



Commonwealth University General Education

A handbook for advisors and their students.

General Education Council

Version 2.0 DRAFT

Adapted with permission from materials produced by the General Education Council at Shippensburg University.

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At Commonwealth University of Pennsylvania, we want our students to:
*develop solid **Foundations**,*
*recognize **Interconnections**,*
*consider the importance of **Citizenship & Responsibility**,*
*understand the **Natural World and Technologies** that surround*
them,
and
*appreciate **Creativity & Expression**.*

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Commonwealth University of Pennsylvania's Mission, Vision, and Values

Mission Statement:

Our hard working and determined students are at the heart of everything we do. Commonwealth University leverages the power of Bloomsburg, Lock Haven, and Mansfield to provide affordable education emphasizing high impact practices, personal and career connections, and inclusivity supporting all learners to succeed in our region and beyond.

Vision Statement:

Commonwealth University will be a premier regional public institution that supports and prepares all students for success in the global workforce by providing an accessible and transformative educational experience.

Values:

Student-Centered	Welcoming & Inclusive	Accessible
Innovative & Exceptional	Collaborative	Resilient

General Education at Commonwealth University

A general education program is a university curriculum shared by all undergraduate students that provides a framework for lifelong knowledge assimilation and skill development, which are necessary for career readiness and informed citizenship in a democratic society. According to PASSHE Board of Governors, General Education "consists of a broad program of study in the liberal arts and sciences" which are "typically met through study in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural/physical sciences." (BOG 1990 06A)

Commonwealth University's General Education is aligned with the liberal education approach to learning and "ensures that students acquire breadth of knowledge and provides a basis for developing essential learning outcomes. Learning across traditions and disciplines fosters integration of knowledge and develops skills in diversity, civic and cultural awareness, communication, problem-solving, and critical analysis. Within General Education, student learning outcomes emphasize critical thinking and analysis, quantitative reasoning, communication skills, an ability to form opinions, ideas, and concepts and an ability to argue and defend them. Providing students with ample opportunities to develop competencies across multiple disciplines will foster knowledge integration, innovation, and adaptability necessary to solve complex interdisciplinary problems while at the same time creating awareness of the interdependence among people and ideas and creating openness to differences.

Many of our students are preparing for careers and pathways that do not yet exist, whether they are aware of this or not. Commonwealth University, our networks of campus alumni, and our regional employers expect that many traditional and emerging careers will require highly developed reading, listening, reasoning, creative thinking, and problem-solving skills. Such personal attributes cannot be turned on like a light switch or found using a search engine; rather, they must be carefully developed within us, practiced, and honed. General Education at Commonwealth University provides our students with opportunities to develop these skills.

Our students have already witnessed rapid changes in the technologies we use, the labor markets we compete in, the ways families and social networks form, and the ways people pursue happiness. Our students are also learning that we are living amidst demographic, economic, and political changes, which were set in motion decades ago, and climatic changes, which were set in motion a century ago. With change come disruptions - abrupt changes to the knowledge bases and skill sets that are prized in the marketplace. Therefore, it is reasonable to expect our students will rely increasingly on the core qualities they developed in general education to react to and move with the disruptive forces that create, expand, or shrink highly specialized labor markets. Moreover, our nation will hold together to the degree to which we communicate respectfully, solve problems ethically, and place a premium on evidence, reasoned debate, and lifelong learning.

What is the General Education Council (GEC)?

The GEC serves as the curricular body responsible for making recommendations regarding the Commonwealth University's General Education Program, including General Education Program course inclusion and any revision to the General Education Program. GEC also serves as the body responsible for assessment of the General Education Program, with the Chairperson of GEC leading General Education Program Assessment. The GEC takes direction from the University Mission, our Academic Master Plan, PASSHE policies and procedures, Shippensburg University's General Education program and assessment (which Commonwealth adopted in 2022), the MSCHE standards for accreditation. It also recognizes the work accomplished by the Association of American Colleges and Universities (AAC&U).

Commonwealth University is dedicated to attracting, engaging, and retaining students by putting them first. Our General Education Program and our other academic programs support each other, and we prepare our next generation of students with a strong general education program designed to develop capacity for critical thinking, lifelong learning, and recognizing interconnections & opportunities while in college and after graduation. We are helping our students to develop their capacities for critical and analytical reasoning, effective and appropriate communication, and recognizing & appreciating interconnections, responsible citizenship, and creativity.

The structure of Commonwealth University's General Education Program:

There are 45 credits required as part of Commonwealth University's General Education Program. The General Education Program is organized into five broad **curricular themes**. The themes are simple organizational categories that are useful for sharing information about the program with a broad audience, which can include potential students and their families, current students, alumni, the public, and Commonwealth employees. These five themes are:

- ***Foundations***

Foundations has 15 credits of courses required within its five associated program goals of *First Year Seminar*, *Written Communication*, *Oral Communication*, *Historical Themes*, and *Quantitative Reasoning*

- ***Interconnections***

Interconnections has 9 credits of courses required within its three associated program goals of *Diversity*, *Global Perspectives*, and *Foreign Language*.

- ***Citizenship & Responsibility***

Citizenship & Responsibility has 6 credits of courses required within its three associated program goals of *Citizenship*, *Ethical Reasoning*, and *Critical Reasoning*.

- ***Natural World & Technology***

Natural World and Technology has 9 credits of required courses within its two associated program goals of *Natural World* and *Technology*.

- ***Creativity & Expression***

Creativity and Expression has 6 credits of courses required within its three associated program goals of *Literature*, *Arts*, and *Creativity*.

Our General Education Program is organized using [program goals](#), [student learning objectives](#), and [student learning outcomes](#). All courses in the Commonwealth General Education program are designed to provide a GENERAL liberal arts education to our students. They must be open and accessible to all students in all disciplines and at all campuses and must not add hidden credits of any kind to the general education program for any student. General Education courses are appropriate to a broad audience and offer students ample opportunities to develop student outcome competency at the level of proficient or mastery in all of the attendant student learning outcomes.

Program goals: Program goals declare our intentions as educators and express what we do for our students. Our program goals are the pillars of our general education program. They provide us with guidelines for assessing the program as a whole by answering the following questions: (1) *Are we doing what we say we are doing?* and (2) *How well are we doing it?*

In every pillar of the Commonwealth General Education program, except for Natural Science, each single course bears the responsibility for making sure our general education program meets the entire program goal for the students who select that course. **This is a high bar.** It is not enough that the program goal be part of the course; achieving the program goal is to be the purpose of the course. For example:

- Our Foundations Oral Communication [program goal](#) is *Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.*

Courses that merely have a segment or module that focuses on *Oral Communications* do not belong in this pillar; only courses that are, at their core, oral communication courses – to wit: the focus of the class as a whole is on the development of oral communication skills necessary to organize and deliver a clear message with appropriate supporting materials – belong in the oral communication curriculum of Commonwealth's Gen Ed.

- Our Citizenship & Responsibility Citizenship and Society [program goal](#) is *Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.*

Courses that have only a segment or module that focuses on *Citizenship & Society* do not belong in this pillar; only courses that are, at their core, citizenship courses – to wit: the focus of the class as a whole is on the development of students' ability to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action – belong in the citizenship and responsibility curriculum of Commonwealth's Gen Ed.

Student learning objectives: Each program goal has a set of student learning objectives, which declare our expectations about what students are supposed to learn. Each student learning objective has related **student learning outcomes** associated with it. Our student learning objectives, and the levels of student learning outcome competency associated with each, are provided in the rubrics included in this handbook and used to approve courses for inclusion in the Commonwealth General Education Program¹. These student learning objectives and their corresponding student learning outcome competencies provide us with guidelines for assessing student learning outcomes at appropriate levels of competency in order to answer the following questions: (1) *Are students learning what they are supposed to learn?* and (2) *How well are they learning it?*

In every pillar of the Commonwealth General Education program, except for Natural Science, each single course bears the responsibility for making sure our general education program meets the entire program goal and its associated student learning objectives and outcome competencies for the students who select that course. It is not enough that the student learning outcomes be included in the courses approved as part of the General Education curriculum. All courses approved as part of the Commonwealth General Education Program curriculum are expected to be primarily focused on the learning objectives and outcomes associated with the related General Education Program goals. It should be immediately clear to faculty, advisors, students, and Middle States evaluators that each course in the Commonwealth General Education Program completely and thoroughly meets that program goal, student learning objectives, and student learning outcomes that Commonwealth University promises each student as part of their four-year education. The vast majority of student work that is assessed in the course should be directly aligned with the Commonwealth General Education Program student learning objectives and should be assessable using the relevant outcomes rubric.

For example:

- Our **Foundations, Oral Communication learning objectives** are: (1) *Organization* – The student clearly organizes text to convey a central message; (2) *Supporting material* – The student uses supporting material that is generally credible, relevant, and derived from reliable and appropriate sources; (3) *Delivery* - the student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance effectiveness.

When students are displaying the level of mastery in these objectives, they are employing clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling message (SLO1), using a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter's credibility/authority on the topic (SLO2), and using delivery techniques that make the presentation compelling, and speaker appears polished and confident (SLO3).

¹ Only courses that demonstrate that they fulfill the program goal and each of the related student learning objectives at a high level of student learning outcome competency will be approved for inclusion in the Commonwealth General Education Program.

- Our **Citizenship & Responsibility, Citizenship and Society** **learning objectives** are: (1) *Civil Rights and Civil Liberties* – The student understands the ways societies protect or fail to protect the basic rights of individuals and groups ; (2) *Individual and Collective Action* – The student understand how societies and communities address collective issues; (3) *Responsibilities of Citizens*– The student understands individuals and societies have responsibilities to each other and to the common good.

When students are displaying the level of mastery in these objectives, they are clearly explaining and applying concepts of civil rights and civil liberties to evaluate and address ethical and practical issues (SLO1), clearly explaining individual and collective action and applying them to evaluate and address ethical and practical issues (SLO2), and clearly explaining responsibilities for individuals and societies toward the common good and applying the concepts to evaluate and address ethical and practical issues (SLO3).

All courses approved for inclusion in the General Education Program will offer students ample opportunities to develop student learning outcome competency in *all* of the attendant student learning objectives, aiming for **Proficiency** or **Mastery** level competency in all outcomes. (Please see Learning Objectives Rubrics at the end of the handbook for more information about competencies.) All courses approved for inclusion in the General Education Program will conduct and provide assessment data relevant to each iteration of the course offered in an academic year.

The ongoing structure of our General Education Program is meant to be shared and discussed. The entire campus community is encouraged to understand our program goals, the student learning objectives, and the levels of student learning outcome competency we are using to evaluate student achievement. It is the role of the GEC to provide faculty with assistance in understanding the goals, objectives, and outcome competencies and we welcome faculty come to GEC for assistance in doing so. We know that students learn specific content, skills, and behaviors – and how to learn in general – so much better when they understand what is expected of them (Berrett, 2015). GEC has a responsibility to facilitate that understanding.

Program requirements and policies

General Education Program Credit Requirement

Commonwealth University requires all new students to earn 45 general education course credits, including those associated with our new First Year Seminar (FYS100, 3 credits). This university policy is compliant with PASSHE BOG Policies (1990-06-A): *Academic Degrees* and (1993-01-A): *General Education at State System of Higher Education Universities*; and aligned with policy (1999-01-A): *The Student Transfer Policy*.

Breadth and Depth ("Prefix" Policy)

The next two policies ensure that all students will develop a breadth of knowledge and have opportunities to pursue some depth of study within the program:

To ensure students develop a breadth of knowledge, *all students may count no more than two (2) courses from the same participating academic program (as indicated by the course prefix) toward their General Education requirements.*²

- A student can be compliant with this policy if, for example, they apply *World History I* (HIST111) toward their Foundations: Historical Themes requirement; apply *American Woman* (HIST377) toward their Interconnections: Diversity requirement; and use no other HIST course elsewhere in their General Education Program.

To ensure students can pursue some depth of study, *all students may count up to two (2) courses from the same participating academic program (as indicated by the course prefix) toward a General Education program goal/curriculum requirement.*

- A student seeking some depth can be compliant with this policy if, for example, they apply both *Chemistry of Air, Water, and Earth* (CHEM100) and *How Drugs Work* (CHEM105) to their Natural World requirement and no other Chemistry course elsewhere in their General Education Program.

PASSHE Directed General Education (Prescribed General Education) Policy

General education courses that are required by a major program are considered "directed general education courses" (PASSHE BOG Policy 1999-01-A). That a program wants a course to be a directed general education course does not mean that the GEC must approve it as such. The program is expected to provide compelling reasons for prescribing courses in their programs' general education requirements *and* the course must meet the requirements for inclusion in General Education.

Transfer Policy

Students who transfer to Commonwealth University from another State System institution with their general education program completed will be recognized by Commonwealth University as having their general education requirements met. Prior learning applicable to Commonwealth University's General

² Honors courses, as designated by the prefix HONR, are exempt from this policy.

Education will be recognized either through transfer of course credits or transcript equivalents. See PASSHE BOG Policy (1993-01-A), *General Education at State System of Higher Education Universities*, for more details.

Assessment Policy

The GEC will engage in assessment of the General Education Program at the course, program goal, and program levels. It is a condition of being part of the General Education Program that all sections of all Gen Ed courses engage in General Education student learning outcomes assessment and GEC be provided the relevant assessment data within 4 weeks of the end of the semester the section was offered. *All courses approved for inclusion in General Education will engage in meaningful student learning outcomes assessment. Courses that do not submit assessment data will be put on probation and may be removed from the General Education program.*

Meaningful assessment of general education courses is an expectation of PASSHE, Middle States, and Commonwealth University. Every iteration of every course approved for inclusion in the General Education Program curriculum will submit assessment data for each section of the course offered. More information regarding the General Education Assessment can be found on the GEC website:

<https://www.commonwealthu.edu/academics/general-education>

*General Education Program requirements are updated in **Banner**.*

Beginning Fall 2023, all new undergraduate Commonwealth University students will be enrolled in the Commonwealth General Education Program and expected to complete the program requirements, including FYS100: First Year Seminar, prior to graduation. **Banner**, the planning tool for students and their advisors, is designed to show the new requirements.

Students who were enrolled at Bloomsburg University, Lockhaven University, or Mansfield University prior to Fall 2023 can choose which General Education Program they will adopt for their degree. These students may remain in a legacy General Education program and complete those program requirements or switch into the Commonwealth General Education program.³ Students may make this change any time up until they apply for graduation.

Unless there are changes made to the original course proposal document, courses that are approved for inclusion in General Education become a part of the General Education Program Curriculum upon approval by the President (or their designee). The GEC maintains a list of all currently approved Commonwealth General Education courses on the Commonwealth General Education website.

Supporting Curricular Materials

Table 1 on the following page provides the *entire curriculum map* with all of the supporting courses (as of July 2023). Tables 2 – 6 provide our program goals and credit requirements for each of the five general education *curricular themes*. The rest of the handbook provides the *rubrics* that contain our *program goals, student learning objectives, and student learning outcome competencies*.

³ Links to details about the “legacy” general education requirements for Bloomsburg, Lock Haven, or Mansfield Students is available on the Commonwealth University General education website: <https://www.commonwealthu.edu/academics/general-education>

Table 1: Curriculum map of General Education Program goals, credit requirements, rubrics with student learning objectives, and the approved courses that support them. *Map last updated February 2025.*

Curricular theme	Credits required	Program goal, Rubric ID	Credits distributed	Supporting courses
FOUNDATIONS	15	First Year Seminar, Y	3	FYS100
		Written Communication, W	3	WRIT101 and 102*,103 WRIT102 is a 1-credit corequisite for WRIT101 (WRIT101 and 102 are 4-credits together)
		Oral Communication, O	3	COMM100,101,102,103; HONR211; MEDJ 221; PLAY329
		Historical Themes, H	3	ANTH130; ARAB211; ARTH230,2 57, 302, 303, 304, 307, 340; CHIN211; FREN211; GERM211; HIST111, 112, 121, 122, 131, 132, 145, 146, 210, 213, 220, 228, 270; HON212; MUSI220; RUSS211; SPAN211
		Quantitative Reasoning, Q	3	ECON156; MATH101, 101A, 110, 118, 118A, 120, 120A, 130, 103A, 140, 150, 160, STAT 141, 141A
INTERCONNECTIONS	9	Diversity, D	at least 3	ANTH101, 120, 240; ARTH311, 370; CESS310, COMM200, 312, 314; ECED250; EDUC346, EGGS102; ELL320; ENGL280, 281, 283, 284, 288; EXER288; FREN214; HIST377; HLSC307; HONR214; LING111; PHIL306; POLI215, 216; SOCI201; 202; 301; SOWK200, 323; SPAN213; WGNS101, 110; WLCU202
		Global Perspectives, G	at least 3	ANTH150; ARAB101; ARTH253, 311, 330, 350; CESS380; CHIN101; ECON121; EGGS104, 105, 108, 140, 205, 212, 218; ENGL220, 320; FREN101, 112; GERM101; HIST457, 458; HLPE145; HLSC212; HON210; ITAL101; LATN101; MATH220; MUSI111; NUTR300; PHIL311, 312; POLI140, 160, 245, 258, 259, 261, 266, 326, 251, 364, 366; RUSS101; SOCI360; 361; SPAN101
		Foreign Language, F	e	ARAB102; ASL101; CHIN102; FREN102; GERM102; ITAL102; LATN102; RUSS102; SPAN102
CITIZENSHIP & RESPONSIBILITY	6 *	Citizenship, S	e	HLSC140, 211, 218; HON215; ISTD120; LAWL120, 231; MDIA 240, 250; PHIL304,305; POLI110, 170, 212, 324, 371; SOCI305; SOWK100; SPEC110; WLCU215
		Ethical Reasoning, E	e	HONR 216; PHIL203, 204, 205, 221, 302, 308
		Critical Reasoning, R	e	COMM208, 209, 332; ECON122; FIN120; HLSC322, 340, 401; HON217; IDT450; LIB201; MATH103, 113, 113A, 230, 250; MDIA 120; PHIL101, 102, 201, 210, 222, 223, 303, 307, 313, 314; POLI221; SOCI101, 260, 305, 340; SSDV105, 281, 381; WRIT281, 381

NATURAL WORLD & TECHNOLOGIES	9	Natural World, N	at least 6	ANTH 140, 221; ASTR 102, 103; BIOL 100, 101, 102, 103, 104, 105, 106, 107, 110, 180, 230; CHEM 100, 102, 103, 104, 105, 116, 117, 121, 122; EGGS 100, 101, 106, 107, 111, 120, 125, 130, 135, 220, 255, 259; ENGT 101; HLSC 115; HLTH 122; HONR 218; PHYS 105, 108, 109, 110, 125, 204, 208, 209, 211, 212; PSYC 100; RASC 140
		Technologies., T	e	ART 190, 290; ARVR 200; CMSC 115, 120; COMM 323; DGFR 121; EDTC 200; EGGS 160, 242; HLPE 250, HONR 219; IDT 465; ITAN 175; MEDJ 220; MUSI 230; SPEC 229
CREATIVITY & EXPRESSION	6**	Literature, L	3	ARAB 212; CESS 212; CHIN 212; ENGL 151, 152, 227, 228, 230, 231, 240, 241, 250, 282, 289, 290, 291, 292, 330, 340, 360, 390, 391, 420; FREN 212; HONR 220; LAWL 340; RUSS 212; SPAN 212; THEA 105; WLCU 201
		Arts, A	3	ART 272, 388; ARTH 110, 120, 210, 220, 251, 252, 300, 308, 309, 310; DANC 110; ENGL 204; HONR 221; MEDJ 210; MUSI 110, 112; THEA 102, 103
		Creativity, C		ART 100, 101, 120, 180, 205, 210, 212, 214, 230, 231, 232, 233, 234, 240, 241, 242, 243, 250, 252, 253, 254, 255, 256, 257, 260, 261, 262, 263, 264, 265, 270, 272, 273, 274, 275, 276, 277, 281, 282, 283; CHLS 244; DANC 115, 215, 315, 325; EGGS 115; GRDS 200, 277, 282, 293; HONR 222; MEDJ 222; MUEN 300, 301, 308, 309, 330, 331, 332, 335, 350; MUSI 115; THEA 110, 270, 371, 372, 373, 374, 377
	45			TOTALS

* Students are required to earn 6 credits in the Citizenship & Responsibility curriculum by completing two (2) of its three (3) goals.

** Students are required to earn 6 credits in the Creativity & Expression curriculum by completing the Literature goal and one (1) of its other two (2) goals.

e Indicates an elective or option. Students may have some flexibility to choose so long as all of the applicable policies are followed.

We want our students to build sound Foundations:

Foundational courses provide students with opportunities to develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college.

Five program goals express the purposes of our foundational courses and how we support student success (Table 2). Each of the five goals has an assessment rubric, identified by a single letter, that outlines what we expect students to learn or accomplish in the supporting courses and the levels of competencies we want faculty to inspire in their students. Beginning Fall 2023, all Commonwealth students are required to earn 15 credits in the **Foundations** curriculum with one course for each of the following goals: **first year seminar** (the 'Y' rubric), **written communication** (the 'W' rubric), **oral communication** (the 'O' rubric), **historical themes** (the 'H' rubric), and **quantitative reasoning** (the 'Q' rubric).

As the only course being used to grow the students' skills associated with these program goals, courses that are approved for inclusion in the **Foundations** curriculum must engage students in the associated learning objectives at a significantly high level. A majority of course content and student learning outcomes assessment should be focused on the student learning objectives and student outcome competencies related to the relevant program goal.

At the core of the **Foundations** curriculum is the First Year Study seminar (FYS100), which helps students achieve scholarly and academic success, engage with the university community, foster personal development and well-being, and promote their understanding of diversity and social responsibility. Each section of FYS100 is organized around an engaging topic or theme chosen by the faculty who is teaching that section of the course. Discussion may be used as the primary form of pedagogy FYS100 section rosters are typically capped at 25 students. Students enrolled in a section of FYS100 gain connections to various areas of their home campus through learning objectives, class assignments, experiential learning, and extra-curricular components that aim to form relationships between faculty, staff, resources, and other students.

Table 2: What we do for students in our *Foundations* courses:

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar .	FYS100	3	Y	Semester 1 in 4-year cycle
Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication .	WRIT101 & 102,103	3	W	Semester 1 in 4-year cycle
Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.	COMM100,101,102,1 03; HONR211; MEDJ221; PLAY329	3	O	Semester 2 in 4-year cycle
Guide and prompt students to understand major historical themes , applying critical analysis to generate arguments based on appropriate evidence.	ANTH130; ARAB211; ARTH230,257, 302, 303, 304, 307, 340; CHIN211; FREN211; GERM211; HIST111, 112, 121, 122, 131, 132, 145, 146, 210, 213, 220, 228, 270; HON212; MUSI220; RUSS211; SPAN211	3	H	Semester 3 in 4-year cycle
Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning .	ECON156; MATH101, 101A, 110, 118, 118A, 120, 120A, 130, 103A, 140, 150, 160; STAT141, 141A	3	Q	Semester 2 in 4-year cycle
Total credits required:		15		

We want our students to recognize Interconnections.

This curriculum will provide students with opportunities to explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world.

Interconnections courses provide students with opportunities to (1) develop global perspectives by analyzing systems and evaluating interrelationships, (2) evaluate the diversity of human experience, behavior and thought, (3) better understand themselves and others, (4) appropriately respond to roots of inequality that undermine social justice, (5) understand and demonstrate oral and written communication in a foreign language, and (6) develop meaningful awareness and appreciation of a foreign culture.

Three program goals express what we will do for students (Table 3). Each goal has an assessment rubric that outlines what we expect students to learn or accomplish. Students must complete three courses (9 credits) in this curriculum, with at least one course (3 credits) that supports our **diversity** goal (the 'D' rubric) and at least one course (3 credits) that supports our **global perspectives** goal (the 'G' rubric). Students have some flexibility to choose how they complete the 9-credit requirement (with or without meeting the **foreign language** goal).

As the only course being used to grow the students' skills associated with these program goals, courses that are approved for inclusion in the **Interconnections** curriculum must engage students in the associated learning objectives at a significantly high level. A majority of course content and student learning outcomes assessment should be focused on the student learning objectives and student outcome competencies related to the relevant program goal.

Table 3: What we do for students in our *Interconnections* courses:

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/ gender expression, religion, age, social class, sexual orientation, or abilities.	ANTH101, 120, 240; ARTH311, 370; ASLI130; CESS310, COMM200, 312, 314; ECED250; EDUC346; EGGS102; ELL320; ENGL280, 281, 283, 284, 288; EXER288; FREN214; HIST377; HLSC307; HONR214; LAWL360; LING111; PHIL306; POLI215, 216; PSYC210, 211, 212, 217, 218; SOCI201; 202, 301; SOWK200, 323; SPAN213; SPMG235; WGNS101, 110; WLCU202	at least 3	D	Semester 3 in 4-year cycle
Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.	ANTH150; ARAB101; ARTH253, 330, 350; CESS380; CHIN101; CHLS245 ECON121; EGGS104, 105, 108, 140, 212, 218; ENGL220, 320; FREN101, 112; GERM101; HIST457, 458; HLPE145; HLSC212; HON210; ITAL101; LATN101; MATH220; MUSI111; NUTR300; PHIL311, 312; POLI140, 160, 245, 252, 258, 259, 261, 266, 326, 351, 364, 366; RUSS101; SOCI360; 361; SPAN101	at least 3	G	Semester 4 in 4-year cycle
Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.	ARAB102; ASL101; CHIN102; FREN102; GERM102; ITAL102; LATN102; RUSS102; SPAN102	elective	F	Semester 4 in 4-year cycle
Total credits required:		9		

We want our students to consider the importance of Citizenship & Responsibility.

This curriculum will provide students with opportunities to consider the function and development of social institutions, as well as students' own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, engagement in critical analysis and reasoning, and application of ethics and values.

Citizenship & Responsibility courses provide students with opportunities to (1) understand responsible citizenship, how societies protect or fail to protect basic rights, and the avenues for individual or collective action, (2) use appropriate critical analysis and reasoning to explain and analyze concepts, (2) identify ethical theories or guidelines, (3) apply appropriate ethical reasoning to reach conclusions and support moral arguments, and (4) apply concepts to issues to determine significance or value.

Each program goal has an assessment rubric that outlines what we expect students to learn or accomplish (Table 4). Students must complete two courses (6 credits) in this curriculum, with each course supporting a different program goal (in other words: we have 3 program goals, pick 2). The program goals are: **Citizenship & Society** (the 'S' rubric), **Ethical Reasoning** (the 'E' rubric), and **Critical Analysis and Reasoning** (the 'R' rubric). Students have some flexibility to choose how they complete the 6-credit requirement.

As the only course being used to grow the students' skills associated with these program goals, courses that are approved for inclusion in the **Citizenship & Responsibility** curriculum must engage students in the associated learning objectives at a significantly high level. A majority of course content and student learning outcomes assessment should be focused on the student learning objectives and student outcome competencies related to the relevant program goal.

Table 4: What we do for students in our *Citizenship & Responsibility* courses:

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to understand responsible citizenship through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.	HLSC 140, 211, 218; HON 215; ISTD 120; LAWL 120, 231; MEDJ 240, 250; PHIL 304,305; POLI 110 170, 212, 324, 371; SOCI 340; SOWK 100; SPEC 110; WLCU 215	elective	S	Semester 5 in 4-year cycle
Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.	COMM 322; HONR 216; PHIL 203, 204, 205, 221, 302, 308	elective	E	Semester 5 in 4-year cycle
Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.	COMM 208, 209, 332; CMSD 152; ECON 122; FIN 120; HLSC 322, 340, 401; HON 217; IDT 450; LIB 201; MATH 103, 113, 113A, 250; MEDJ 110, 120; PHIL 101, 102, 201, 210, 222, 223, 303, 307, 313, 314; POLI 221; SOCI 101, 260, 305, SSDV 105, 281, 381; WRIT 281, 381	elective	R	Semester 5 in 4-year cycle
Total credits required:		6		

We want our students to better understand the Natural World & Technologies that surround them.

Science is the concerted human effort to better understand the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. This curriculum provides students with opportunities to learn how new knowledge is created and to apply scientific principles and technologies that can address historical and contemporary questions.

Natural World & Technology courses provide students with opportunities to understand the scientific method and resulting principles and theories, (2) critically evaluate data to answer questions about the natural world, (3) acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and (4) to use computer technologies and software responsibly.

Two program goals express what we will do for students (Table 5). Each program goal has an assessment rubric that outlines what we expect students to learn or accomplish. Students must complete three courses (9 credits) in this curriculum, with at least two (2) courses (at least 6 credits) focused on the **natural world**. Students may choose to complete this requirement by taking two (2) **natural world** courses and one (1) **technologies** course or by taking three (3) **natural world** courses.

Courses that are approved for inclusion in the **Natural World & Technology** curriculum must engage students in the associated learning objectives at a significantly high level. A majority of course content and student learning outcomes assessment should be focused on the student learning objectives and student outcome competencies related to the relevant program goal.

Table 5: What we do for students in our *Natural World* and *Technological Competency* courses:

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world .	ANTH 140, 221; ASTR 102, 103; BIOL 100, 101, 102, 103, 104, 105, 106, 107, 110, 180, 230; CHEM 100, 102, 103, 104, 105, 116, 117, 121, 122; EGGS 100, 101, 106, 107, 111, 120, 125, 130, 135, 220, 255, 259; ENGT 101; HLSC 115; HLTH 122; HONR 218; PHYS 105, 108, 109, 110, 125, 204, 208, 209, 211, 212; PSYC 100; RASC 140	at least 6	N	Semester 6 in 4-year cycle
Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.	ART 190, 290; ARVR 200; CMSC 115, 120; COMM 323; DGFR 121; ECED204, EDTC 200; EGGS 160, 242; HLPE 150; HONR 219; IDT 465; ITAN 175; MEDJ 220; MUSI 230; SPEC 229	elective	T	Semester 6 in 4-year cycle
Total credits required:		9		

*We want our students to appreciate **Creativity & Expression**.*

This part of the curriculum will provide students with opportunities to explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature.

Creativity & Expression courses provide students with opportunities to (1) comprehend, analyze, and determine the significance of works of literature, (2) describe, analyze, and respond to the scope of works in the arts, and (3) demonstrate and apply creative competencies, problem solving, and preparation in the realization of a creative work.

Each program goal has an attendant assessment rubric that outlines what we expect students to learn or accomplish (Table 6). Students must complete two (2) courses in this curriculum, with at least one (1) course supporting the **literature** goal (the 'L' rubric). and at least one course supporting either the **arts** goal (the 'A' rubric) or the **creative** competencies goal (the 'C' rubric).

As the only course being used to grow the students' skills associated with these program goals, courses that are approved for inclusion in the **Creativity & Expression** curriculum must engage students in the associated learning objectives at a significantly high level. A majority of course content and student learning outcomes assessment should be focused on the student learning objectives and student outcome competencies related to the relevant program goal.

Table 6: What we do for students in our *Creativity and Expression* courses:

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to comprehend, analyze, and determine the significance for works of literature .	ARAB212; CESS212; CHIN212; ENGL151, 152, 227, 228, 230, 231, 240, 241, 250, 282, 289, 290, 291, 292, 330, 340, 360, 390, 391, 420; FREN212; HONR220; LAWL340; RUSS212; SPAN212; THEA105; WLCU201	3	L	Semester 7 in 4-year cycle
Guide and prompt students to describe, analyze, and respond to the scope of works in the arts .	ART272, 388; ARTH110, 120, 210, 220, 251, 252, 300, 308, 309, 310; DANC110; ENGL204; HONR221; MEDJ210; MUSI110, 112; THEA102, 103	elective	A	Semester 7 in 4-year cycle
Guide and prompt students to demonstrate and apply creative competencies , problem solving, and preparation in the realization of a creative work.	ART100, 101, 120, 180, 205, 210, 212, 214, 230, 231, 232, 233, 234, 240, 241, 242, 243, 250, 252, 253, 254, 255, 256, 257, 260, 261, 262, 263, 264, 265, 270, 272, 273, 274, 275, 276, 277, 281, 282, 283; CHLS244; DANC115, 215, 315, 325; EGGS115; GRDS200, 277, 282, 293; HONR222; MEDJ222; MUEN300, 301, 308, 309, 330, 331, 332, 335, 350; MUSI115; THEA110, 270, 371, 372, 373, 374, 377	elective	C	Semester 7 in 4-year cycle
Total credits required:		6		

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Rubrics – where program goals and student learning objectives are linked.

Each program goal is linked to a small set of student learning objectives via an assessment rubric. Each assessment rubric (1) highlights what the program will do for students in a **program goal statement** at the top of the rubric, (2) identifies what students are expected to learn via the **student learning objectives** in the rows, and (3) presents levels of **competency** in the columns that describes increasing levels of student accomplishment in attaining the learning objectives.

A General Education **program goal** is a clear statement that expresses what our Gen Ed program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment. *All courses approved for inclusion in General Education must appropriately reflect the program goal in the area in which they are approved.*

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome. *All courses approved for inclusion in General Education must be focused on all of the student learning objectives appropriate to the relevant program goal.*

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

GEC will collect assessment data from every iteration of all GE courses every semester or session in which they are offered. *All courses approved for inclusion in General Education must supply assessment data for every iteration of class offerings. Courses that do not submit assessment data will be put on probation and may be removed from the General Education program.*

A **competency** is the ability to do something successfully.

The assessment rubrics below were developed over many years by faculty members at Shippensburg University and were adopted by the Commonwealth University as part of their adoption of this General Education Program in 2022. The rubrics intentionally emphasize core competencies across the curriculum and help to remove barriers to interdisciplinary engagement. Using the rubrics makes it possible to meaningfully aggregate and compare results across the disciplines and provides us with the capacity to follow student development over time. Because the rubrics focus on a small number of key objectives and recognize the spectrum of accomplishment from first year students to seniors, they can serve as templates for other programs and be used to connect or align curricular programs with the General Education Program.

ARTS CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
<i>Desired outcomes</i>	Unsatisfactory	Developing	Proficient
Descriptive Communication <i>The student communicates clearly and precisely, with sufficient observational detail about the work of art.</i>	Fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail.	Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art.
Analysis and Context <i>The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.</i>	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete, or vague.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.
Interpretation and Response <i>The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].</i>	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized, or clichéd.	Demonstrates a consistently clear, personal, and confident response to the work while thoughtfully articulating the relevance of the work.

CITIZENSHIP AND SOCIETY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Civil Rights and Civil Liberties <i>The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.</i>	Fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights and attempts to apply these concepts to address contemporary problems, but with errors or gaps	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.
Individual and Collective Action <i>The student understands how societies and communities address collective action issues.</i>	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems and attempts to apply these concepts to address contemporary problems, but with errors or gaps.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.
Responsibilities of Citizenship <i>The student understands that individuals and societies have responsibilities to each other and to the common good.</i>	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good and attempts to apply these concepts to address contemporary problems, but with errors or gaps.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.

CREATIVE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to demonstrate and apply creative competencies problem solving, and preparation in the realization of a creative work.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Artistic / Creative Competencies <i>The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.</i>	Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.
Problem Solving and Process <i>The student demonstrates the ability to successfully imagine, plan and cultivate a work</i>	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies appropriate process(es) capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.
Creativity and Transformation <i>The student exhibits a unique interpretive and conceptual approach to creating a work.</i>	Fails to exhibit any unique interpretive or conceptual approach.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.

CRITICAL ANALYSIS AND REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Conceptualization <i>The student identifies and explains an essential concept, as well as the relation to other relevant concepts.</i>	The student fails to identify the concept.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
Analysis <i>The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.</i>	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely. Demonstrates basic understanding of the concept based upon the analysis.
Evaluation <i>The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications</i>	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue with limited application of the significance or value of the case or issue in relation to the concept and/or limited analysis of the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely and identifies logical implications.

DIVERSITY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Learning objectives <i>Desired outcomes</i>	Levels of competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Human Diversity (Individual, Group, Institutional) and its Impact on Behavior <i>The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</i>	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.
Historical and Cultural Roots of Inequality <i>The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.</i>	Fails to recognize roots of inequality and need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.
Attitudes, Beliefs, Behaviors Regarding Diversity <i>The student demonstrates awareness of and manages the influence of personal biases.</i>	Fails to express awareness of biases.	Analyzes own biases but expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.

ETHICAL REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to identify ethical theories or approaches and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

Learning objectives <i>Desired outcomes</i>	Levels of competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Conceptualization <i>The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.</i>	Fails to identify the theory's essential moral principle or value.	Identifies the theory's essential moral principle or value but explains it incompletely and/or exhibits limited relationship to the theory as a whole.	Identifies and explains the theory's essential moral principle or value and relates it to the theory as a whole.
Application <i>The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.</i>	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment and logical explanation of the implications.
Comparison & Evaluation <i>The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.</i>	Fails to identify similarities and differences between the theories or approaches and fails to identify the strengths and weaknesses of the ethical theories or approaches.	Identifies both similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.	Compares similarities and differences between the ethical theories or approaches and evaluates the strengths and weaknesses of the ethical theories or approaches.

FIRST YEAR SEMINAR CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Cultivate Scholarly and Academic Success <i>The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.</i>	Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Defines different metacognitive skills and achievement strategies but does not implement appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and defines college-level skills in reading, writing, critical thinking, analytical reasoning, and information literacy.
Engagement with the University Community <i>The student engages in opportunities for learning beyond the classroom.</i>	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of the university and higher education.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of the university and higher education.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and the traditions of the university and higher education apply to their experience as a student.
Foster Personal Development and Wellness <i>The student develops strategies and goals to support their personal wellness and academic and professional success.</i>	Fails to identify appropriate time- management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.	Defines but not fully implementing new time- management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.	Implements time- management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.

Promote Understanding of Diversity and Social Responsibility <i>The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.</i>	Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.	Partially defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.
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FOREIGN LANGUAGE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

Learning Objectives <i>Desired Outcomes</i>	Student Learning Outcomes' Levels of Competency:		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Oral Communication <i>The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.</i>	Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.	Attempts to use sentences and phrases of his/her own and varied vocabulary from across lessons although with some inaccuracies. Attempts to ask both memorized questions and questions of his/her own although with some inaccuracies. Limited negotiation of meaning is used. Can only handle simple transactions that were introduced in class.	Demonstrates the ability to use complete sentences when dealing with familiar topics. Appropriately uses memorized words and phrases. Asks and answers simple questions with few errors. Can handle unknown simple transactions with few errors.
Written Communication <i>The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.</i>	Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.	Attempts to write sentences and phrases of his/her own and varied vocabulary across lessons although with some inaccuracies. Can only handle simple writing tasks that were introduced in class.	Demonstrates the ability to use complete sentences when writing about familiar topics. Appropriately uses memorized words and phrases. Can handle unknown simple writing tasks with few errors.
Cultural Awareness <i>The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.</i>	Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.	Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.	Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.

GLOBAL PERSPECTIVES CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Factors and Interactions <i>The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions among/between groups, cultures, states, regions or nations.</i>	Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Understands factors but is unable to compare and contrast contributions to the possible range of interactions among/between groups, cultures, states, regions or nations.	Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.
Representation and Sources <i>The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.</i>	Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.	Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.	Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.
Perspectives <i>The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.</i>	Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.	Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.	Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.

HISTORICAL THEME CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Knowledge and Understanding <i>The student demonstrates knowledge and understanding of major historical themes or trends</i>	Fails to demonstrate awareness of the major historical themes or trends.	Describes some, but not sufficient historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.
Sources and Evidence <i>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</i>	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas, but are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards.	Uses persuasive and appropriate historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.
Application of Language and Critical Thinking Skills in an Historical Context <i>The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.</i>	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable, and historical analysis is logical with few errors or conceptual gaps.

LITERATURE CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Comprehension <i>The student comprehends the text.</i>	The student fails to comprehend the text(s).	Demonstrates minimal or incomplete comprehension of the text(s).	Demonstrates satisfactory comprehension of the text(s) using general background knowledge and/or contextual material to draw inferences.
Analysis <i>The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understanding of the text as a whole or of its parts.</i>	Fails to identify the literary elements of the text(s).	Identifies some or all literary elements of the text(s) but does not evaluate the relationship among ideas and text(s).	Identifies and explains multiple literary elements of the text(s) and evaluates the relationship among ideas and text(s).
Interpretation and Significance <i>The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.</i>	Fails to articulate an understanding of the text(s) or to use interpretive strategies to move beyond summary.	Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary, but strategy use and conclusions are not complete.	Exhibits an understanding of how to read primary texts closely and critically; regularly interprets and draws conclusions about texts that move beyond summary.

NATURAL WORLD CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Scientific Method <i>The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws.</i>	Fails to demonstrate understanding of the scientific method.	Recalls some or all steps of the scientific method but does not understand how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Accurately explains how experimentation or empirical observations associated with the scientific method are used for the development, testing, and application of models, theories, or laws.
Scientific Principles <i>The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</i>	Fails to demonstrate understanding of scientific principles and theories.	Defines some basic scientific principles and theories, with some errors in understanding.	Explains more complex scientific principles and theories as well as their origins.
Data & Problem-Solving <i>The student critically evaluates scientific information and/or solves problems using scientific data.</i>	Fails to critically evaluate scientific information and/or solve problems.	Begins to recognize when scientific information is either accurate or flawed or begins to identify the appropriate way to use scientific data to solve a problem.	Provides an accurate interpretation of scientific information or develops solutions to problems with few errors and draws reasonable conclusions from the solution.

ORAL COMMUNICATION CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material

Learning objectives	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Desired outcomes Organization <i>The student clearly organizes text to convey a central message.</i>	Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.
Supporting Material <i>The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.</i>	Fails to use supporting materials or establish the presenter's credibility/ authority on the topic.	Uses some appropriate supporting materials to document information or analysis, but does not fully establish the presenter's credibility/ authority on the topic.	Uses sufficient supporting materials to document information and analysis, and establish the presenter's credibility/ authority on the topic.
Delivery <i>The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance effectiveness.</i>	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, but speaker does not fully appear comfortable.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.

QUANTITATIVE REASONING CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Interpretation <i>The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).</i>	Fails to demonstrate ability to interpret information presented in mathematical forms.	Provides somewhat accurate interpretations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate interpretation of information presented in mathematical forms.
Analysis <i>The student is able to perform calculations and draw appropriate conclusions based on them.</i>	Fails to demonstrate ability to perform appropriate calculations.	Calculations attempted are either unsuccessful or not comprehensive; tentative judgments are drawn from the calculations, but uncertain about drawing conclusions.	Calculations are correct and comprehensive; competent judgments or reasonable conclusions are drawn from the calculations.
Communication <i>The student can express quantitative evidence in support of an argument (considering what is used, and how evidence is formatted, presented, and contextualized).</i>	Fails to demonstrate the ability to present an argument for which quantitative evidence is pertinent.	Uses quantitative information, but does not effectively connect it to the argument.	Effectively uses quantitative information in connection with the argument. Evidence is clearly formatted, presented, and contextualized.

TECHNOLOGICAL COMPETENCY CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer technologies and software, and to use them responsibly.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Information Technology <i>The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology)</i>	Fails to demonstrate knowledge of a range of computer technologies to complete projects and tasks.	Demonstrates basic knowledge of a range of computer technologies with limited application to complete projects and tasks.	Applies specific knowledge of a range of computer technologies to complete projects and tasks.
Software and Systems <i>The student is able to use software and systems to collect, gather and analyze data for projects and tasks</i>	Fails to demonstrate the use of software and systems to collect, gather and analyze data for projects and tasks.	Demonstrates minimal use of software and systems to collect, gather and analyze data for projects and tasks.	Applies specific use of software and systems to collect, gather and analyze data for projects and tasks.
Appropriate Use <i>The student is able to apply an awareness of ethics and/or security standards while using information technology</i>	Fails to demonstrate an awareness of ethical and/or security standards when using technology.	Demonstrates an awareness of ethical and/or security standards when using technology but fails to make appropriate decisions when using technology.	Applies specific awareness of ethical and/or security standards and makes informed decisions when using technology.

WRITTEN COMMUNICATION CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Does not Meet		Meets
	Unsatisfactory	Developing	Proficient
Logic and Order <i>The student employs disciplinary expectations to produce clearly worded and organized text that makes a valid assertion.</i>	Fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent, but may be inconsistent or ineffective in some areas.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertions.
Sources and Evidence <i>The student uses appropriate evidence to support assertions, with documentation of sources in accordance with disciplinary conventions.</i>	Fails to use or uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.
Control of Language and Syntax <i>The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline.</i>	Fails to convey meaning due to lack of control, weak syntax, or consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is correct, edited, proofread, and contains very few errors in usage and grammar.

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