Enable students to acquire the **skills, knowledge, and experiences** for living and working in interconnected and globalized contexts, so they can contribute to making life better for others, themselves, and the larger world.

**Vision**

**Goals**

- Distinctive
- Reflects the **strengths of our faculty**
- Remains flexible
- Is intellectually challenging
- Includes exploration courses
- Contains thematic clusters of courses

Will affirm:

- our role as a national leader in undergraduate education
- the importance of the time and tuition dollars that undergraduates spend on general education

**Charge**

- Developing the process for revisiting and revising General Education
- Creating and managing a timeline
- Determining subcommittees
- Identifying the many stakeholders and ensuring their consultation
- Providing ongoing oversight of the process and subcommittees
- Making specific recommendations to the University Faculty Senate
Key Stakeholders

- Students
- Faculty
- Staff (including advising, orientation staff)
- External Academic Partners
- Potential Employers

GETF Subcommittees

- Themes and Explorations
- Faculty and Staff
- Student Opportunities and Constraints
- Assessment
- Budget
- Communications and Transparency
- Logistics and Implementation

On the Web...and twitter

http://sites.psu.edu/genedatpsu/
http://www.twitter.com/PSUGenEd

Components

- The Gen Ed curriculum will contain a portion of its credits taught in a theme (perhaps 12 – 15), and a portion as exploration credits (perhaps 12 – 15).

A theme is a purposeful collection of courses, from multiple skill and knowledge domains, and may be inter- or cross-disciplinary, around a central topic.
• For an individual student, no course in a theme may also be counted for their primary major
• All Penn State students are expected to have achieved a minimum level of numeracy prior to graduation

Components

• The curriculum will contain a first year introductory experience …focus(ing) on cultivating foundational abilities in speaking, writing, visual and digital communication, and on developing the habits of public deliberation necessary for the engaged citizens of the twenty-first century.

Components

• Gen Ed should be developmentally appropriate
• Themes should be integrative
• A senior capstone experience is desirable.
• There should be more courses available in a theme than are required (ie flexibility)

Concepts

• If the curriculum is more integrative and interdisciplinary, fewer credits should (may) be required.
• Individual courses may be counted for theme or exploration.
• Themes should be proposed and developed by faculty.
  A mechanism is needed to bring together faculty from across colleges and campuses to develop and contribute to a theme

Concepts
**Timeline (Key Dates)**

- **February**: Submit forensic report
- **March**: Present forensic report at Senate
- **Now – August**: Engage Stakeholders!
- **September**: Submit legislative report to Senate
- **October**: Legislative report at Senate
- **2014 – Summer 2015**: Work at department, college, university levels to prepare to
- **Fall 2015**: Room scheduling
- **Fall 2015 – 2016**: Lots of work....
- **Summer/Fall 2016**: Phase I implementation of new curriculum for all incoming students

**Possible Themes**

- Communicating Professionally
- Brain Fitness
- Cross-Cultural Dialogs
- Energy, the Environment and Our Future
- Creating a Sustainable Planet
- Consumption
- Ethics
- Gender Equity
- Sex
- Less is More – Human Fulfillment in a Sustainable World
- Literacy
- Our Place in the Universe
- What Makes Us Human?
- Global Health
- Food

**LOVE AND SEX**

- PHIL 014 (GH): Philosophy of Love and Sex
- HIST/WMST 116 (GS, US, IL): Family and Sex Roles in Modern History
- BIOL 177 (GN): Biology of Sex
- ANTH 216 (GN, GS): Sex and Evolution
- ART/HUMST 225 (GA, GH): Sexuality and Modern Visual Culture
- PSYCH 422: Human Sexuality

**LIFE AND DEATH**

- Existing Courses
  - ART 497G Art and Life: Where they intersect (3)
  - ASTRO 140 Life in the Universe (3)
  - PHIL 197H Questions for Life (3)
  - PHIL 198H What is the Meaning of Life? (3)
  - BIOL 011 (introduction to biology) (3)
  - GEOG 21 Earth and Life: Origin and Evolution (3)
  - RIL ST 131 Introduction to Bioethics (3)
  - BI SC 084 Human Body: Form and Function (3)
  - SOC 35 Sociology of Aging (3)

- Existing Courses that could be adapted:
  - NURS 464 Dying and Death (3)
  - CAS 421 Communication and Aging (3)
  - ECON 414 The Economic Way of Looking at Life (3) (perhaps combine with STAT/MATH)
  - RM 301 Risks and Decisions (adapt to gender, maybe combine with below STAT)

- Examples of possible new courses:
  - STAT XXX “Statistics of Life, Death and Risk”
  - HIST + IID XXX: “Epidemics”
The Art and Science of Decision Making

Remaining Questions

- What happens if a student changes location and the theme is not offered at that location? Similarly, what happens if they transfer to a smaller campus that does not offer the theme they began elsewhere? How will we handle students who transfer into Penn State and who have already taken all their Gen Ed courses?
- We need to be able to track courses in a theme. This could be difficult for ‘create your own’ themes. How does GETF legislation move through the Senate & get approved?
- Some campuses allow for late enrollment in the first year. How will the themes impact the RAPs?
- If we move toward skills competency, how will this impact the current budget model?
- How does GETF legislation move through the Senate & get approved?
- Some campuses allow for late enrollment in the first year. How will the themes impact the RAPs?
- If we move toward skills competency, how will this impact the current budget model?
- How will we motivate faculty to get involved?
- We will need at least one year from legislation to implementation (i.e. coding with LionPath). The curriculum must be set by summer 2015 for a fall 2016 rollout.
- What will be the impact of Gen Ed reform on programs that are accredited? Will this affect their accreditation?
- We will need to consult with ACUE. We need to get on their agenda to ask for their input (syllabi, accreditation issues, etc.) on issues that can be anticipated in advance of the rollout.
- We will need to consult with ACUE. We need to get on their agenda to ask for their input (syllabi, accreditation issues, etc.) on issues that can be anticipated in advance of the rollout.
- Will FYS be used to introduce students to the issues of general education using real examples of opportunities? What about campuses that do not offer FYS?

Challenges and opportunities

- Communication with all stakeholders
- Implementation logistics for 20 campuses, 95,000 students
- Budgetary impacts
- Opportunities for collaboration, distinction, innovation

Timeline (Key Dates)

- February: submit forensic report
- March: present forensic report at Senate
- Now – August: Engage Stakeholders!
- September: submit legislative report to Senate
- October: Legislative report at Senate
- 2014 – Summer 2015: …work at department, college, university levels to prepare to
- Fall 2015: room scheduling
- Fall 2015 -2016: …lots of work….
- Summer/Fall 2016: Phase I implementation of new curriculum for all incoming students