

General Education Program Albright College

As Amended through and Adopted on
May 11, 2011 by the Faculty, revised by the
General Education Committee, and considered by the Educational
Policy Council (March 2022)



The General Education Committee is charged with, among other things, “implement and reconcile the goals and policies of the general education curriculum as approved by the faculty” and “to recommend to the appropriate committee any additions or changes deemed necessary for the implementation of and reconciliation with existing goals and policies.” It periodically submits to EPC the General Education Program document as amended for review and approval, and some items go to the full faculty, at the discretion of the EPC and FEC.

Contents

<u>THE MODEL</u>	2
<u>FIRST-YEAR SEMINAR</u>	5
<u>COMPOSITION</u>	7
<u>WORLD LANGUAGE AND CULTURE</u>	8
<u>FOUNDATIONS</u>	10
<u>CONNECTIONS</u>	11
<u>SYNTHESIS</u>	13
<u>INTEGRATED EXPERIENCE EVENTS</u>	15
<u>APPENDIX A: GOALS STATEMENT PREPARED BY THE GENERAL EDUCATION ASSESSMENT COMMITTEE, NOVEMBER 2006</u>	16
<u>APPENDIX B: GENERAL EDUCATION SEQUENCING</u>	18
<u>APPENDIX C: CURRICULUM MAP AND STUDENT LEARNING OUTCOMES</u>	18
<u>APPENDIX D: STUDENT LEARNING OUTCOMES BY FOUNDATION AREA</u>	20
<u>APPENDIX E: TRANSITIONING TO CURRENT GENERAL EDUCATION CURRICULUM</u>	21

Albright's General Education Curriculum: The Model

Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities. . . . In centering education upon these qualities, liberal learning is society's best investment in our shared future.

AAC&U "Statement on Liberal Learning"

The three overarching general education goals are summarized below and described in more detail in Appendix A:

- **Knowing the World** - Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement.
- **Engaging with the World** - Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context.
- **Understanding the World** - Students will learn to think critically, communicate effectively, and solve problems creatively, by acquiring intellectual, practical, and integrative skills. They will examine the different questions and methods of the arts, humanities, and natural and social sciences. They will gain skills in verbal and nonverbal methods of communication. Students will learn to interpret, synthesize, and adapt knowledge and skills to different situations, thus preparing themselves for an informed engagement with the world.

In order to achieve the liberal education goals the College values, students must be able, first, to **reflect** on what they are learning, because reflection will help them become conscious of how their general education courses are reframing the way they perceive the world. Second, students must be given the opportunity to **integrate** their learning over time. General education cannot simply be a smorgasbord of options that may or may not cohere. A general education curriculum should give students the opportunity to see how disparate areas of learning are necessary to each other in filling out their understanding of the universe they inhabit. Third, the curriculum must foster in students the skills necessary to **communicate** their perceptions. And, finally, as a consequence of reflection, integration, and communication, students must be able to **self-assess** their learning—a higher order of reflection in which they can recognize the new and more comprehensive ways in which they have learned to perceive their world.

For these opportunities to occur, the curriculum must be rigorous, engaging, developmentally progressive, inclusive of the essential learning outcomes, and coherent. The curriculum must also be dynamic, with continual and clear feedback mechanisms that allow its structures and processes to adapt and improve. The general education curriculum is viewed and supported as an element of the Albright experience that is owned by the faculty as a whole and is acknowledged as an educational element that is equal and complementary to the major, both of them parts of a larger whole that develops over the student's four years. Finally, the general education curriculum shall be given primary focus in the larger campus context, supported and enhanced by campus life and co-curricular activities.

Components of the General Education Curriculum

- A. First-year Seminar**
- B. Composition** (2 courses)
 - 1. English 101
 - 2. English 102
- C. World Language and Culture** (2 courses taken in sequence with standardized placement procedures) (Applies to any student entering Albright in fall 2019 and beyond.)
 - 1. Elementary I and II (101 and 102) (Ancient Greek, French, German, Latin, Spanish)
 - 2. Elementary II (102) and Intermediate I (201/203) (French, German, Spanish)
 - 3. Intermediate I and II (201/203 and 202/204) (French, German, Spanish)
 - 4. Intermediate II (202/204) and Advanced I (301) (French and Spanish)
 - 5. Advanced I (301) and Advanced II (302) (French and Spanish)
- D. Foundations** (All required)
 - 1. Social Sciences
 - 2. Humanities
 - 3. Fine Arts
 - 4. Quantitative Reasoning
 - 5. Natural Science
- E. Connections** (Requires 2 courses that engage difference and value, with at least 1 of these 2 dealing substantively with global issues and at least 1 of the 2 courses being from the Humanities)
- F. Synthesis** (General Education capstone)
- G. Integrated Experience Events**

The total number of courses for General Education is 13.

Please note that ALL NEW courses to be offered for General Education credit must be approved by the Curriculum Development Committee (CDC). (**revised February 2021**)

This model reflects three major developmental groups of courses. The first includes the First-year Seminar and the composition courses. The seminar is made central to the student's academic focus rather than being treated as preliminary or superadded. The First-year

Seminars are intended to introduce students to what it means to engage an academic discipline as a way to know the world and to develop their ability to do so. It is also meant to transition students into the arena of college-level academic discourse and practice in the liberal arts and begin their work of finding a place in that arena. The same could be said for the composition requirement of ENG 101-102, which more particularly responds to the need for more sustained writing instruction and intentional development of information literacy skills.

Second, there are courses in Foundations and Connections and the co-curricular Experience events. These are different but complementary ways to engage students in general education courses during those two years of their tenure at Albright. The intent is both to introduce content and to exercise the disciplinary and interdisciplinary imaginations of our students. The Foundations courses do this in the disciplines, expanding students' understanding the world and of intellectual endeavor. The Connections courses focus on cultivating an understanding of cultural difference and ethical responsibility, giving students more tools to engage an increasingly diverse and interconnected world. The Experience events are meant to broaden and deepen student's reflective engagement with these liberal education goals through programming outside the classroom.

World language and culture instruction has a special place between the two aspects of general education discussed above, since world language and culture instruction serves a foundational linguistic and cognitive function while at the same time contributing to the Connections goal of cross-cultural understanding and engagement. We will continue to recommend beginning language study as early as possible in the student's curriculum.

Third is the Synthesis capstone, which has an explicit interdisciplinary focus. This capstone will provide a venue for students to integrate and reflect on their learning to date and thus lend greater significance to that learning.

Further detail on each curricular component is offered below.

First-year Seminar

General Description

The First-year Seminar, required of all first-year students and any student who transfers in fewer than 8 course units or 24 credits, engages 15-18 students in a course of study that pursues a topic chosen by a faculty member, typically from a disciplinary perspective. These seminars are designed to introduce students to academic discourse, to be both reading- and writing-intensive, and to promote analysis and understanding that are contextualized—historically, culturally, and socially. First-year Seminars are structured to achieve the student learning outcomes associated with the stated general education goals of the College.¹ The topics of study vary and reflect the creative and intellectual diversity of the faculty.

Goals

The purpose of the First-year Seminar is to:

1. Invite students to experience and value higher education and its academic expectations
2. Cultivate intellectual curiosity as well as creative and critical thinking
3. Introduce disciplinary ways of knowing and their permeable boundaries
4. Develop a sense of the historical development of ideas
5. Cultivate the written, oral, research, communication, and information literacy² skills necessary for a productive and educated life.

Outcomes

Students will meet the goals of the First-year Seminar by:

1. Reading texts and showing competence in comprehension, analysis, reflection, and critique
2. Dealing critically with complex texts and using language successfully as a tool for both thought and expression
3. Addressing issues and ideas by situating them within their appropriate contexts and applying appropriate concepts in interpreting and understanding texts
4. Producing written and oral work that show competence in standard written English and demonstrate the ability to construct and support a thesis; and conducting at least one substantive project that will evidence information literacy skills
5. Participating in co-curricular and extra-curricular learning such as Experience events, lectures, panels, or other activities.

Course Characteristics

- Regardless of topic, the course should be based upon close reading of texts, a range of writing about that reading experience, and understanding through contexts—social, historical, political, and/or economic (among others).³

¹ The seminars are intended to fulfill the first developmental goals associated with “Knowing the World:” “Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement.”

² “Information literacy” refers to the ability to gather and assess relevant information and use appropriate technology to do so.

³ These academic reading and writing skills will reinforce what students will be learning through the English composition requirement. During training and/or preparation sessions, seminar instructors will receive an overview of composition course content and objectives.

- Each seminar should incorporate a variety of pedagogical approaches including but not limited to lectures, discussions, presentations, and workshops.
- Seminars should be designed with multiple opportunities for students to write, in both *informal* and *formal* contexts. Examples of *informal*, low-stakes writing include: response papers, journals, and free writing. *Formal* writing assignments include multi-draft papers that require students to construct a cogent thesis and develop their argument by providing textual support and writing in coherent, standard written English. Formal writing assignments should receive repeated feedback from instructors. Sequenced assignments—assignments that critically engage previous readings/assignments—are encouraged.
- Reading assignments should train students in comprehension and analysis, and instructors should explicitly address the process of academic reading.
- Instructors are encouraged to integrate, via integrated or co-curricular assignments, learning opportunities provided by units like the Library, Digital Strategy and Infrastructure, the Academic Learning Center, the Writing Center, the Experiential Learning and Career Development Center, Student Affairs, etc., as part of the students' successful transition to Albright College.
- Instructors are strongly encouraged to integrate into class assignments the learning opportunities offered through Experience events and to consider developing such events on their own.⁴
- First Year Seminar faculty must have taught, full-time, at Albright for one complete academic year. Eligibility also includes full-time employees in-or-beyond their second year at Albright with contractual, for credit, teaching responsibilities. Eligibility requires approval of relevant academic chair.
- The First Year Seminar cannot be used to satisfy the requirements for the major.
- First Year Seminars are not to be taught as half-courses

4 Preliminary ideas for the goals (and not content) of first-year Experience events include: 1) the liberal arts; 2) disciplinary and interdisciplinarity; 3) difference, diversity, otherness, and critical self-reflection; 4) ways of knowing—research, fact checking, data collection, experimentation, and contextualization, etc., and distinguishing between truth, belief, opinion, and ideology; 5) various modes of artistic and cultural expression and creativity; and 6) cultural and artistic figures, achievements, and characteristics across historical period and geography.

Composition

General Description (revised October 2021)

Writing in the academy and for academic audiences is a skill that requires much training and practice. For students to become fluent in academic writing, they need a strong and thorough introduction to academic discourse. Therefore, it is required that all students take two courses in composition, English 101 and English 102. English 101 introduces students to academic argument by focusing on writing thesis-driven essays. English 102 continues students' introduction to academic writing by focusing on research writing.

Goals

The composition requirement attends primarily to two major goals identified by the faculty as important during the 2004-2005 academic year: communication skills and information literacy skills. English 101 and 102 constitute the first crucial step in building students' critical writing abilities by focusing on argumentation and support. This requirement also attends to critical thinking skills, particularly skills involved in reading and analyzing texts and in the synthesis of ideas and arguments in response to reading. English 101 and 102 work with the First-year Seminar to educate students about academic honesty and information literacy.

Outcomes

As a result of the composition requirement, students will be able to:

1. Write thesis-driven essays supported by appropriate evidence
2. Construct essays that are coherent, logical, and organized
3. Identify and produce the type of writing required by an assignment
4. Recognize the importance of audience and respond appropriately
5. Utilize instructor and peer feedback to make substantive revisions to their work
6. Understand that academic writing is a recursive process
7. Use library and internet resources to conduct research
8. Incorporate multiple sources (primary and secondary) in their work using a recognized citation style
9. Read analytically and critically
10. Recognize and avoid plagiarism
11. Edit and proofread their work
12. Employ the conventions of standard written English

Logistics (revised March and October 2021)

All students will take English 101 and 102 (or their equivalent at another institution). Students must pass English 101 in order to take English 102. Honors sections will be offered. Half-courses are not to count towards the satisfaction of the composition requirement.

World Language and Culture

General Description

The world language and culture requirement is designed to provide students the linguistic and cultural foundation necessary to realize their potential as global citizens in the 21st century. The requirement enables students to develop the tools and habits of mind to be translingual and transcultural, that is, to be able to communicate and to question across linguistic and cultural boundaries. Through the study of a language other than English and the cultures that use it, students acquire knowledge about the world, gain an understanding of cultural bias, (i.e., the experience of interpreting and judging phenomena by standards inherent to one's own cultural lens), and become more aware of cultural difference, all of which are embedded in linguistic practices.

Goals

In keeping with the College's mission and general education goals, the world language and culture requirement enables students to know the world more fully and to become more responsibly engaged with it. As students learn a language other than English, they also learn that language itself is a valuable cultural product, one that provides direct and untranslated access to the cultures that use it. By examining artifacts, practices and perspectives of cultures that use the language under study, students become aware of cultural bias. As they become aware of cultural bias, students begin to understand how this bias can lead to misinterpretations of cultural difference as well as contribute to cultural othering. World language and culture courses provide students the foundation to understand the transcultural and translingual dimension of the arts and sciences while preparing them for responsible global citizenship.

Outcomes

As a result of the world language and culture requirement, students will be able to:

1. Compare and contrast artifacts, practices and/or perspectives of cultures that use the language under study with their own
2. Recognize and navigate cultural biases that can lead to misinterpretations of cultural artifacts, practices and/or perspectives
3. Communicate information and ideas using the language under study in spoken and/or written forms
4. Comprehend and interpret texts in the language under study in spoken and/or written forms

Logistics

Students complete a sequence of **two** world language and culture courses. Students are initially placed in the appropriate course as determined by the Department of World Languages and Cultures.

Exemptions

Students who have completed a significant portion (a minimum of eight years) of their K-12 education in a language other than English are eligible to apply for an exemption with the department of World Languages and Cultures.

AP Credit

Students who score 4 in an Advanced Placement (AP) World Language exam will receive credit for 301 and will need to take 302.

Students who score 5 will receive credit for 301 and 302. No further coursework is required.

CLEP Credit:

Students who score 59 on the German CLEP exam, 60 on the French CLEP exam or 63 on the Spanish CLEP exam will receive credit for 201 in that language and will need to take GER/FRE/SPA 202 (or SPA 204) to complete the world language and culture requirement.

Students who score 50-58 on the German CLEP exam, 50-59 on the French CLEP exam, or 50-62 on the Spanish CLEP exam will receive credit for 102 in that language and will need to take GER/FRE/SPA 201 (or SPA 203) to complete the world language and culture requirement.

The CLEP exam is available only in these three languages.

Foundations

General Description

Foundations courses fulfill the first set of Albright College's general education goals, "Knowing the World": "Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement." Students will take courses in their first two years that introduce them to the following five foundational areas of study: the natural sciences, social sciences, quantitative studies, humanities, and the fine arts. Students are required to take one qualifying course in each of these five areas.

Goals

Through the particular subject matter of the course, Foundations courses introduce students to an area of study and its way of approaching knowledge. For example, a student in biology would learn not only about the processes and objects on which the course is focused, but would become familiar with the scientific method. It is up to departments and instructors to characterize and represent the "ways of knowing" that typify their area of study.

Outcomes

While outcomes for each Foundations course will reflect the particular topic, as a general proposition students should also:

1. Show general familiarity with the larger area of study which the course represents;
2. Employ effectively some of the concepts, language, and methods that characterize this area of study;
3. Show an understanding of how this area of study represents a valuable way of knowing the world.

Please see Appendix D for a list of student learning objectives by Foundation area.

Logistics

The review and approval of Foundations courses fall under the purview of the Educational Policy Council or its designated faculty committee. A course cannot be offered as both a Foundations and Connections course. Instructors of Foundations courses are encouraged to make them writing intensive. When the Curriculum Development committee considers a Foundations proposal to have come from outside that foundational area's usual divisional or departmental affiliation, the committee will consult with other departments as it deems appropriate to assure the course meets Foundations goals. Foundations courses can be used to satisfy the requirements for the major or tracks within the major unless prohibited by the major department. Foundations courses may be used to satisfy requirements for minors. However, half-courses are not to count towards the satisfaction of foundation requirements.

Connections

General Description (revised November 2018)

Connections courses respond to the third set of Albright College's general education goals, "Engaging the World": "Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context." This goal includes exploring the history, creative products, beliefs and ideas of different cultures in the United States and around the world.

The Connections portion of the GE curriculum asks students to connect the range of knowledge they have acquired in their courses to the wider contexts of difference and interdependence within which knowledge is constructed and used. Students will also learn to situate their understanding and their actions within an increasingly interconnected world that routinely puts them into relation with other persons, communities, and nature, both local and global. By fostering an understanding of these issues among our students, we prepare them for their lives beyond Albright—making informed choices in their jobs and in their roles as responsible citizens.

Goals

A liberal education attempts to teach students to acknowledge, be knowledgeable about, and understand the sources of difference, whether within their own society or in another, and to understand that difference also entails a web of relation that may or may not be readily apparent. Students in Connections courses will explore critically a historical or cultural group and recognize how this exploration contributes to their broader understanding of values. The term "group" will be defined in the context of the particular course – involving, for example, race, ethnicity, nation, ideology, gender, social or economic class, sexual orientation, religious faith, medical status, human-environment relations, etc. Because knowledge of global issues of difference and interdependence increasingly define the liberally educated person, at least one of the Connections must deal substantively with global issues. The humanities Connections requirement ensures exposure to non-empirical approaches to "ways of knowing" that have a strong tradition at the liberal arts college.

Outcomes

As a result of these courses, students will:

1. Demonstrate an understanding of other groups, broadly defined, including different perspectives on ways of living and relating to the world.
2. Identify how this understanding of different traditions and values contributes to a broader understanding of values.
3. Demonstrate an understanding of the historical context for difference as defined in the course.
4. Demonstrate, as a component of the global course requirement, an understanding of a significant global theme, problem, interdependency, or other interactions across different countries or regions or an understanding of a non-US culture or society in significant depth.

Logistics (revised November 2018)

Students will take two Connections courses, at least one of which is in the Humanities and at least one of which deals substantively with global issues. Both can be simultaneously achieved in one Global Humanities Connections course followed by a second Connections course of the student's choosing. The First Year Seminar and ENG 102 must be completed before enrolling in a Connections course. The intent is that Connections courses be at the 200-300 level, presume writing skill beyond first-year level, and would ideally be taken after the completion of a majority of Foundations courses, so that students will be familiar with foundational areas of knowledge and those "ways of knowing." Courses that qualify for the Connections requirement can adapt existing courses, or departments may wish to develop new courses. The review and approval of Connections courses fall under the purview of the Educational Policy Council or its designated faculty committee. A single course cannot be approved for both Connections and Foundations credit. Students must take the two Connections courses from two different departments, one of which must be within the Humanities discipline. Half-courses are not to count towards the satisfaction of the Foundation requirements.

Connections courses and major/co-major requirements: Connections courses cannot be used to satisfy requirements for majors and co-majors when used for General Education credit.

Connections courses and minors: Connections courses may be used for both minor and General Education credit.

Prerequisites for General Education Connections courses: Connections courses will not normally require prerequisites beyond completion of ENG 102 and FYS 100. Instructors may require prerequisites in special circumstances for Connections courses, but only with one pre-requisite and only if it is an introductory course not itself requiring a pre-requisite (e.g., PSY100, SOC101, ACC101). Instructors are encouraged to construct a course that allows students without the prerequisite to take the course with their permission and succeed. Connections courses are intended to be accessible and available to the widest group of students possible.

Synthesis

General Description

This course is designed to serve as a synthesizing experience for the general education program. It will provide an opportunity for students to integrate and reflect on their learning and thus lend greater significance to that learning. It will address primarily the “understanding the world” goal of the general education curriculum. The function of this course is to move beyond disciplinary boundaries to a new understanding of a theme or topic. In other words, the course will encourage students not only to see the relationships among the disciplines but to pull out of these relationships an understanding of the subject that no single discipline offers. The emphasis is less on how two or more disciplines can each provide a perspective on an issue or object of study and more on how the issue or object itself requires us to combine perspectives for a more holistic understanding. Such understanding is achieved by addressing contrasts and perhaps even contradictions in methods and ways of knowing. That is, instructors not only model the process of synthesis for a single topic but will also be explicit about how this process reflects interdisciplinary understanding generally.

Instructors are also encouraged to do the following:

- ask students to reflect on their general education coursework to date, including experiential learning undertaken through courses or the Experience program and internship or study abroad
- ask students to reflect on the connection between their general education learning and their own particular major (so that students recognize the interrelation among the two major branches of their undergraduate education)
- require one or more graded public speaking exercises where class size permits
- offer problem-based subject matters
- offer writing intensive course sections

The course will have at least one major assignment in which students use an interdisciplinary approach to understand a particular topic.

Goals

The Synthesis course requirement engages the student in critical and creative thinking. One particular goal is to adapt knowledge and skills from other components of the general education curriculum. Other general education goals served by this course include: comparing different fields; interpreting and conveying information; demonstrating information literacy; and critiquing, adapting and applying ways of knowing.

Outcomes

As a result of this course, students will:

1. Demonstrate appropriate written communication skills, with frequent and diverse writing assignments.
2. Demonstrate appropriate oral communication skills.
3. Demonstrate an understanding of the relationships among the disciplines encountered in this course and between these disciplines and their own major.

4. Reflect on their general education coursework to date, including experiential learning undertaken through courses, the Experience Program, internships or study abroad opportunities.

Logistics (revised November 2018 and November 2019)

Synthesis courses are restricted to students who have completed at least at least three Foundations courses and one Connections course, and who have earned ALL of their Experience credits. Completion of two semesters of MUS 103, or of 104, or of 105 will count as a Foundations course for the purposes of the Synthesis pre-requisite.

Cross-divisional discipline pairings are especially encouraged in course topics.

Half-courses are not to count towards the satisfaction of the Synthesis requirement.

The review and approval of Synthesis courses fall under the purview of the Educational Policy Council or its designated faculty committee.

Synthesis courses should almost always be team-taught by two or more faculty members (but are not required to be so in cases where a single faculty member can demonstrate sufficient expertise to represent multiple disciplines). In all cases, instructors are encouraged to make ample use of guest speakers from within or outside the campus community or draw on the students' own expertise as ways to better convey the relevant disciplinary perspectives.

Synthesis courses and major/co-major requirements: Synthesis courses cannot be used to satisfy requirements for majors and co-majors when used for General Education credit.

Synthesis courses and minors: Synthesis courses may be used for both minor and General Education credit.

Prerequisites for General Education Synthesis courses: Synthesis courses will not normally require prerequisites. Instructors may require prerequisites in special circumstances for Synthesis courses, but only with one pre-requisite and only if it is an introductory course not itself requiring a pre-requisite (e.g., PSY100, SOC101, ACC101). Instructors are encouraged to construct a course that allows students without the prerequisite to take the course with their permission and succeed. Synthesis courses are intended to be accessible and available to the widest group of students possible.

Integrated Experience Events

General Description

As stated in its current guidelines, the Albright Experience Program's mission is to offer programming that highlights the linkages between the liberal arts as embodied by Albright's general education curriculum and the scholarly, intellectual, cultural, and political life of the world outside the walls of the College. Instructors of all courses are encouraged to use these experiences to supplement the knowledge gained in their courses and require students to demonstrate an understanding of these linkages.

Goals

This requirement promotes ongoing participation in the rich cultural and intellectual life available outside the classroom. This requirement is linked to the general education goals of knowing the world, understanding the world, and engaging the world.

Outcomes

The outcomes for Experience participation follow from general education goals in support of a liberal education. Current Experience Program guidelines call for events that significantly enrich the academic, intellectual, or cultural life of the college community. Typical events for Experience credit include the presentation of the results of research or inquiry of some kind (though not exclusively scholarly); the performance of a scholarly, cultural, or artistic production; or the critical engagement of some facet of the liberal arts. The Experience Committee broadly interprets these categories, but events must support the Albright Experience mission. Students should present evidence not only of attending the requisite number of events, but also are encouraged toward reflective engagement with the event.

Logistics (revised November 2019 and March 2020)

Under the current system, students must receive credit for twelve (12) events before they can enroll in a Synthesis course. Students must fulfill this requirement in order to graduate. As in current policy, first-year transfer students who begin their education in the spring semester must complete a total of eight (8) events, and sophomore transfers must complete a total of six (6) events in order to graduate. Junior transfers are exempt from this requirement.

Appendix A

Goals Statement Prepared by the General Education Assessment Committee November 2006

The goal of the Albright College curriculum is to prepare graduates who are self-motivated, reflective, creative, and engaged members of society and of the world. Albright College strives to foster a life-long commitment to integrative learning, critical thinking, creative expression, and ethical engagement.

Knowing the World

Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement. This goal includes:

- learning the basic elements of knowledge, including objects, events, processes, and contexts within different areas
- identifying similarities, differences, and complementarities among different fields of study and practice
- appreciating the diversity of theories, interpretations, and creative expressions within disciplines

Understanding the World

Students will learn to think critically, communicate effectively, and solve problems creatively, by acquiring intellectual, practical, and integrative skills. They will examine the different questions and methods of the arts, humanities, and natural and social sciences. They will gain skills in verbal and nonverbal methods of communication. Students will learn to interpret, synthesize, and adapt knowledge and skills to different situations, thus preparing themselves for an informed engagement with the world. This goal includes the skills of:

- reading, interpreting, analyzing, contextualizing, and evaluating information
- writing, speaking, presenting, and expressing forms of organizing concepts and effectively communicating them to others
- understanding and employing quantitative and logical reasoning and literary and artistic expression
- developing information literacy
- critiquing, synthesizing, adapting and applying established ways of knowing and of understanding

Engaging with the World

Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context. This goal includes:

- exploring the history, creative products, beliefs and ideas of different cultures in the United States and around the world
- exploring intensively at least one other culture through the study of a world language and culture

- fostering discernment and making informed choices between alternative positions and perspectives
- developing an understanding of ethical values and social and global responsibilities that will inform their engagement with self and others
- reflecting on the impact that their actions and choices have on the world

Appendix B

General Education Sequencing (Approved and proposed by faculty as of 3.31.20)

<i>GE Category</i>	<i>Eligibility Requirement (enrollment prior to fall 2019)</i>	<i>Eligibility Requirement (enrollment in fall 2019)</i>	<i>Eligibility Requirement (enrollment in fall 2020)</i>
Foundations	None; preferred first and second year by advisement	Same	Same
Connections	FYS and at least 3 of 5 Foundations courses passed	FYS and ENG 102 passed	Same
Synthesis	Junior standing and completion of at least one Connections	3 of 5 Foundations courses and 1 Connections course passed	3 of 5 Foundations courses, 1 Connections course passed, 12 Experience credits

Appendix C

Curriculum Map and Student Learning Outcomes

	ENG 101	ENG 102	FYS*	WLC/CU	FOUNDATIONS	CONNECTIONS	SYN	EXPERIENCE**
<i>Student Learning Goals</i>								
1. Identify the concepts, language, and methods of the humanities, social sciences, natural sciences, quantitative reasoning, and fine arts	I	I	I	I	D	D	M	
2. Recognize an understanding of how different disciplines approach a single topic; evaluate, and integrate the students' learning in general education courses, major courses, the Experience, and co-curricular activities	I	I	I	I	D	D	M	I, D *
3. Demonstrate an understanding of one or more groups, broadly defined, in terms of how they relate to a specific issue and/or topic.		I	I	D	I	M	M	I, D *
4. Demonstrate an understanding of a significant global theme, problem, interdependency, or other interactions across different countries or regions or an understanding of a non-US culture or society in significant depth.	I	I	I	D	I	D	M	I, D *

5. Demonstrate an understanding of the historical context for difference		I	I	D	I	M	M	I, D *
6. Recognize social and ethical considerations in local and/or global contexts						I, D, M		I, D *
7. Express themselves and read texts at appropriate levels in a language other than English.				I, D				
8. Demonstrate critical thinking skills	I	I	I	D	D	M	M	
9. Demonstrate effective written communication skills.	I	D	D	D	D	M	M	
10. Demonstrate effective oral communication skills.	I	I	I	D	I	D	M	
11. Demonstrate information literacy skills	I	D	I	I	D	D	M	

Introduced = I, Developed/Reinforced = D, Mastered/Integrated = M

* First-year Seminar not required in SPS

** Experience events not required in SPS; student learning outcomes in the Experience will vary according to the range of selected activities and events selected by the traditional student.

Appendix D

Student Learning Outcomes by Foundation Area

Natural Science Foundations Learning Goals

- Students will gain knowledge in a field of natural science and develop basic scientific literacy.
- Students will experience hands-on laboratory or field experimentation and/or practice formalized observation.
- Students will develop their problem-solving abilities through scientific inquiry (i.e., the scientific method), quantitative reasoning, and empirical observation of natural phenomena.
- Students will be able to communicate scientific information using an appropriate style for the scientific field.

Social Science Foundations Learning Goals

- Students will develop an understanding of the scope and methods of the social sciences.
- Students will apply systematic thinking to the study of a human phenomenon based on forming hypotheses, gathering or using data, and making generalizations.

Fine Arts Foundations Learning Goals

- Students will gain knowledge about elements of composition, principles of design, and terminology as they apply to an art form.
- Students will apply that knowledge through hands-on creative process and/or formalized observation and analysis of the art form.
- The students will examine the role of imagination in creative problem solving.
- Students will reflect on cultural, historical, and communicative context of the art form.

Quantitative Reasoning Foundations Learning Goals

- Students will learn to apply quantitative skills appropriate for the problem at hand.
- Students will be able to translate problems into quantitative models and methods and interpret and draw meaning from empirical findings.

Humanities Foundations Learning Goals

- Students will develop an understanding of the scope and methods of the humanities.
- Students will engage in close readings of texts (including images, film, and objects) as an interpretative method.
- Students will learn to discern the differences in evidence between primary and secondary sources and learn to use them in analysis.
- Students will develop an understanding of the complex interplay between texts and contexts.

Appendix E

Transitioning to Current General Education Curriculum

In fall 2005, the general education program was reviewed as part of the Educational Policy Council's ongoing periodic review of all academic programs. The faculty discussed the general education curriculum during a series of workshops in fall 2005, at the end of which they were asked to indicate whether revision of its requirements was desired. The vast majority of the faculty voted affirmatively. To respond to that request, the EPC created a faculty committee to oversee this revision (GEAC or General Education Assessment Committee) and appointed faculty members to that committee, including a representative from EPC and two representatives from each academic division. The Provost has served on the committee on an ex-officio basis, joined later by Dean Thomas and Dr. Melissa Nicolas (at that time, Director of the Writing Program).⁵

GEAC began the process by educating themselves on the national conversations and research on general education, attending several conferences and immersing themselves in the current literature. Next, a series of dean's seminars occurred over the 2006-2007 academic year, at which possible goals and components of the program were discussed. In spring 2007, the EPC proposed a set of goals that the faculty unanimously approved (see Appendix A). Based on this faculty input, GEAC developed a preliminary model of a new GE curriculum and presented it to the faculty at a retreat in August 2007. Based on feedback about that model, GEAC worked to revise it and add greater detail. Further discussion has been held with the faculty as a whole and in smaller groups, the EPC was regularly updated and given input into the work, and minutes of GEAC meetings were posted to the Provost's web pages, as were workshop and reference materials. In fall 2008, the faculty approved the first component of the revised curriculum—the First-year Seminar—to begin in fall 2009, and the Board of Trustees approved the seminar at its winter 2009 meeting. In the spring 2009 semester GEAC brought a draft of a full proposal to the FEC, EPC, and full faculty. Based on faculty feedback in meetings and through an online survey, GEAC made further revisions. The completed proposal was brought before the full faculty in the fall of 2009. The faculty, through the 2009-2010 and 2010-2011 academic years, discussed and amended each component of the proposal. The proposal was then approved by the full faculty in May 2011. What follows is the General Education Plan/Program as amended and approved by the full faculty, with editorial adjustments for presentation to the board in May 2011, and with further editorial adjustments and annotated changes approved by the General Education Committee. The General Education Committee (GEC) is comprised of one member from each of the three academic divisions serving two year terms (voting members), the experience event coordinator (a voting member), the committee chair and director of general education (a voting member), the Dean of Undergraduate Studies (non-voting *ex-officio*), and three student members (sharing one vote).

⁵ The original General Education proposal was prepared by Al Cacicedo, Karen Campbell, Andrea Chapdelaine, Dan Falabella, Jennifer Koosed, Irene Langran, Melissa Nicolas, Kennon Rice, and Joe Thomas.

Context

The current national climate of opinion regarding higher education, especially liberal education, includes a degree of skepticism and even outright ignorance. Liberal education is viewed as expensive, dated, and increasingly irrelevant. However, the mission of Albright College reflects the belief that a liberal education is the most valuable postsecondary education, today more than ever. This belief is reinforced by various professional bodies such as the Association for General and Liberal Studies (AGLS) and the Association of American Colleges and Universities (AAC&U), national organizations whose mission is to foster and promote liberal education both within American institutions of higher education and to the public at large. In recent years, AAC&U has launched the “Liberal Education and America’s Promise” campaign, which has been an important touchstone for this revised curriculum because, as the epigraph to this document suggests, LEAP promotes the critical importance of a liberal education to achieving both the ideals upon which our nation was founded and the competencies needed to thrive as a thoughtful participant in the twenty-first century.

Albright’s faculty has revised its general education model in a way that reflects this national conversation and builds upon practices, many of which we already have in place, that research identifies as having significant positive impact on students’ learning and persistence to graduation, including the least well-prepared students.⁶ It is within this larger context of our existing strengths and opportunities for improvement that the revised model of general education has been built. The revised general education model strives to achieve the learning goals for general education adopted by the faculty in spring 2007 and incorporated in Albright’s Strategic Plan—to foster in our students full engagement with their learning and an understanding of the importance and value of that learning in a wider community.

⁶ Recently, AAC&U published a report entitled “High Impact Practices” by George D. Kuh (see www.aacu.org/LEAP/hip.cfm for excerpt), which presents results from the National Survey of Student Engagement (NSSE) demonstrating a strong relationship between certain educational activities and student engagement.

**Comparison of General Education Requirements under
Former versus Current Model**

FORMER GEN ED MODEL <i>(13-16 courses)</i>	CURRENT GEN ED MODEL <i>(13 courses)</i>
FYS – reading and writing intensive	FYS – reading and writing intensive
ENG 101 and/or 102; some exempted from 101	ENG 101 and 102
FL – 1-3 courses, with beginners in 101	WLC – 2 courses, with beginners in 101 or 102
DISTRIBUTION REQ'T:	Foundations requires 1 course in each:
<ul style="list-style-type: none"> • 4 humanities (in 3-4 disciplines) 	<ul style="list-style-type: none"> • humanities
<ul style="list-style-type: none"> • 1 lab science 	<ul style="list-style-type: none"> • lab science
<ul style="list-style-type: none"> • 1 quantitative 	<ul style="list-style-type: none"> • quantitative
<ul style="list-style-type: none"> • 2 social science (in 2 disciplines) 	<ul style="list-style-type: none"> • social science
<ul style="list-style-type: none"> • 1 fine arts 	<ul style="list-style-type: none"> • fine arts
IDS – 1 course	Synthesis requires completion of 3 of 5 Foundations courses and Experience credits
--	Connections – 2 courses, at least one in the humanities and at least one with global focus, cannot be from the same department
Experience events: 16 by sophomore year	Experience events: 12 in order to take SYN course