architecture and its environment;*
- *Present an individual project using visual aids and building on individual investigation.*

- B. Identify specific course activities undertaken, explaining how each course activity supports the course focus and learning goals.

In addition to examinations (mid-term and final), the course will feature two specific activities:

- *Each student will keep a sketchbook in which he/she will sketch the following features of each of ten structures: its basic form; a specific architectural or design feature; its site placement. Each student will then write a short narrative that cites architectural features (using the correct terminology) and provides his/her impression of the building. This assignment focuses on both institutional and general education learning goals regarding critical thinking. As for course goals, the goal of being able to identify architectural styles and elements is addressed, as is the goal of evaluating the relationship between architecture and its environment.*
- *Each student will make an oral presentation about a building he/she has visited (selection will be made in consultation with the instructor). In this presentation, the student will use "PowerPoint" or video to give students a "tour" of the building. Commentary will include a discussion on economic and social trends at the time of the building's construction, an identification of specific design elements germane to the time period (again using appropriate terminology), and an overview of the building's history. This assignment addresses all three course goals.*

VII. Assessment

- A. Explain how the course will be assessed vis a vis its specific learning goals.
- B. Provide specific examples (e.g., pre-post tests, course activities, portfolios, etc.).
- *A pre-test will be given on the first day of class to all students, using the "Background Knowledge Probe" instrument designed by Angelo and Cross (Classroom Assessment Strategies, 1993). Students will be asked to rate their level of knowledge about various aspects of architecture. A post-test will be given on the last day of class, using the same questions. Answers will be compared for growth in students' understanding.*

- *In preparation for their class presentation, students will be given in advance the rubric for the assignment. The rubric will outline specific expectations and standards of grading.*
- *In addition to grading of final projects by the instructor, fellow students will also submit a grade for each student presentation. Student grades will be averaged into the final project grade.*

ATTACHMENT F

Writing-Intensive Courses

information provided in this attachment is intended to give faculty and staff unfamiliar with the concept of “writing-intensive” an introduction to the premise as it could be implemented in FSU’s program.

General Definition

A writing-intensive course is a content course that emphasizes writing as a primary tool of learning, offering students additional ways of engagement with course content. A writing-intensive course is not a course on writing as a skill.

Kinds and Quantity of Writing

Certain universal constructs apply to writing-intensive courses within both the program of general education and the majors.

1. Both formal (graded) and informal (ungraded) writing should be included. Students can improve the process of their writing—and, in the process, the ability to use writing as a way to learn—if both types of writing are expected.
2. Students need to write extensively in order to improve their writing. Vague, imprecise expectations of “significant” writing within a writing-intensive course are too subjective and lead to significant discrepancies within departments. As a result, a word/page count is indicated for both types of courses, a practice not uncommon in the curricular structures of post-secondary institutions that support “writing-intensive” curricular requirements (e.g., 4000-6000 words, 15+ pages).
3. Frequent writing must be a clear expectation. Students need to not only write a substantial amount, but to write often.

Learning Goals for Writing-Intensive Courses

Obviously, individual courses will develop their own assessable learning goals that reflect that course’s particular content. However, some general learning goals provide an illustration of what writing-intensive courses—both within general education and the majors—should hope to achieve.

Upon the completion of a writing-intensive course, a student should be able to

- Write in a manner that shows an understanding of the discipline represented in the course;

- Write with a clear purpose and for a defined audience;
- Write using data gleaned from statistical models, quantitative data, or graphical elements (where appropriate to the discipline).

The Impact on Pedagogy

Teaching a writing-intensive course dictates a move away from traditional lecture formats in favor of an approach that includes:

1. Discussions of content combined with in-class instruction in writing (e. g., identifying discipline-specific writing skills, editing in peer groups, addressing common strengths and weakness in writing, or highlighting the types of writing found in class readings);
2. Development and explanation of specific rubrics that will guide writing assignments;
3. More time spent with individual students to discuss their particular issues in writing as they learn to use their own writing as a path toward understanding the course's content (e.g., through individual conferences, tutoring, peer-group editing, or focused written comments);
4. Grading for significant errors in grammar as well as for understanding of the specific constructs of the discipline;
5. Engaging in a partnership with the Writing Center and the tutoring services provided.

Types of Writing Activities

Writing-intensive courses are most effective when the faculty members responsible see the writing portion as an opportunity to introduce new and exciting learning methods. A review of the programs at other institutions* reveals a wide variety of options that increase students' learning through writing:

Informal writing (ungraded) is usually done in class and is often collected by the faculty, reviewed, and returned to the student with short comments, but no grade. Informal writing is rarely assessed for grammar or mechanics, because the goal is to help students better understand course content. Any temptation to correct misspellings or grammatical errors should be resisted; instead, the focus should be on providing comments in response to each student's interpretation of course material.

An added benefit of this type of activity is its value as an in-class assessment, because gaps in students' understanding may appear through their writing, gaps which the faculty can "fill in" in subsequent sessions. In-class writing can serve as constructs for a writing-intensive experience and offer assessment information. These goals can often be addressed through the formulation of a question or instruction that requires a response, as shown in the following examples:

- ❑ "Based on your reading or on this lecture, write one thing (notion, concept, idea, or part) that you are sure about right now, and explain why you are sure."
- ❑ "Discuss one way/process/procedure you could follow to answer a question you still have about today's topic."
- ❑ "Explain how X is different from (or similar to) Y."
- ❑ "Draw some visual picture or recommendation (graph, diagram, flow chart) of this concept or notion or process, then explain how your drawing should be 'read.'"
- ❑ "Explain today's concept to a student who missed class or couldn't do the reading because of illness."
- ❑ "Predict what a reading might say based on its title and on your previous experience."

Formal writing (graded) is most often represented by traditional academic essays, formal papers (e.g., the "term paper"), proposals, and research reports. Formal writing is best used as a vehicle by which faculty can assess students' ability to synthesize and understand large amounts of classroom material, or to assess the ability to address the various nuances of writing within a particular discipline.

Formal writing characteristics will vary from discipline to discipline, but the following guidelines provide an overview of some of the most commonly-used formats.

- ❑ Students write in response to written guidelines (rubrics) that are discussed in class.
- ❑ Students write a synthesis of course material (including, most likely, outside research).
- ❑ Students write a position paper, developing arguments built upon course material and additional research.

- ❑ Students write in a format that adheres to discipline-specific conventions of a formal genre (length, format, citation style, etc.).

Grading Writing Assignments

The development of criteria that faculty untrained in “grading for mechanics” can use in their courses will be left to the recommendations of the faculty planning group. However, the following examples of responses to student writing illustrate what writing specialists at Marietta College (OH) identify as “teaching moments”:

- ❑ Respond to student writing in well-developed marginal end comments, both about the content and the structure.
- ❑ Focus on large conceptual issues in structure.
- ❑ Focus comments on a limited number of concerns in a given paper.
- ❑ Balance positive and negative comments.
- ❑ Ask questions in response to students’ positions as shown in content.
- ❑ Develop a response grid that provides quick analytic feedback.

** Recommendations included in this attachment are the result of a review of a compendium of concepts, ideas, and suggestions from a wide variety of sources, including professional literature and programs in writing-intensive initiatives currently in place at several institutions: Springfield College (MA), Wheaton College (MA), George Mason University (VA), St. Louis Community College (MO), Marietta College (OH), the University of Minnesota, and the University of Georgia.*

ATTACHMENT G

Speaking-Intensive Courses

information provided in this attachment is intended to give faculty and staff unfamiliar with the concept of “speaking-intensive” an introduction to the premise as it could be implemented in FSU’s curriculum.

General Definition

A speaking-intensive course is a content course that emphasizes speaking as a primary tool of learning, offering students additional ways of engagement with course content, and providing students multiple opportunities for speaking, with preparation and feedback. A speaking-intensive course is not a course on communications theory.

Common Constructs of Speaking-Intensive Courses

Certain universal constructs apply to speaking-intensive courses within both the program of general education and the majors.

1. Gary Smith (1997), a professor of economics, notes that “Professors often remark that although they earned good grades as students, they never understood the material fully until they began speaking on it” (p. 49). In other words, students will learn the material more extensively if they have to “teach it.”
2. Students need to have multiple and varied opportunities for speaking in order to improve their oral communication skills.
3. Each course syllabus should clearly identify the types and duration of each speaking assignment. Rubrics for grading should be articulated in advance.

Learning Goals for Speaking-Intensive Courses

Obviously, individual courses will develop their own assessable learning goals that reflect that course’s particular content. However, some general learning goals provide an illustration of what speaking-intensive courses—both within general education and the majors—should hope to achieve.

Upon the completion of a speaking-intensive course, a student should be able to

- Demonstrate the ability to speak extemporaneously on a discipline-related topic;
- Make a formal oral presentation in a manner that shows an understanding of the discipline represented in the course;

- Make a formal oral presentation that exhibits clear purpose and that is directed to a defined audience;
- Make a formal oral presentation that uses some form of visual aid (including, but not necessarily limited to, electronic formats).

The Impact on Pedagogy

Teaching a speaking-intensive course dictates a move away from traditional lecture formats in favor of an approach that includes:

1. Discussions of content combined with in-class instruction on the principles and practices of effective speaking (e. g., adjusting lectures to include more directed opportunities for in-class discussions, identifying discipline-specific speaking skills, addressing common strengths and weakness in speaking);
2. Providing assistance in effective use of visual aids (e.g., discussing the values—and disadvantages—of PowerPoint presentations);
3. Development and explanation of specific rubrics that will guide speaking assignments;
4. Provision of written comments for achievements and deficiencies in presentation skills as well as for understanding of the specific constructs of the discipline.

Types of Speaking Activities

Speaking-intensive courses are most effective when the faculty members responsible see the speaking portion as an opportunity to introduce new and exciting learning methods. A review of the programs at other institutions* reveals a wide variety of options that increase students' learning through speaking, both in graded and ungraded formats:

- ❑ Use oral exams.
- ❑ Create an in-class "summit conference," in which students are required to take on roles of participants and then research and argue a particular viewpoint.
- ❑ "Pre-discuss" important topics or themes, engaging students in a discussion by exploring their guesses on impact/outcome/influence.
- ❑ Organize classroom debates.

- ❑ Help students understand how to hold productive discussions (e.g., introducing them to effective listening skills).
- ❑ Conduct a symposium (especially valuable in upper-level courses for majors).
- ❑ Constrain discussions to help students see multiple viewpoints (e.g., divide the class into “for” or “against” a particular controversy and allow discussion only from the assigned positions).

Grading Speaking Assignments

The development of criteria that faculty untrained in “grading a speech” can use in their courses will be left to the recommendations of the faculty planning group. However, the following examples of responses to student speaking provide an introduction to various approaches:

- ❑ Provide feedback on students’ oral presentations through notes, both about the content and the structure, taken during the presentation.
- ❑ Focus on large conceptual issues in structure.
- ❑ Focus comments on a limited number of concerns in a given presentation.
- ❑ Balance positive and negative comments.
- ❑ Ask questions in response to students’ positions as shown in their use of specific content.
- ❑ Develop a response grid that provides quick analytic feedback.

** Recommendations included in this attachment are the result of a review of a compendium of concepts, ideas, and suggestions from a wide variety of sources, including professional literature and programs in speaking across the curriculum currently in place at several institutions: Mt. Holyoke College (MA), Mary Washington College (VA), Pomona College (CA), and St. Louis Community College (MO).*

ATTACHMENT H

Capstone Courses

Features and Suggested Guidelines

Learning Goals of a Capstone Course

The learning goals of a capstone course should reflect the learning goals for the major. However, some general expectations should be considered “universal.”

Upon the completion of a capstone course, a student should be able to

1. Demonstrate comprehensive learning in the major through a specific set of requirements (e.g., thesis, oral presentation, portfolio, performance, or internship);
2. Demonstrate the inherent interdisciplinarity found in the major through connections made to the learning objectives of the program of general education;
3. Demonstrate the attainment of discipline-specific levels of technology and information fluency;
4. Demonstrate attitudes and values appropriate to entering a profession related to the discipline.

Formats of Capstone Experiences

The capstone experience, embedded within the capstone course, is limited only by the creativity of the faculty who develop expectations in response to their department’s learning goals. The list below enumerates but a few of the options available, options that lend themselves to a full assessment of the students’ learning within the major.

1. Senior thesis (e.g., research essay, case studies)
2. Oral presentation, longer than those required for speaking-intensive courses, and accompanied by significant forms of visual aids
3. the “Senior Performance” (e.g., music, art and design, dance)
4. Portfolio (usually accumulated over the course of a student’s academic career)
5. Interdisciplinary teams that focus on a project of some sort (e.g., community initiatives)

Capstones can include writing and speaking-intensive formats. However, these requirements should be in addition to previously-cited stipulations that each student complete (as of fall 2007) one writing-intensive course and one speaking-intensive course.

Administrative Suggestions

Capstone courses should share a common “signature” in terms of basic administrative/operational expectations. We suggest the following as a starting point for additional discussion.

1. The connection between the capstone course/experience and department/program learning goals should be articulated, clearly and regularly, to students throughout their academic careers.
2. The goals of the capstone course should be articulated in clear, assessable terms that relate directly to the learning goals of the department.
3. Explain to students, early in their major, the parameters of the capstone course. Emphasize that appropriate constructs of interdisciplinarity, general education knowledge, and issues of identity and difference will be considered (as applicable) in addition to students' content knowledge.
4. Each capstone course should require that a student demonstrate levels of technology and information fluency appropriate for the major.
5. A clear, approved procedure should be in place for those situations when a student does not pass the capstone course.
6. Because the parameters and requirements of a capstone course will vary among departments, the number of credits assigned to a capstone course should be determined by each department. We recommend a credit-bearing course with a value that reflects the scope of the capstone experience (e.g., long-term internships or other experiences may carry larger credit value). A capstone course may also expand over the course of two semesters (thus being repeatable for credit).
7. Specific assessment methods to be used should be identified in advance, and the results should be reviewed at regular faculty meetings so that revisions to the capstone course may be made if needed.
8. A clear policy should exist regarding the expectations of students who have double majors.