Task Force on Attribute Assessment
Curriculum Sub-Task Force
Report

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Presented for Consideration and Discussion

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Charge

The Curriculum Sub-Task Force was formed and charged with evaluating how other higher education institutions implement a General Studies curriculum. This is one of four working groups under the Senate Task Force on Attribute Assessment. The goals of our sub-committee were to identify and summarize general studies/general education/core requirements at New Jersey public institutions and other comparable institutions. This comparison allows us to better understand what other schools have adopted in terms of curriculum requirements, their processes for course approvals, and how they communicate available required courses to students.

The Sub-Task Force Process

The various components of the process are outlined below:

1. We researched general education/core requirements at the following 16 schools: Fairleigh Dickinson, Kean, Monmouth, Montclair, NJIT, Ramapo, Rider, Rowan, Rutgers, Seton Hall, Saint Joseph's, TCNJ, Temple, University of Delaware, William Paterson and Widener. The list of schools was derived from a curriculum review by the Business Administration (formerly Business Studies) Program. The original source was the Office of Enrollment Management which noted that the schools were considered Stockton's primary (and secondary) competitors. The 16 schools were divided among task force members who were asked to summarize General Studies requirements taking other factors into consideration, including credit requirements, skills and content areas, notable college/university-wide requirements, and mission-driven factors. The research findings were compiled into a General Education Curriculum document (Appendix A) that was then consolidated into a General Education Curriculum spreadsheet which was used for analysis.
2. The group decided that a detailed case analysis for one school would be undertaken. Rowan University was chosen (Appendix B).
3. We reviewed the General Studies Committee, Second Report from July 15, 1997, entitled "Ideas for Faculty Workshop Consideration" as well as the "Task Force on General Education Curriculum Reform Report" from September 1, 2006 for historical context. They provided keen insights about the original intent of the General Studies curriculum at Stockton, reflections on how to improve the liberal arts education for students, new frameworks that were advanced, and some of the shortcomings identified in the curricula at two different junctures in Stockton's history.
4. The current status of General Education requirements at Stockton (2017-2023) was also compiled and reviewed (Appendix C).

Findings

The research for each school relative to Stockton was gleaned and consolidated into the following 14 categories. The process of identifying these categories included the following steps. We started listing out each of the 16 institutions' requirements in a

matrix to better understand the data. Then, as we added requirements for individual institutions, we simultaneously evaluated the broader themes and started to group them together into a list of more cohesive themes or categories. The end result is this map of general education requirements:

Category/ Theme	Stockton's Current Curriculum	Number of institutions with this requirement (n = 16)	Range of credits required	Additional comments
Communication	16 credits W1/W2 courses with grades of C or better	16	3 - 15 credits (1-5 classes) 7.5% (William Patterson) to 36% (Rowan)	- Schools take a variety of approaches, focusing on a blend of writing, oral communication, and other skills - Requirements range from only 1 writing course to up to 5 required courses in writing and other related skills - Five institutions require speech and oral communication: Rowan, Montclair, Monmouth, Kean, and Fairleigh Dickinson - Only 2, Temple and Rider, include reading as part of a writing course requirement
Arts & Humanities	8 Credits GAH 4 credits A-Arts 4 credits H-History	15	3-12 credits (1-4 classes)	- 5 institutions have a history requirement as part of an overall requirement - 10 institutions have an art requirement, with 2 more adding arts to the humanities - 3 institutions require literature - 3 institutions require philosophy and religion
Quantitative analysis	12 credits Q1 or Q2 courses	13	3 - 8 credits (1-2 classes)	- Generally, schools require 1-3 courses, with most requiring 1 or 2 courses. - Ramapo requires double the

Category/ Theme	Stockton's Current Curriculum	Number of institutions with this requirement (n = 16)	Range of credits required	Additional comments
				credits in this area as compared to writing
Social sciences	8 Credits GSS	12	3-9 credits	- There is some overlap with diversity requirements in this category; examples: Diversities and Social Inequalities
Science	8 Credits GNM	12	3-9 credits (1-3 classes plus labs)	
Global/cultural understanding or literacy	4 credits I-International/ Multicultural	10	3 - 12 credits (1-4 classes)	- There is more variance in how this category is defined. Here are some examples: global literacy, global issues, global cultural perspectives, cultural diversity, cultural literacy, engaging the world, a "multicultural" course, global awareness, cultural understanding
First-year seminars	FYS	9	1-3 credits (1 class)	
Ethical reasoning	4 credits V-Values	6	3-4 credits (1 class)	- Themes include: values & ethics, faith & reason, diversity & justice, belief systems, ethics intensive
Information/ technological literacy	na	6	0-6 credits (1-2 classes)	- Themes include: information literacy, tech literacy, computing literacy (understanding software/algorithms), research skills, data science - 1 institution requires 0 credit course to be completed to

Category/ Theme	Stockton's Current Curriculum	Number of institutions with this requirement (n = 16)	Range of credits required	Additional comments
				graduate
Interdisciplinary	4 Credits GEN 4 Credits GIS	5	3-9 credits (1-3 classes)	- Themes include: The Human Experience, Our Common Future
Languages	na	4	3-6 credits (1-2 classes)	- 3 institutions require courses, and 1 requires 2nd language (proficiency)
Diversity	8 credits R1/R2	4	3 credits (1 class)	- This requirement is either a standalone or overlaid with another category including global/cultural understanding
Experiential education	na	4	1-6 credits (1- 2 courses)	- Example: Discovery Learning Experience (DLE) DLE courses are typically taken in a student's senior year. Examples of DLE courses include: Internships, Study Abroad, Senior Theses, Practica - Example: Transformations Capstone Course - Example: Engaged Learning requirement for two high-impact experiences
Civics & government	na	1	4 credits (1 class)	- Requirement for "community and civic engagement" at William Patterson

Additional notable findings:

- The university-wide requirements at some schools were directly aligned with their mission:
  - Fairleigh Dickinson - 6 credits in global education
  - NJIT - 3 credits in computing literacy
  - Rider - 2 high-impact engaged learning experiences from six categories

    - Seton Hall - core curriculum is rooted in questions central but not exclusive to the Catholic intellectual tradition
    - Saint Joseph's - Jesuit tradition common core
    - TCNJ - first-year community-engaged learning non-credit, 80-hour requirement
- The General Education distribution requirements varied by major at some schools (Kean, Montclair, Saint Joseph's).
- Rider requires students to complete an Engaged Learning Graduation requirement.
- TCNJ requires students to pass an online, 0-credit Information Literacy graduation requirement.
- Some schools categorized General Education requirements by theme:
    - Rider (Essential Competencies, Disciplinary Perspectives)
    - Rowan (6 core literacies - Artistic, Communicative, Global, Humanistic, Quantitative, Scientific)
    - Rutgers (Contemporary Challenges, Areas of Inquiry, Cognitive Skills and Processes)
    - Saint Joseph's (Signature Courses, Variable Courses, Integrative Learning Courses, Overlay Requirements)
    - TCNJ (Intellectual and Scholarly Growth, Social Justice, Multidisciplinary Perspectives)

Recommendations

Our sub-committee does not have any standalone recommendations beyond those made by the larger task force.

Appendix A

General Education Curriculum Overview

FAIRLEIGH DICKINSON
https://www.fdu.edu/academics/colleges-schools/becton/general-curricular-requirements

All students must complete 42 credits of Gen Ed requirements (depending on exemptions) as well as 8 credits of university requirements.
Gen Ed includes:

- 9 credits in communication (6 credits in college writing and 3 credits in oral/professional communication)
- 3 credits in information and technological literacy
- 3 credits in ethical reasoning
- 6 credits in global and cultural understanding (3 credits in global issues and 3 credits in cultural understanding)
- 7 credits in scientific and quantitative analysis (4 credits in science with a lab and 3 credits in college math)
- 6 credits in social and behavioral scientific analysis (3 credits in social science and 3 credits in behavioral science)
- 6 credits in inquiry in the arts and art humanities (3 credits in creative and expressive arts and 3 credits in humanities)
- Two, 1-credit first year seminars (transfers are exempt from one or both depending on number of credits transferred in)

Two additional university requirements (totaling 6 credits) include cross-cultural perspectives and global issues. This is in keeping with the university's mission which emphasizes global education.

KEAN
https://www.kean.edu/academics/college-liberal-arts/school-general-studies/general-education-program/ge-foundation-and

All students must complete the following Gen Ed Foundation Courses:

- Transition to Kean OR Transfer Transitions (1 credit)
- College Composition (3 credits)
- A college-level math course (3 credits; as specified by the major)
- Speech Communication as Critical Citizenship (3 credits)
- Research and Technology (3 credits)

The Gen Ed distribution courses are determined by major (refer to: Approved GE Distribution Courses)

MONMOUTH
https://catalog.monmouth.edu/undergraduate-catalog/academic-programs-support-services-regulations/general-education-requirements/

All students must complete 45 credits of Gen Ed requirements. Each foundation area requires one 3-credit course unless indicated otherwise:

- Reading and writing (6 credits – College Comp I and College Comp II)
- Mathematics
- Natural science (6 credits)
- Literature
- Aesthetics and creativity
- Technological literacy
- Reasoned oral discourse
- Historical perspective
- Social science
- Historical perspective or social science
- Cultural diversity/global understanding
- World language
- Interdisciplinary perspectives on the human experience
- 2 writing intensive courses within the major (0 credits)
- Experiential education (0 credits)

Notably, content area courses may carry one additional Gen Ed course designation. There were no examples but my interpretation of this is that a foundation course could also fulfill the experiential education requirement. However, a content area course may not be double-dipped (the university's language) with another content area course. So, one course cannot simultaneously fulfill the world language *and* cultural diversity/global understanding requirements.

MONTCLAIR

http://catalog.montclair.edu/undergraduate-graduate-degree-requirements/

The Gen Ed requirements vary by major (BA/BS, BFA, BMUS, BFN). I chose to focus on the BA/BS which requires 42 Gen Ed credits. Each foundation area listed below requires one 3-credit course unless noted otherwise.

- New student seminar (1 credit)
- Communication (9 credits)
    - Writing
    - Literature
    - Speech
- Fine and performing arts
- Humanities (6 credits)
    - Great works and their influences
    - Philosophical and religious perspectives
- Computer science
- Mathematics (3-4 credits)

- Natural science laboratory (4 credits)
- Physical education (1 credit)
- Social science (9 credits)
    - American and European history
    - Global cultural perspectives
    - Social science perspectives
- Interdisciplinary studies

There are university-wide World Languages (3-6 credits contingent on prior experience with the language) and World Cultures (3 credits; may also fulfill Gen Ed or major requirements – a bit murky but assume it is due to Gen Ed requirements varying by major) requirements. The website was difficult to navigate and I had to piecemeal some of the information together. There were no curriculum worksheets which made it more difficult.

NJIT

https://catalog.njit.edu/undergraduate/academic-policies-procedures/general-education-requirements/

https://www.njit.edu/oie/general-education-requirements#tab-1

Students are required to fulfill 43 Gen Ed credits. The foundation areas were 3 credits unless otherwise noted.

- Computing literacy
- Cultural literacy
- History and humanities (18 credits)
    - ENG 101 and ENG 102 (6 credits)
    - History and humanities 200 level course (3 credits)
    - Two history and humanities 300 level courses (6 credits)
    - History and humanities senior seminar (3 credits)
- Quantitative reasoning/mathematics literacy (6 credits)
    - Two introductory courses and one must include content in probability and statistics
- Scientific literacy (7 credits)
    - Two courses in natural science including a laboratory experiment
- Social science literacy
- First year seminar

The first course on the list is aligned with the university's mission.

RAMAPO

https://www.ramapo.edu/catalog-2022-2023/general-education/

General Education Program Requirements (10 Courses)

Note: Ramapo courses are generally offered with 4 credit hours. General Education requirements should equate to 40 credit hours, and students must complete a minimum of 128 credit hours to be eligible for graduation.

The Keystone Courses and Categories (8 courses):
Eight categories of courses, delivered at the 100 and 200 levels, are designed to provide a broad-based education. Keystone courses and courses chosen from the various keystone categories will collectively provide foundational knowledge, skills, and context that will serve as a basis for courses and experiences required by the academic majors.

Keystone Courses and Categories:

- First Year Seminar (specific course)
- Critical Reading and Writing II (specific course)
- Studies in the Arts and Humanities (specific course)
- Historical Perspectives category
- Global Awareness category
- Social Science Inquiry (specific course)
- Quantitative Reasoning category
- Scientific reasoning category

Distribution Categories (2 courses):
Courses chosen from the distribution categories reinforce learning objectives introduced in the "Keystones" and challenge students to apply what they have learned in new situations. Students take *two* of the following, and at least one course must be outside of the student's school:

- Culture and Creativity
- Values and Ethics
- Systems, Sustainability & Society

List of courses that meet each category available here

RIDER
http://catalog.rider.edu/undergraduate/colleges-schools/arts-sciences/general_education_requirements/
http://catalog.rider.edu/policies/undergraduate/engaged-learning-policy/

General Education Curriculum (43-50 credits total)
Note: Rider courses are generally offered with 3 credit hours. General Education requirements should equate to 43-50 credit hours, and students must complete a minimum of 120 credit hours to be eligible for graduation.

Essential Competencies (15-19 credits):

- Reading and Writing (2 courses, 6 credits)
- Mathematical Reasoning (1 course, 3-4 credits)
- Foreign Language Profiency (1-2 courses, 3-6 credits)

    - Chinese, French, German, Italian or Spanish
    - Students must take one or two courses, depending on placement test
- Oral Communication (1 course, 3 credits)

Disciplinary Perspectives (28-31 credits):

- Scientific Perspectives (1 Lecture/Lab Combination or 2 non-Lab Courses, 4-6 credits)
- Social Perspectives (2 courses, 6 credits)
- Historical Perspectives (2 specific courses, 6 credits)
    - [World History to 1500, World History since 1500]
- Aesthetic Perspectives (2 courses, 6 credits)
    - One course in Fine Arts, one course in Literature
- Philosophical Perspectives (1 course, 3 credits)
- Global Perspectives (1 course, 3-4 credits)

List of courses that meet each category available here

In addition to completing the college's General Education Requirements, all Rider University students are required to complete an **Engaged Learning Graduation requirement**.

Rider's students are required to complete at least two high-impact Engaged Learning Experiences that reflect the University's strategic themes of leadership, ethics and social responsibility, and global and multicultural perspectives. Students are required to reflect upon how the experience impacted themselves and others in either a written short essay or in a structured group setting.

All Rider University undergraduate students are required to earn a minimum of six points, spread across at least two Engaged Learning categories. The six categories of Engaged Learning are:

- Leadership and Mentoring
- Study Abroad and Cultural Exploration
- Guided Research and Scholarship
- Civic and Community Engagement
- Internship, Co-Op, and Field Work
- Arts, Media and Creativity

"Points" are assigned to courses designated as "Engaged Learning" (with the number of points equal to the number of credit hours for the course). Students can also submit their own outside experiences in these categories to be reviewed to determine eligibility for points based on the number of hours spent in the activity.

ROWAN

https://sites.rowan.edu/academic-affairs/officeofacademicaffairs/assessment/rowan-core/rowan-core-literacies-and-outcomes.html

Rowan Core Requirements

Note: Rowan Core is Rowan's general education program. Rowan courses are generally offered with 3 credit hours. Rowan Core and Rowan Experience requirements should equate to 30-33 credit hours, and students must complete a minimum of 120 credit hours to be eligible for graduation.

Rowan students in all undergraduate major programs must complete course requirements in all six Rowan Core Literacies, for a total of 24 credits, as follows:

- Artistic Literacy: any Artistic Literacy-designated course (3 credits)
- Communicative Literacy: all of the following courses:
    - COMP 01111 – College Composition I (or equivalent) (3 credits)
    - COMP 01112 – College Composition II (or equivalent) (3 credits)
    - CMS 04205 – Public Speaking or CMS 04206 – Digital Presentations (or equivalent) (3 credits)
- Global Literacy: any Global Literacy-designated course (3 credits)
- Humanistic Literacy: any Humanistic Literacy-designated course (3 credits)
- Quantitative Literacy: any Quantitative Literacy-designated course (3 credits)
- Scientific Literacy: any Scientific Literacy-designated course (3 credits)

List of Rowan Core courses available here

Rowan Experience requirements
In addition to Rowan Core general education requirements, students must complete the following Rowan Experience requirements:

- One Broad-Based Literature-designated Course (LIT) (3 credits)
    - Focus on in-depth analyses of texts
- One Rowan Seminar-designated Course (RS) (3 credits)
    - First Year Seminar equivalent (not taken by transfer students)
- One Writing-Intensive-designated Course (WI) (3 credits)

RUTGERS
https://catalogs.rutgers.edu/generated/nb-ug_current/pg712.html
https://sasundergrad.rutgers.edu/degree-requirements/core

Rutgers Core Curriculum
Note: Rutgers courses are generally offered with 3 credit hours. Rutgers Core Curriculum should equate to 39 credit hours, and students must complete a minimum of 120 credit hours to be eligible for graduation.

Contemporary Challenges (2 courses, 6 credits)

- Diversities and Social Inequalities (1 course, 3 credits)
- Our Common Future (1 course, 3 credits)

Areas of Inquiry (6 courses, 18 credits)

- Natural Sciences (2 courses, 6 credits)
- Social and Historical Analysis (2 courses, 6 credits)
    - Historical Analysis (1 course, 3 credits)

    - Social Analysis (1 course, 3 credits)
- Arts and Humanities (2 courses, 6 credits)

Cognitive Skills and Processes (5 courses, 15 credits)

- Writing and Communication (3 courses, 9 credits)
    - Expository Writing required
    - Two other courses:
        - One course must focus on this goal: Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision. [WCr]
        - One course must focus on writing in a specific discipline and meet this goal: Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. [WCd]
- Quantitative and Formal Reasoning (2 courses, 6 credits)

SETON HALL
https://www.shu.edu/core-curriculum/core-courses.html

The Core Curriculum consists of six common courses, as well as the systematic development of five academic proficiencies through the study of the liberal arts and sciences.

The core courses provide students with an educational experience unique to Seton Hall University (16 credits):
The **Signature Courses** are rooted in questions that are central to but not exclusive to the Catholic intellectual tradition. Students read and discuss some of the enduring texts that address the meaning and purpose of the human journey. Through these courses, students gain self-knowledge, develop habits of intellectual and ethical engagement and hone the skills of critical thinking and thoughtful communication. They also develop the competencies to exercise servant leadership in a diverse and rapidly evolving world. These courses are:

- Year 1 - Core 1101 Journey of Transformation
- Year 1 - Core 1001 University Life in which mentors and peer advisors provide students with the models and tools needed for success in their academic career
- Year 1 - ENGL 1201 Core English I; ENGL 1202 Core English II provide an introduction to, and development of, academic reading, writing and research skills
- Year 2 - Core 2101 Christianity & Culture in Dialogue
- Year 3 - Core 3XXX Engaging the World The third signature courses are discipline-specific, linking the general principles of the Catholic intellectual

tradition to the various fields of study offered at the university. In this way, questions emerging from the first two core courses, CORE 1101 and CORE 2101, find applications to the disciplines and professions taught at the University.

SAINT JOSEPH'S
https://sites.sju.edu/geprog/gep-requirements/

General Education Program (GEP) Requirements fall into four main categories: (1) signature courses, (2) variable courses, (3) integrative learning courses, and (4) overlay requirements.

Signature Courses (6 courses)
Non-transfer students must take their signature core courses at SJU. Advanced Placement (AP) credit may be used to fulfill the HIS 154 requirement.

- **Jesuit Tradition Common Core**
  - Philosophy 154 – Moral Foundations
  - Theology 154 – Faith, Justice and the Catholic Tradition
- **Cultural Legacy Common Core**
  - English 102 – Texts and Contexts (pre-req: ENG 101)
  - History 154 – Forging the Modern World
- **Signature Variable Core**
  - First Year Seminar (— 150)
  - Faith and Reason

Variable Courses (9 courses, Maximum 10 Courses)
Transfer credit and/or AP credit may be used to satisfy GEP variable requirements.

- Art, Music/Theatre/Film, or Literature (one course)
- Mathematics Beauty (one course)
- Natural Science (one 4-credit lab course or two 3-credit non-lab courses)
- Non-Native Language (one to two courses, depending on placement)
- Social/Behavioral Science (one course)
- Philosophical Anthropology (one course)
- Religious Difference (one course)
- Writing (one course)

Integrative Learning Courses (3 courses)
The GEP integrative learning component (ILC) involves three courses that are specified by a student's primary major. ILC courses count toward the GEP rather than the major. They must be College of Arts and Sciences courses that are taken outside of the student's major department. The purpose of the ILC requirement is to foster integration of the major with general education.Students with a double major are required to complete the ILCs for the primary major only.
Overlay Requirements (4 overlay areas)
Overlay requirements may be satisfied by major courses, elective courses, or GEP

courses (with some restrictions). Students must satisfy the following overlay requirements:

- Diversity
- Diversity, Globalization, or Non-Western Studies
- Ethics Intensive
- Writing Intensive

TCNJ
https://collegecore.tcnj.edu/
https://collegecore.tcnj.edu/program-requirements/

The College Core is a shared undergraduate academic experience designed to ensure that all TCNJ graduates have the essential skills, knowledge, and values needed to be successful and fulfilled in their personal, professional, intellectual, and civic lives.

Main elements (3):
Intellectual and Scholarly Growth, Social Justice, and Multidisciplinary Perspectives

Intellectual and Scholarly Growth:
1. First-Year Seminar
2. Information Literacy – online, non-credit course graded pass/fail, must pass to graduate
3. Written Communication – FY writing course
4. Second Language (only required by some of the schools)

Social Justice
1. First-Year Community Engaged Learning (FYCEL) - graduation requirement completed within their first year at TCNJ through the non-credit, two-week course, consisting of two 80-minute education class sessions, one half day of service, and one 80-minute reflection class session.
2. Gender and Sexuality
3. Global Perspectives
4. Race and Ethnicity

Multidisciplinary Perspectives
The College Core Breadth Requirement provides knowledge in three broad sectors: Arts and Humanities, Social Sciences, and Natural Sciences and Quantitative Reasoning. Each of the three multidisciplinary perspectives is sub-divided into two disciplines as follows:

Arts and Humanities
Literary, Visual or Performing Arts – Discipline
Belief Systems – Discipline
Social Sciences and History
Behavioral, Social, or Cultural Perspectives – Discipline
Historical Perspectives – Discipline

Natural Science and Quantitative Reasoning
Natural Sciences – Discipline
Quantitative Reasoning – Discipline
A single course can satisfy only one discipline.

TEMPLE
https://bulletin.temple.edu/undergraduate/general-education/

The General Education (GenEd) curriculum is the required curriculum for undergraduate students. Every Temple undergrad completes GenEd requirements to graduate.

Competencies (8):
Critical Thinking, Contextualized Learning, Interdisciplinary Thinking, Communication Skills, Scientific & Quantitative Reasoning, Civic Engagement, Information Literacy, Lifelong Learning

Program Framework
The General Education curriculum introduces students to nine areas of learning and a total of eleven courses, divided into Foundation courses and Breadth courses.

Foundation Courses
GenEd Attribute

GW	Analytical Reading & Writing	1 course, 4 credits
GQ	Quantitative Literacy	1 course, 4 credits
GY	Intellectual Heritage I	1 course, 3 credits
GZ	Intellectual Heritage II	1 course, 3 credits

Breadth Courses
GenEd Attribute

GA	Arts	1 course, 3 or 4 credits
GB	Human Behavior	1 course, 3 credits
GD	Race & Diversity	1 course, 3 credits
GG	World Society	1 course, 3 credits
GS	Science & Technology	2 courses, 3 credits each
GU	U.S. Society	1 course, 3 credits

UNIVERSITY OF DELAWARE
https://sites.udel.edu/gened/gened-home/

General Education requirements at the University of Delaware are comprised of six (6) university-wide requirements all undergraduate students must fulfill before graduating with a bachelor's degree:

1. First Year Seminar (FYS)
2. English 110 (ENGL110) must earn a minimum grade of C-

3. University Breadth Requirement -all students are required to complete a minimum of 12 credits from the list of University breadth courses. This includes 3 credits from each of the following categories: Creative Arts and Humanities, History and Cultural Change, Social and Behavioral Sciences, and Mathematics, Natural Sciences and Technology. This requirement is typically met within the first two years of the completion of an undergraduate degree. Students must earn a minimum grade of C- in each course to meet this requirement.
4. Multicultural Course Requirement
5. Discovery Learning Experience (DLE) DLE courses are typically taken in a student's senior year. Examples of DLE courses include: Internships, Study Abroad, Senior Theses, Practica
6. Capstone Experience examples of major assignments in the Capstone Experience: Honors Thesis/Senior Research, Course-Based Research Professional Practicum and Internships, Design Projects, Programmatic ePortfolios, Senior-level Seminars, Field Experiences, Appropriately defined classroom courses

WILLIAM PATERSON
https://www.wpunj.edu/ucc/index.html
https://www.wpunj.edu/ucc/faq.html

The University Core Curriculum (or the "Core") is the "general education" program at William Paterson University designed to enable students to prepare for an increasingly complex yet interdependent world that simultaneously holds opportunities for creativity, new knowledge, connecting across conventional boundaries of thought and practices, cooperation and teamwork, and diverse modes of communication and building community. It is a 40 credit program, which constitutes a third of the entire undergraduate curriculum.

WIDENER
https://catalog.widener.edu/content.php?catoid=41&navoid=1729

Foundations and Transformations - General Education Full Requirements
To accomplish the objectives for a general education at Widener University, students are required to complete: (below is 67 credits)

1. ASC 101. Thinking Through (3 credits)
2. English 101. Reading, Thinking, and Writing (3 credits)
3. Arts and Sciences Foundations Courses
   Humanities (9 credits, including one 300-level course)
   Science (9 credits, including one science laboratory course)
   Social Science (9 credits)
4. Flex Course (3 credits from any Arts and Sciences course)
5. ASC 401. Transformations Capstone Course (3 credits)

6. Knowledge and skills requirements – Completed in courses listed above, courses in the major, or other electives.

Diversity (2 courses)
Writing Enriched (4 courses) ENG 101 is required; additional credits are one per year.
Quantitative Reasoning (1 course)

7. Physical Education (1 credit)
8. MATH 101 or at least Level 3 on the Mathematics Assessment (3 credits)

Appendix B

Case Study: Rowan University General Education Curriculum

Rowan Core is Rowan University's general education program. Students complete course requirements in six Rowan Core literacies:

- Artistic
- Communicative
- Global
- Humanistic
- Quantitative
- Scientific

Courses in each of these literacies have defined learning objectives they should address (listed here), with "a minimum of two Rowan Core outcomes...assessed per course per semester. The assessment scores must be based on graded student work in the class."

"Effective Fall 2018, Rowan Core is the product of years of collaborative planning, beginning with the articulation of six literacies with goals and outcomes for each, and progressing to a University Senate proposal that established the foundation of the program. **While Rowan Core is the general education program, students develop the Rowan Core literacies not only in their general education courses but in their major coursework as well**." Rowan Core literacies are assigned to disciplinary courses within majors.

In addition to Rowan Core general education requirements, students must complete the following **Rowan Experience** requirements:

- **One Broad-Based Literature-designated Course (LIT)** (3 credits). In Broad-Based Literature courses, students develop their critical skills by performing in-depth analyses of texts.
- **One Writing-Intensive-designated Course (WI)** (3 credits). The ability to write effectively is vital for any well-educated person, no matter their career field. Students' writing skills will be bolstered by these special courses emphasizing learning, and expressing one's learning, through the writing process.
- **One Rowan Seminar-designated Course (RS)** (3 credits). College is very different from high school; all Rowan first-year students are supported through this transition in their Rowan Seminar course. Students build skills for success in college-level work and will engage with the Rowan community. Students who transfer in as sophomores, juniors, or seniors do not take Rowan Seminar courses.

Specific guidelines that LIT and WI courses should adhere to are outlined here.

Rowan maintains an accessible list of all courses that currently satisfy Rowan Core and Rowan Experience (LIT and WI) requirements and the upcoming semesters when they will be offered.

Administration of Rowan Core

Rowan Core, LIT and WI courses are overseen by the Learning Assessment and Rowan Core Committee (LARC), a Policy Committee of the University Senate. LARC has 19 members (in AY23-24), including 13 faculty (at least one from each school), representatives from the library (1), AFT (1), and professional staff advisors (2). Additionally, the Director of Assessment and a representative from the Registrar's office both serve as non-voting members.

LARC has the following responsibilities (**emphasis added**):

- Ongoing review of Rowan University's assessment principles and practices.
- **Develop and approve changes to Rowan Core policy. (Significant changes require Senate approval.)**
- **Review and approve new course assessment plans, including Rowan Core, WI, and LIT assessment.** (This review must be completed as part of the curriculum proposal process before a course receives a Rowan Core, WI, or LIT course attribute.)
- Review and approve proposed changes to course assessment plans. (This does not require a curriculum proposal. Simply contact the chair via email to begin the process.)
- **Communicate regularly with departments regarding Rowan Core policy, the status of Rowan Core courses, and assessment requirements.**
- **Manage the Rowan Core program in coordination with the Director of Assessment (e.g., maintain a shared database, systematic review and analysis of assessment data).**
- Periodic review of existing course assessment plans to ensure that they remain relevant and follow best practices in assessment.
- **Revoke the Rowan Core, WI, or LIT attributes from a course if the department fails to perform and report on the approved student assessments.**
- Work with departments on program assessment, including the optional integration of program assessment with Rowan Core, WI, and LIT course assessment plans.
- **Review student appeals of transfer credit to fulfill Rowan Core, WI, or LIT requirements.**
- **Revise existing Rowan Core learning outcomes (or add new ones) as needed.**

Approval of new courses for Rowan Core, LIT or WI

All new courses at Rowan are considered in the University Senate Curriculum Committee. Courses proposed as Rowan Core are first sent to LARC for review to develop assessment materials and acquire a literacy approval before undergoing the Senate Curriculum Committee review.

Rowan Core, LIT and WI courses must meet defined assessment standards. In the course approval application, Rowan Core, LIT and WI must complete a course assessment document that outlines the specific Rowan Core, LIT or WI learning objectives that a course will meet as well as how they will be assessed. Faculty submit assessment instruments (including assignment prompts and rubrics) for evaluation.

> Sample assessment plans are available for review and faculty proposing new Rowan Core, LIT or WI courses are "welcome to send ideas, drafts, questions, etc. To LARC committee chair...ahead of...official submission."
>
> Assessment information is reported into a central assessment management system each semester: "Faculty teaching Rowan Core courses are required to use the assessment methods that were proposed by the course director and approved by the Rowan Core Committee. These assessment methods are graded components of the course. Faculty then submit their evaluations of each of their students' work using an online form within TracDat, the University's assessment management system." Data is then made available in an interactive dashboard to department chairs, assessment committee members and course directors for review.

Rowan Core, LIT and WI courses must include provided language in their syllabi about the course learning objectives and the broader general education program: "The syllabus for each Rowan Core, WI or LIT course will include a statement about the Rowan Core or Rowan Experience requirement, along with a list of the learning outcomes being assessed. This statement will be included in the course's assessment plan."

Miscellaneous Rowan General Education Policies

From Rowan Core Policy Summary

Retroactive Credit
If a course is added to Rowan Core after a student has taken it, the course will retroactively count as satisfying that student's Rowan Core Literacy requirement.

Substitutions and Waivers
Consistent with our commitment to general education as an institutional curriculum shared by all of our graduates, the Rowan Core requirements apply to all programs. Departments therefore cannot substitute non-equivalent courses in a general way or remove the requirement for fulfilling a literacy from their program. On a case-by-case

basis, however, departments may authorize substitutions for individual students when warranted by extenuating circumstances, based on their existing waiver power.

On a case-by-case basis, departments and/or advisors may also authorize switching students from the previous general education model to Rowan Core, when it is determined in consultation with the student that the change will advance the student's progress to degree.

Transfer Credit for Rowan Core, WI or LIT Courses
The Rowan Core literacy requirements are waived for transfer students with an earned A.A. or A.S. degree from a NJ community/county college. For all other students, the following criteria will be used to determine whether transfer credits fulfill Rowan Core requirements. These criteria are intended to make it easier for students to count transfer credits earned elsewhere, while still preserving the integrity of assessment in our own Rowan courses. By establishing transfer equivalencies to the various Rowan Core literacies, students and advisors can easily see which courses and exams are satisfying Rowan Core, WI or LIT requirements.

> *Workflow for Establishing Rowan Core Transfer Equivalencies*
> The LARC Committee is responsible for establishing equivalencies between transfer courses or exams and the various Rowan Core literacies, plus the WI and LIT requirements.
>
> A course or exam that comes in from another institution with no established transfer equivalency will go out to the relevant department chair or head on the Outstanding Data report. The policy process then outlines three options for how to proceed with transfer equivalency determinations.
>
> *Workflow for Establishing WI Transfer Credit*
> A transfer course will not automatically fulfill the Writing Intensive (WI) requirement—even if its equivalent Rowan course does so. (Even if the two courses are established as being equivalent in disciplinary content, there is no guarantee that the transfer course is also being taught consistently with Rowan's WI guidelines.) ...
>
> Students can submit an appeal to have their transfer course fulfill the WI requirement. This appeal will be reviewed by the LARC Committee chair, based on the following criteria:
>
> - At least 40% of the course grade based on writing assignments (as indicated on the syllabus);
> - Significant course time dedicated to the teaching of writing (as indicated on the syllabus).

Access full information on Rowan's General Education Curriculum pulled from their websites here.

Appendix C

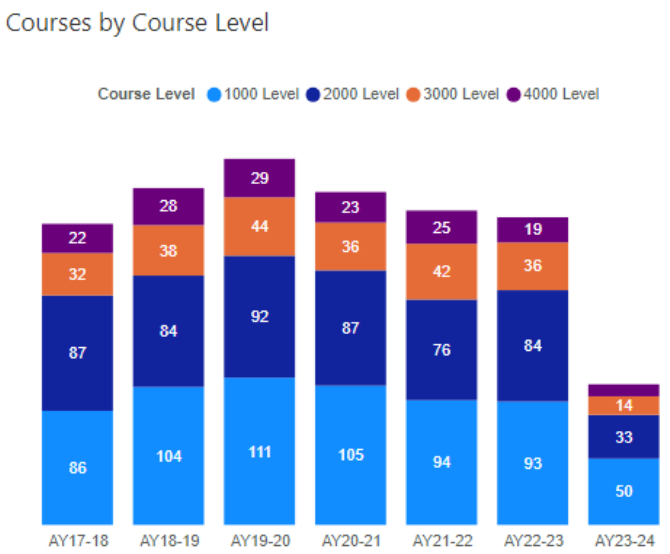
Attribute Data for Stockton University 2017-2023

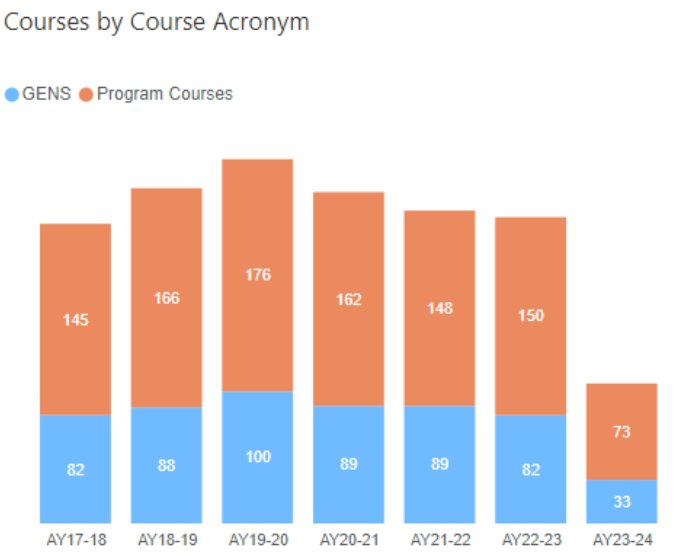
Source: Open in Power BI; Course Enrollment by Attribute; Data as of 2/9/24, 9:24 AM

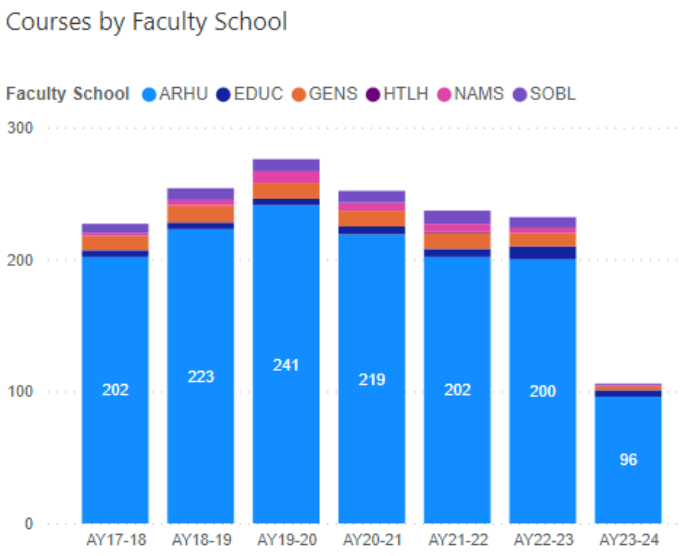
A-Arts

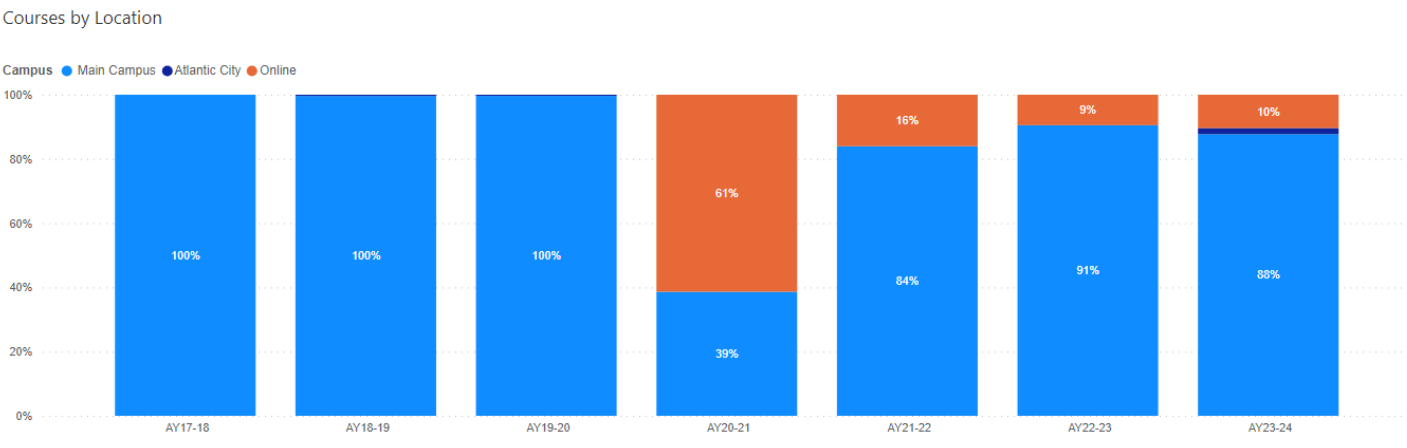
Snapshot for AY 22-23:

- A total of 232 courses were offered
- Most are at the 1000 or 2000 level
- 86.2% of courses were taught by ARHU faculty
- 64.6% were program courses
- 75% of the General Studies courses were GAH; 1 was GNM, 8 were GIS, 11 were GEN, and the remaining 62 were GAH
- 99% of seats were filled
- Programs offering these course





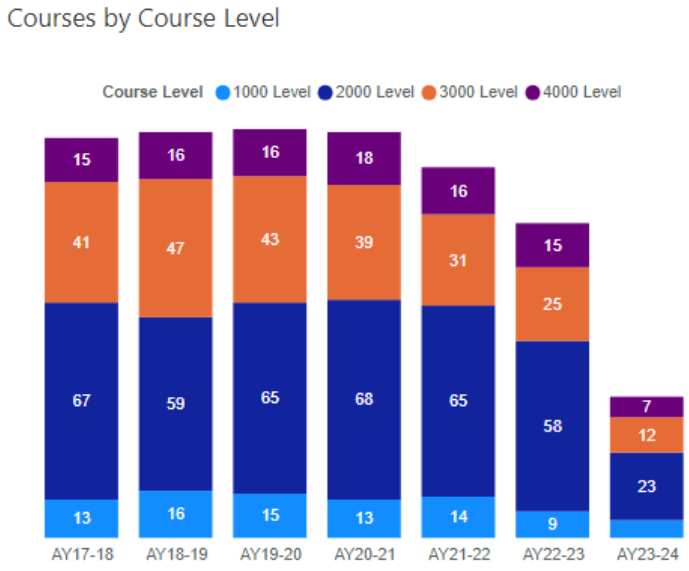


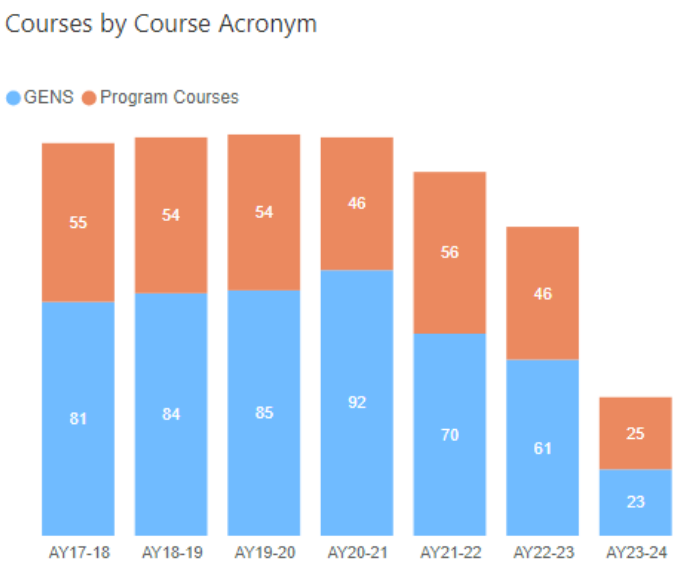


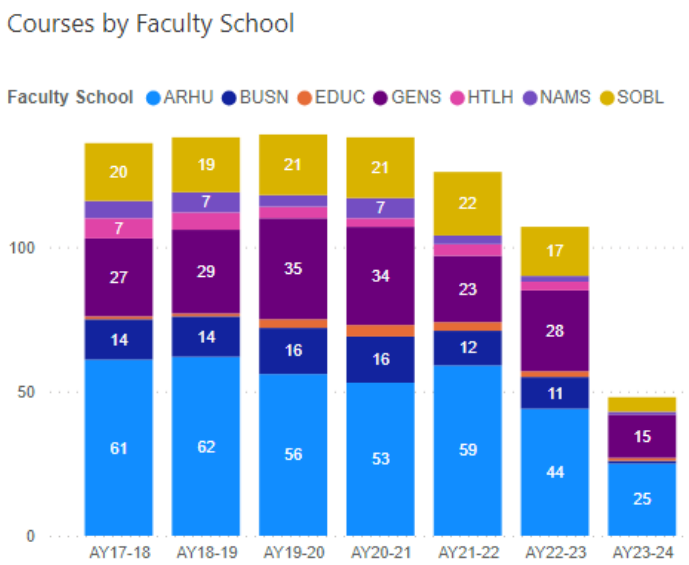
H- History

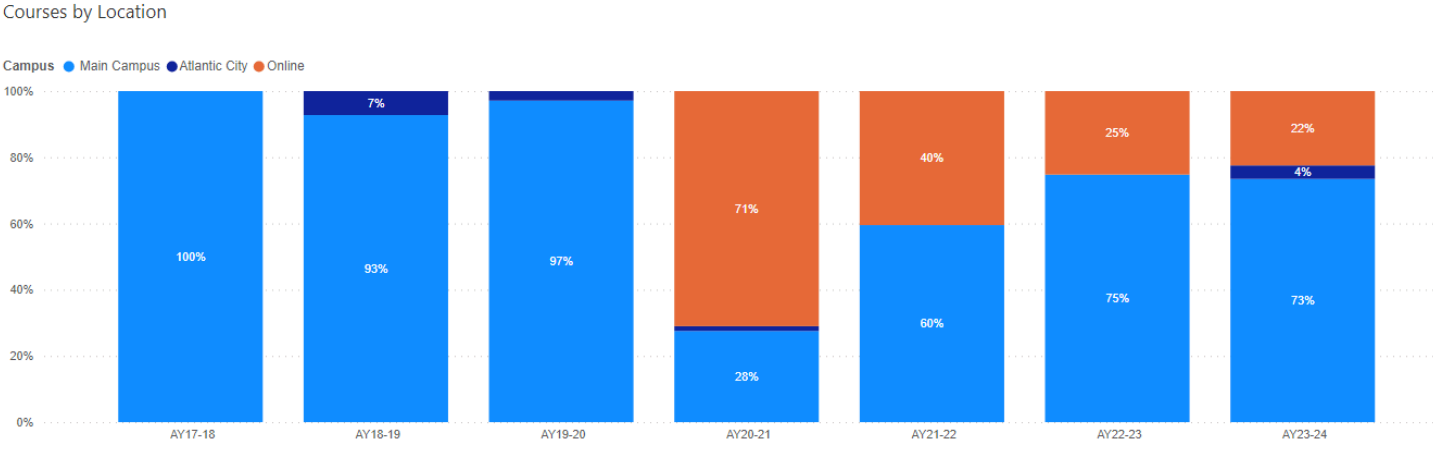
Snapshot for AY 22-23:

- A total of 107 courses were offered
- Most are at the 2000 or 3000 level
- 41% of courses were taught by ARHU faculty
- 43% were program courses
- 56% of the General Studies courses were GAH; 3 were GNM, 9 were GSS, 13 were GIS, 2 were GEN, and the remaining 34 were GAH
- 99% of seats were filled





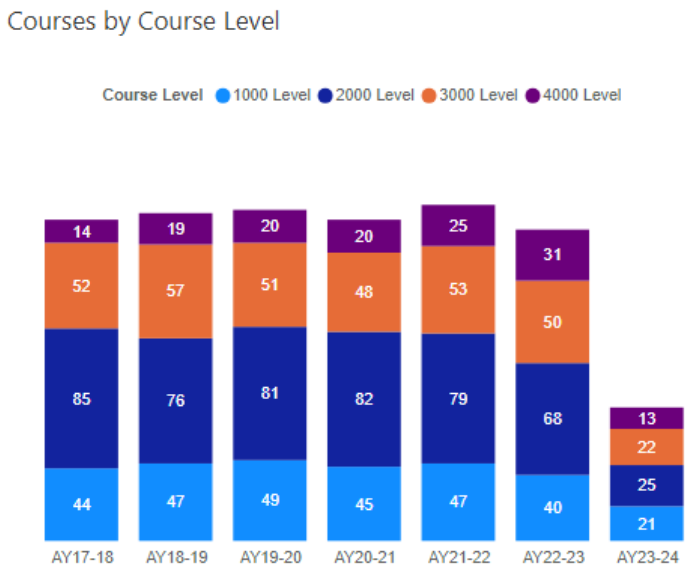


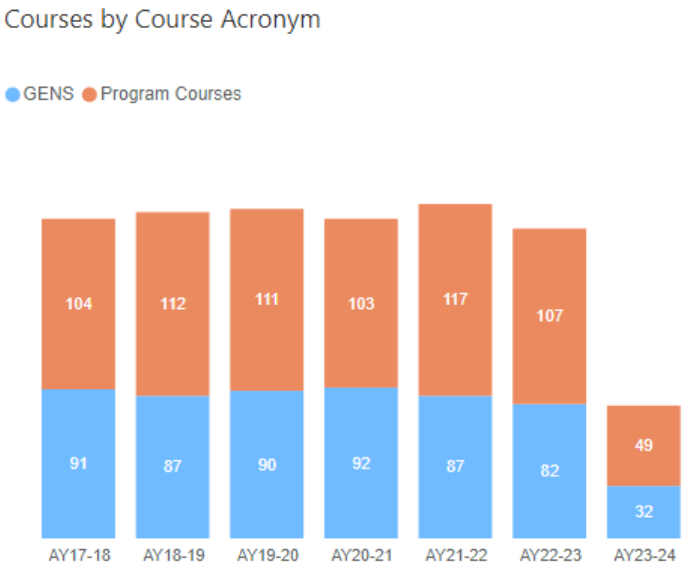


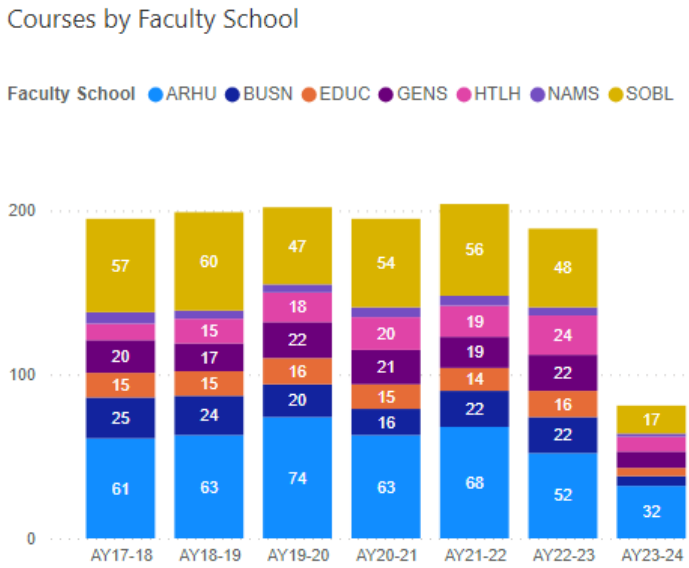
I-International

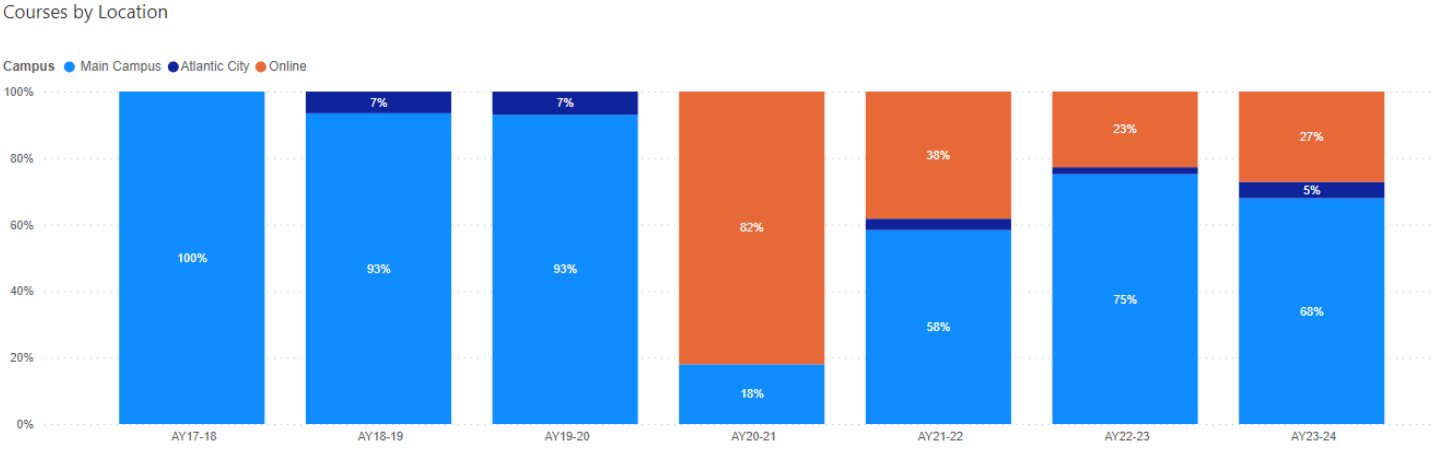
Snapshot for AY 22-23:

- A total of 189 courses were offered
- Most are at the 2000 level, followed by an even split between 1000 or 3000 level
- 27.5% of courses were taught by ARHU faculty, followed closely by 25.4% SOBL
- 57% were program courses
- 45% of the General Studies courses were GSS; 2 were GNM, 8 were GIS, 18 were GEN, 17 were GAH, and the remaining 37 GSS
- 95% of seats were filled





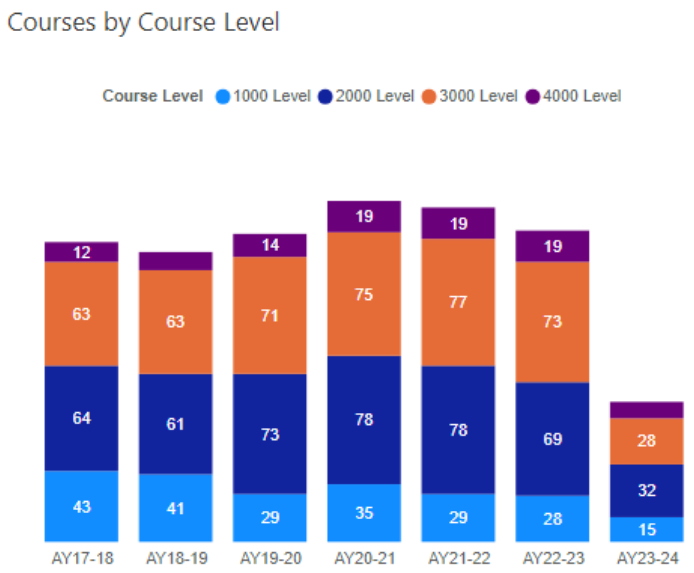


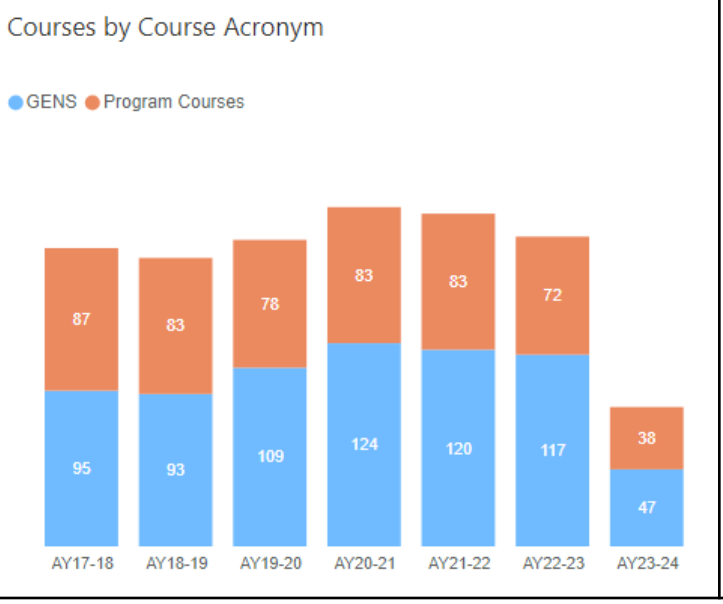


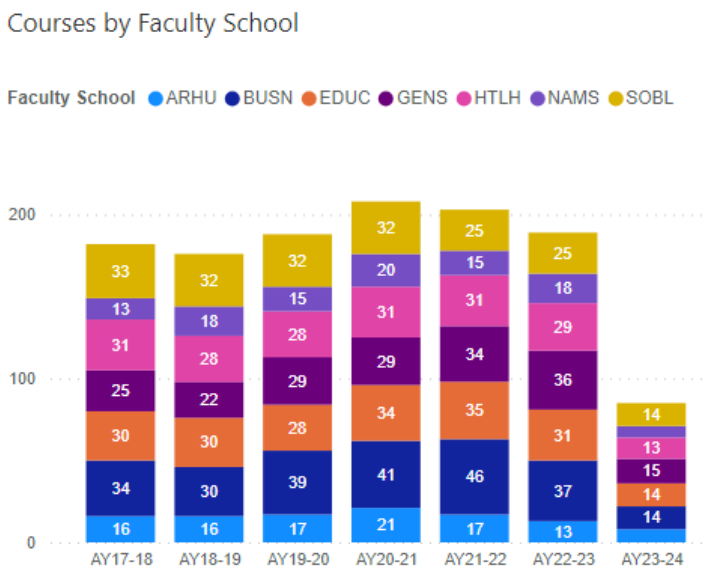
V-Values

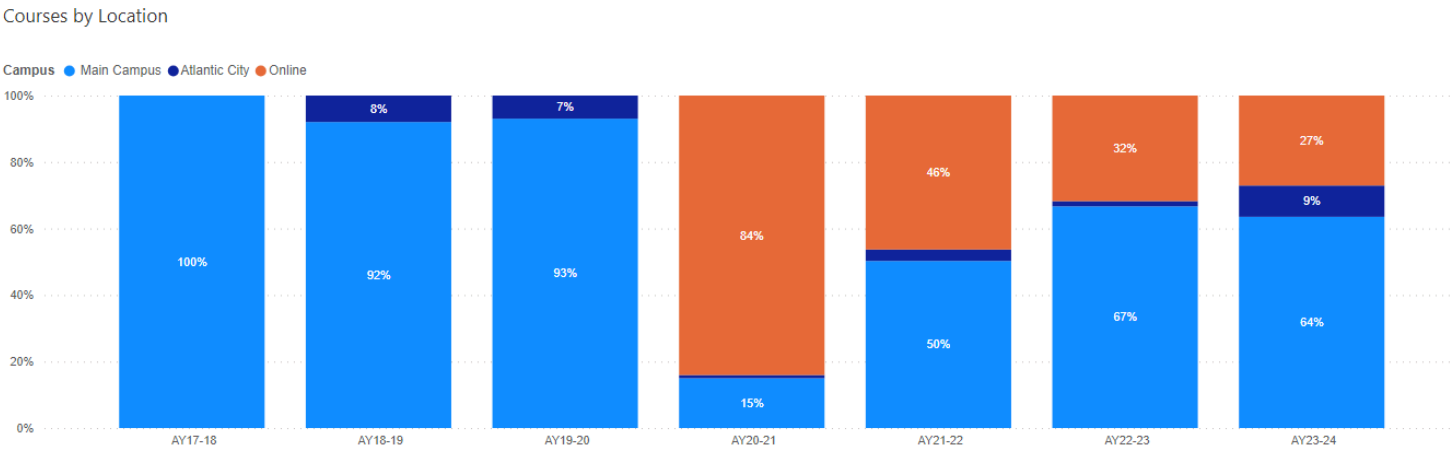
Snapshot for AY 22-23:

- A total of 189 courses were offered
- Most are at the 3000 level, followed by 2000 level
- About 20% of courses were taught by BUSN faculty, another 20% by GENS faculty, followed closely by EDUC and HLTH
- 38% were program courses
- 10 were GNM, 27 were GIS, 6 were GEN, 12 were GAH, and the remaining 31 GSS
- 97% of seats were filled



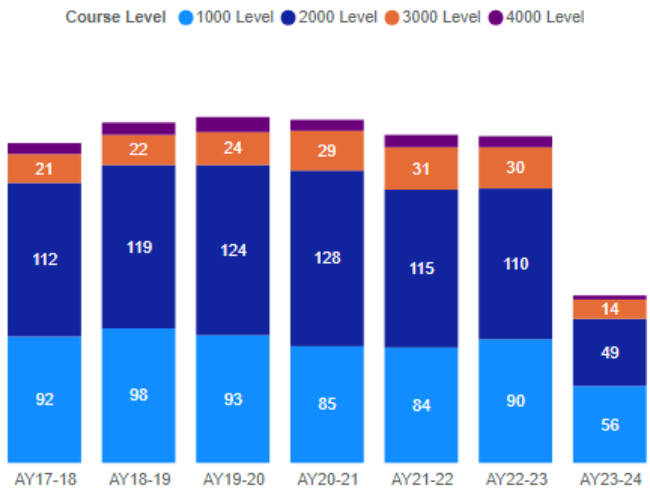




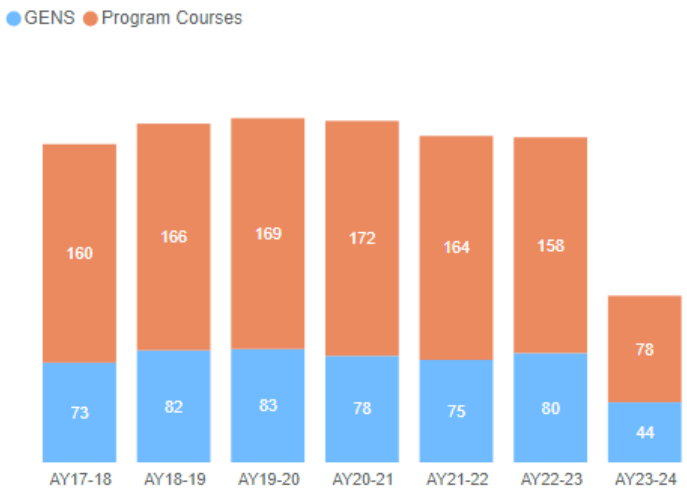


Q1

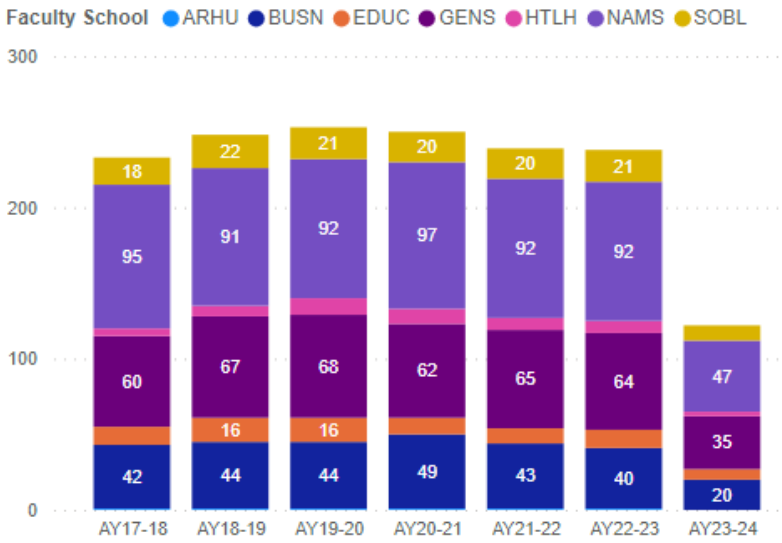
Courses by Course Level



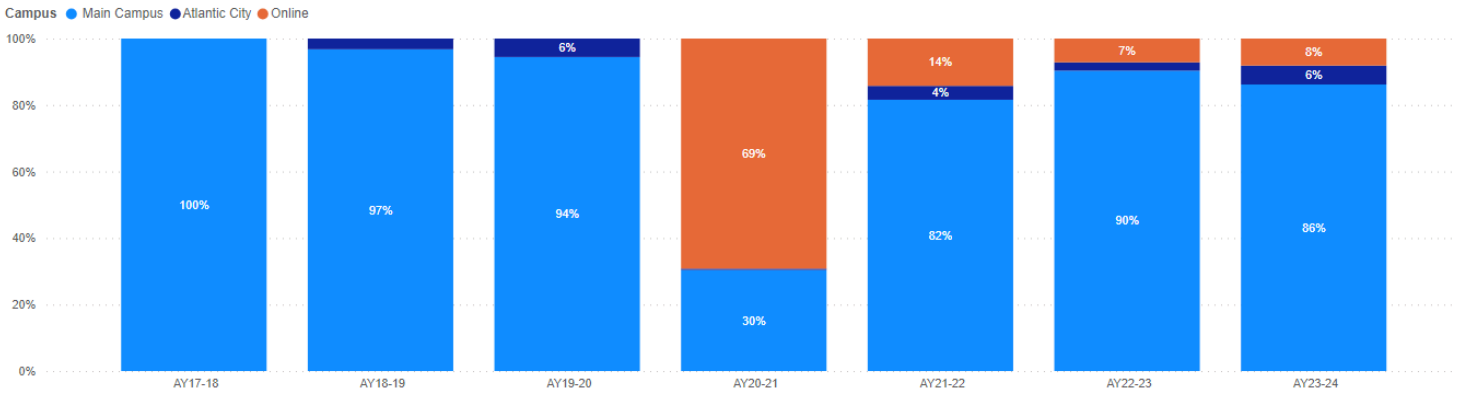
Courses by Course Acronym



Courses by Faculty School

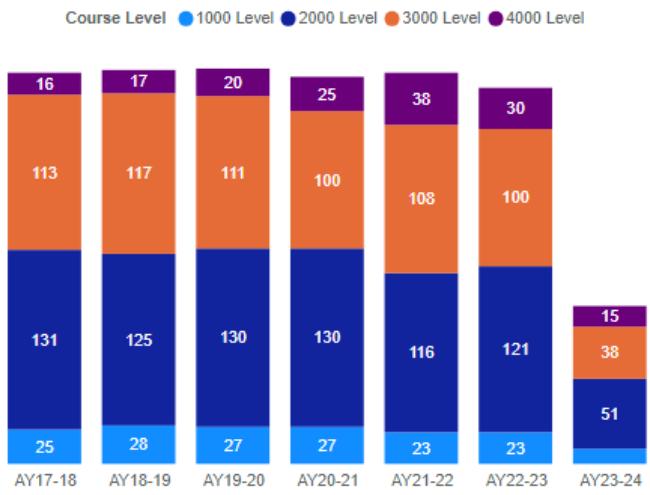


Courses by Location



Q2

Courses by Course Level



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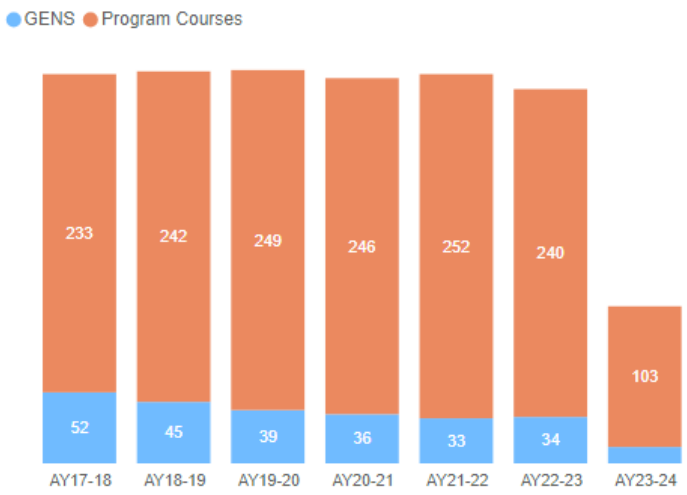
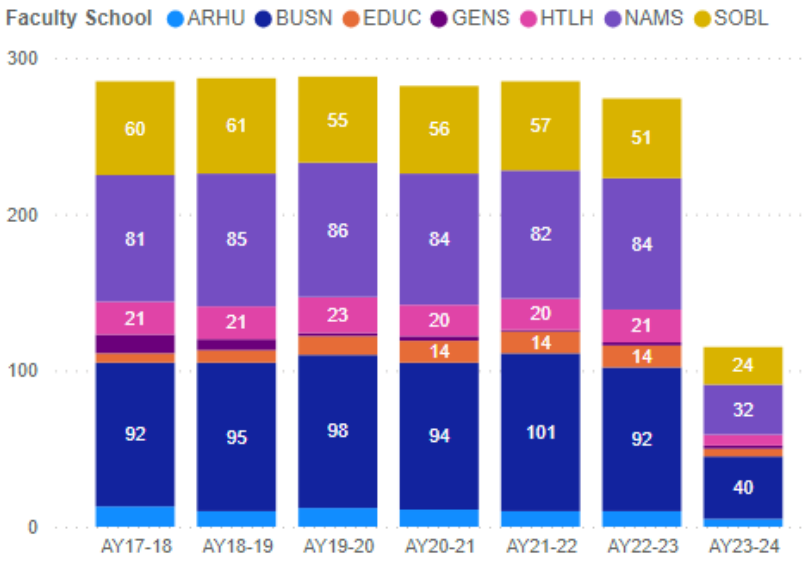


Courses by Faculty School



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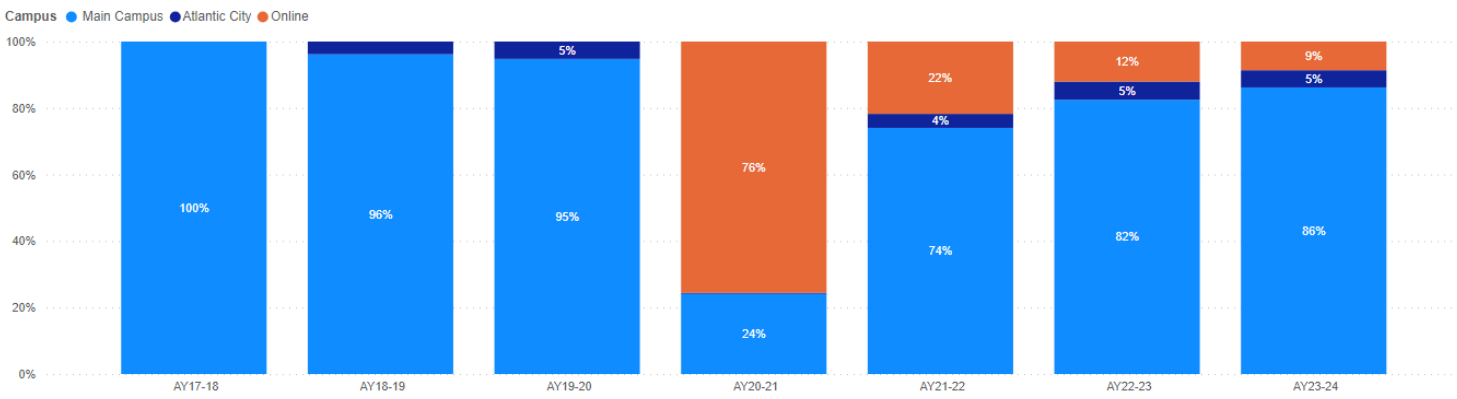
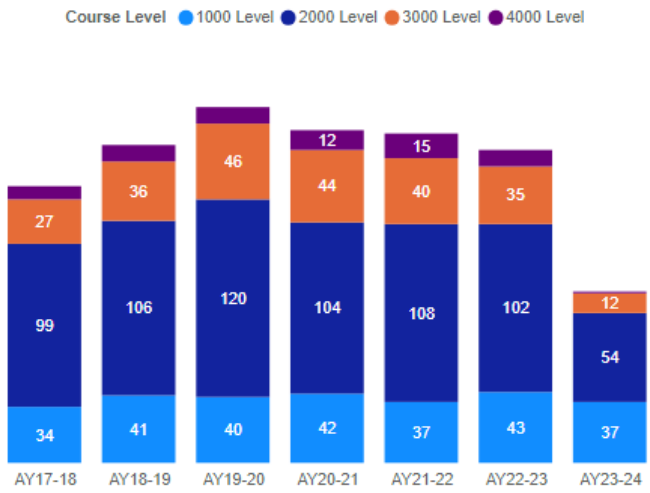
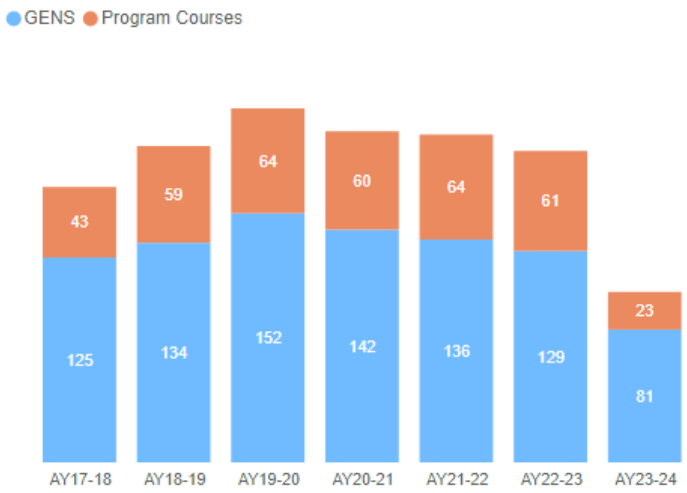


W1

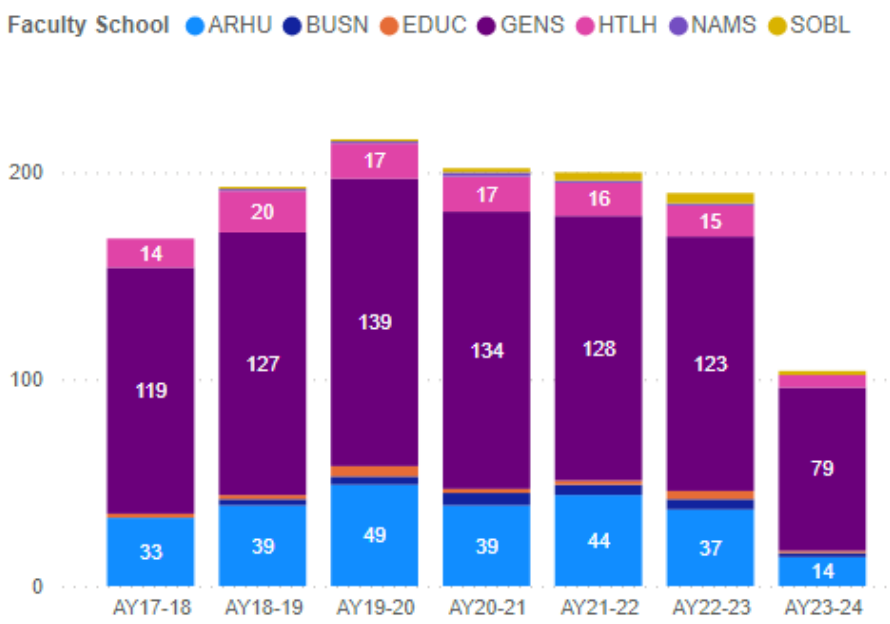
Courses by Course Level



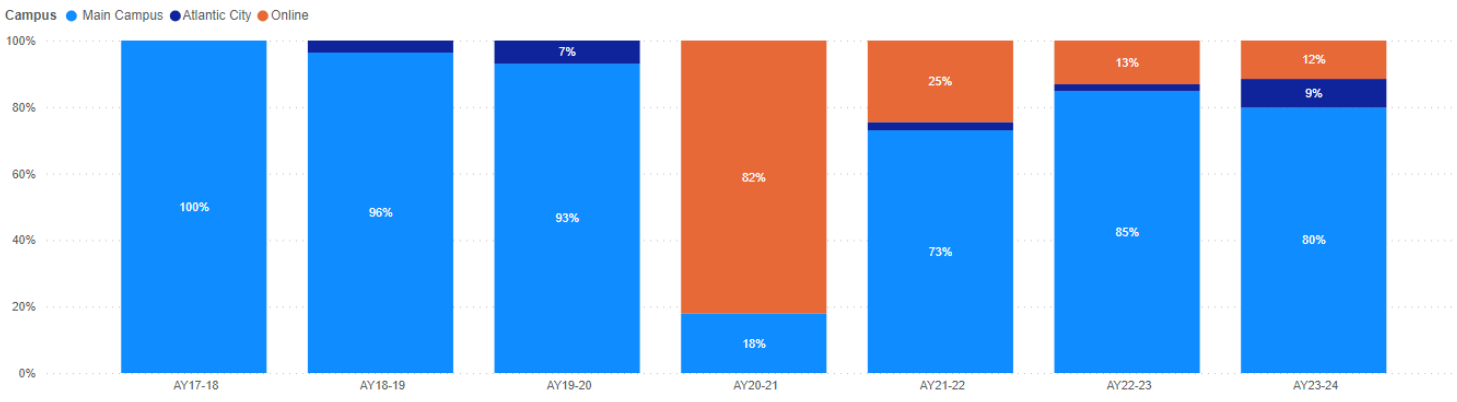
Courses by Course Acronym



Courses by Faculty School



Courses by Location



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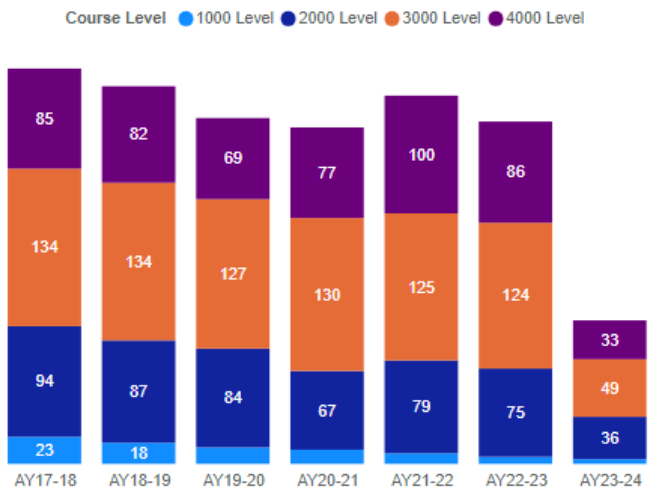
Courses by Course Level



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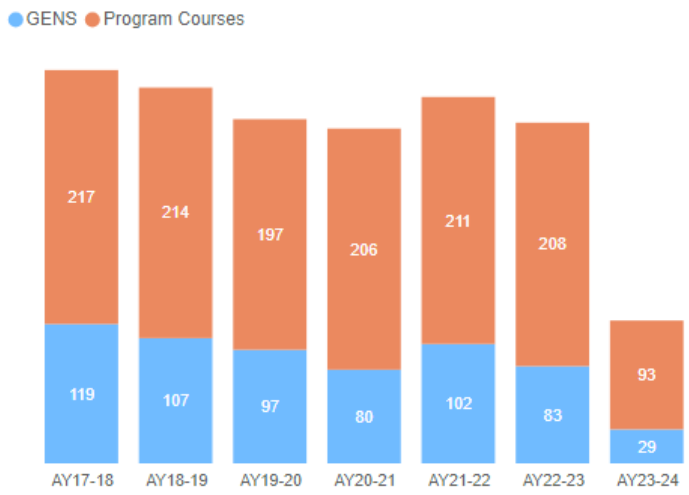
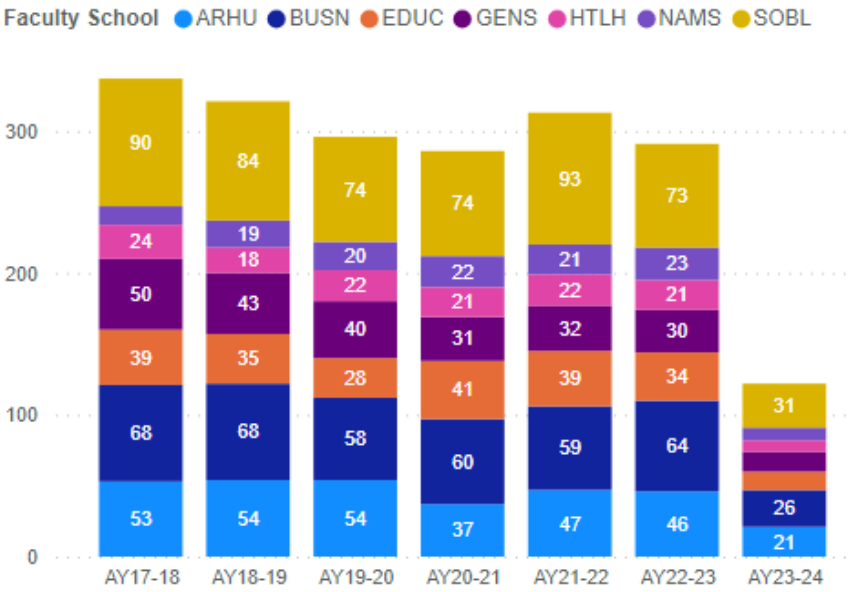
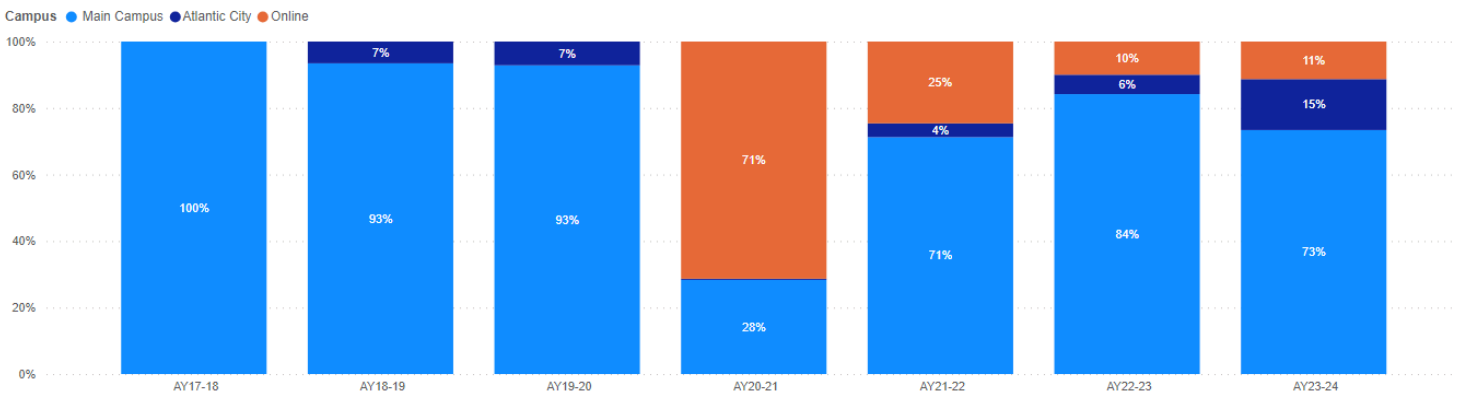


Courses by Faculty School



Courses by Location



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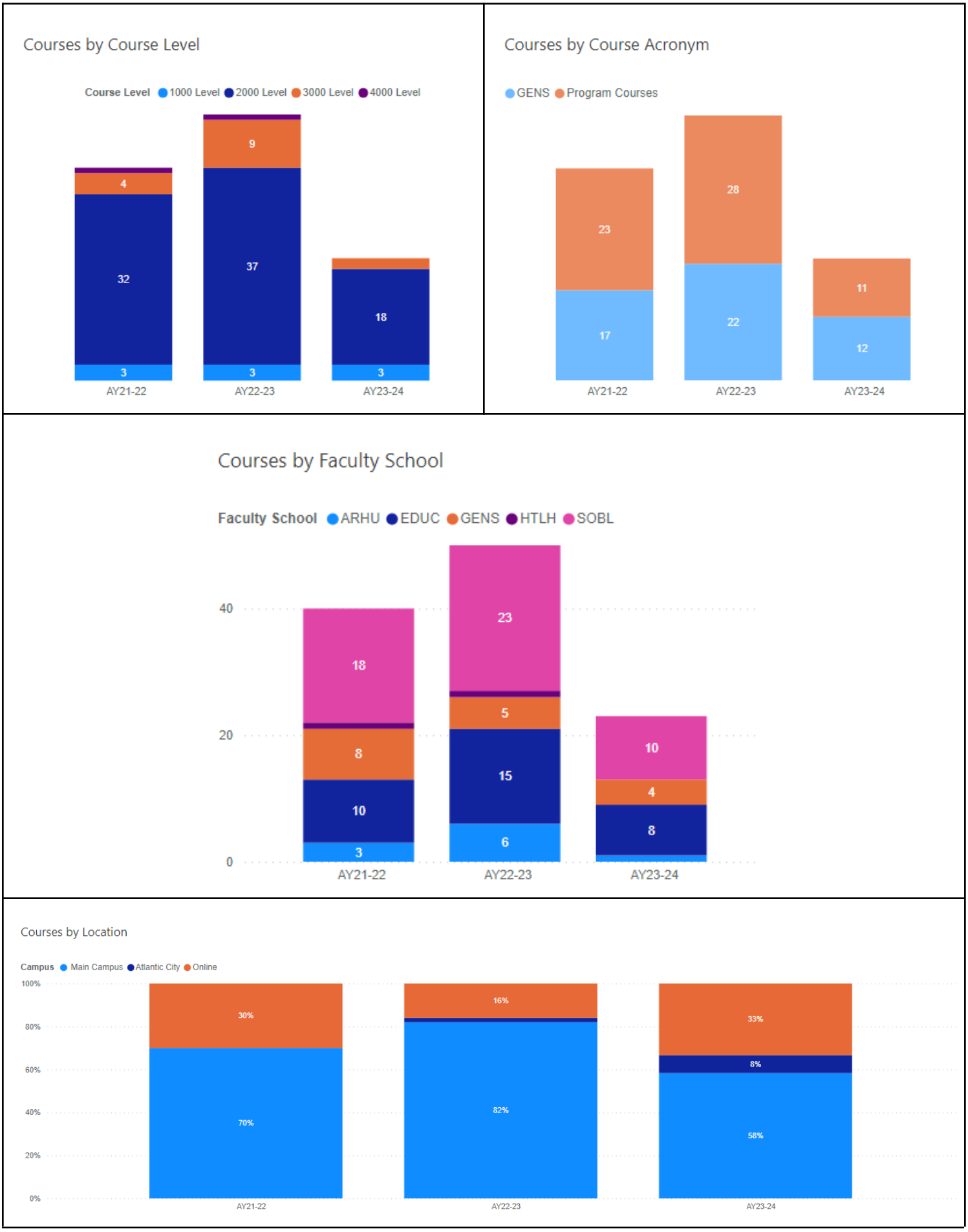
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Course Level 1000 Level 2000 Level 3000 Level 4000 Level
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32
3
9
37
3
18
3
AY21-22
AY22-23
AY23-24
Courses by Course Acronym
GENS Program Courses
23
17
28
22
11
12
AY21-22
AY22-23
AY23-24
Courses by Faculty School
Faculty School ARHU EDUC GENS HTLH SOBL
40
20
0
18
8
10
3
23
5
15
6
10
4
8
AY21-22
AY22-23
AY23-24
Courses by Location
Campus Main Campus Atlantic City Online
100%
80%
60%
40%
20%
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30%
70%
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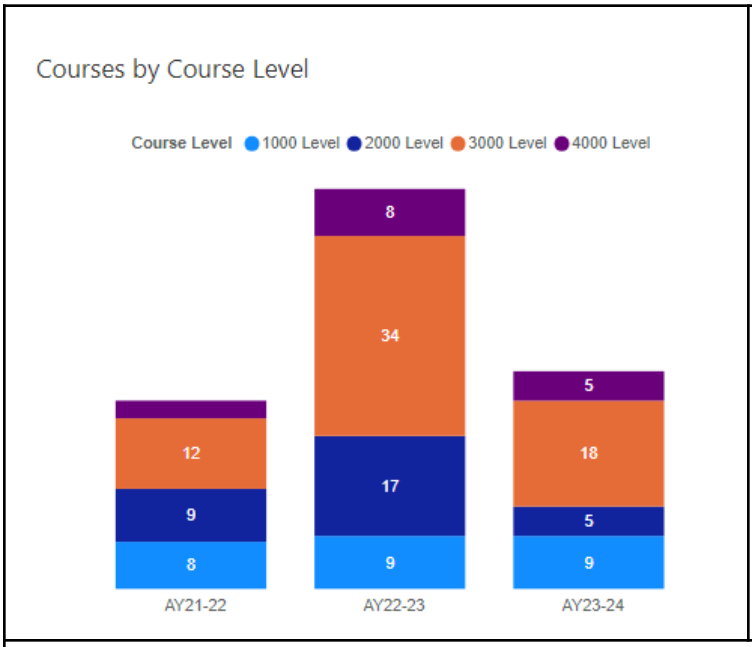
33%
8%
58%
AY21-22
AY22-23
AY23-24

R2


Courses by Course Level
Course Level
1000 Level
2000 Level
3000 Level
4000 Level
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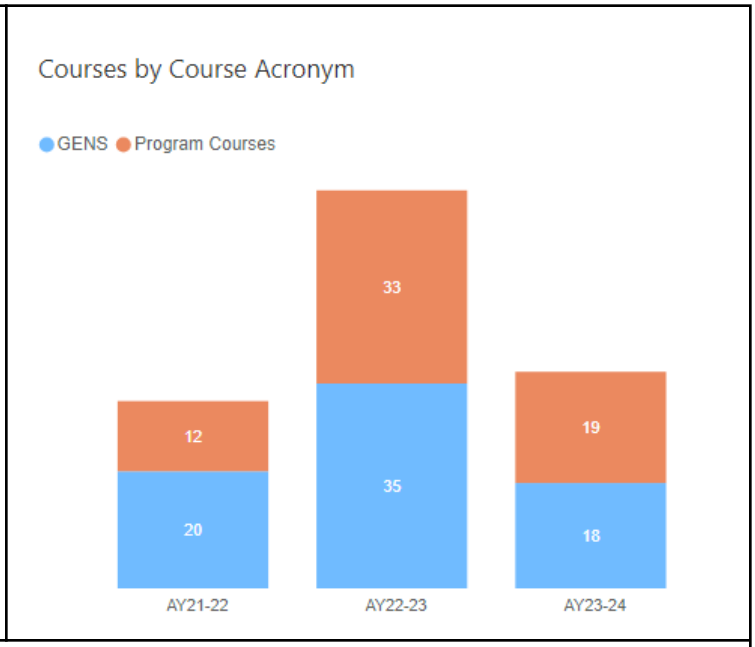
AY21-22
AY22-23
AY23-24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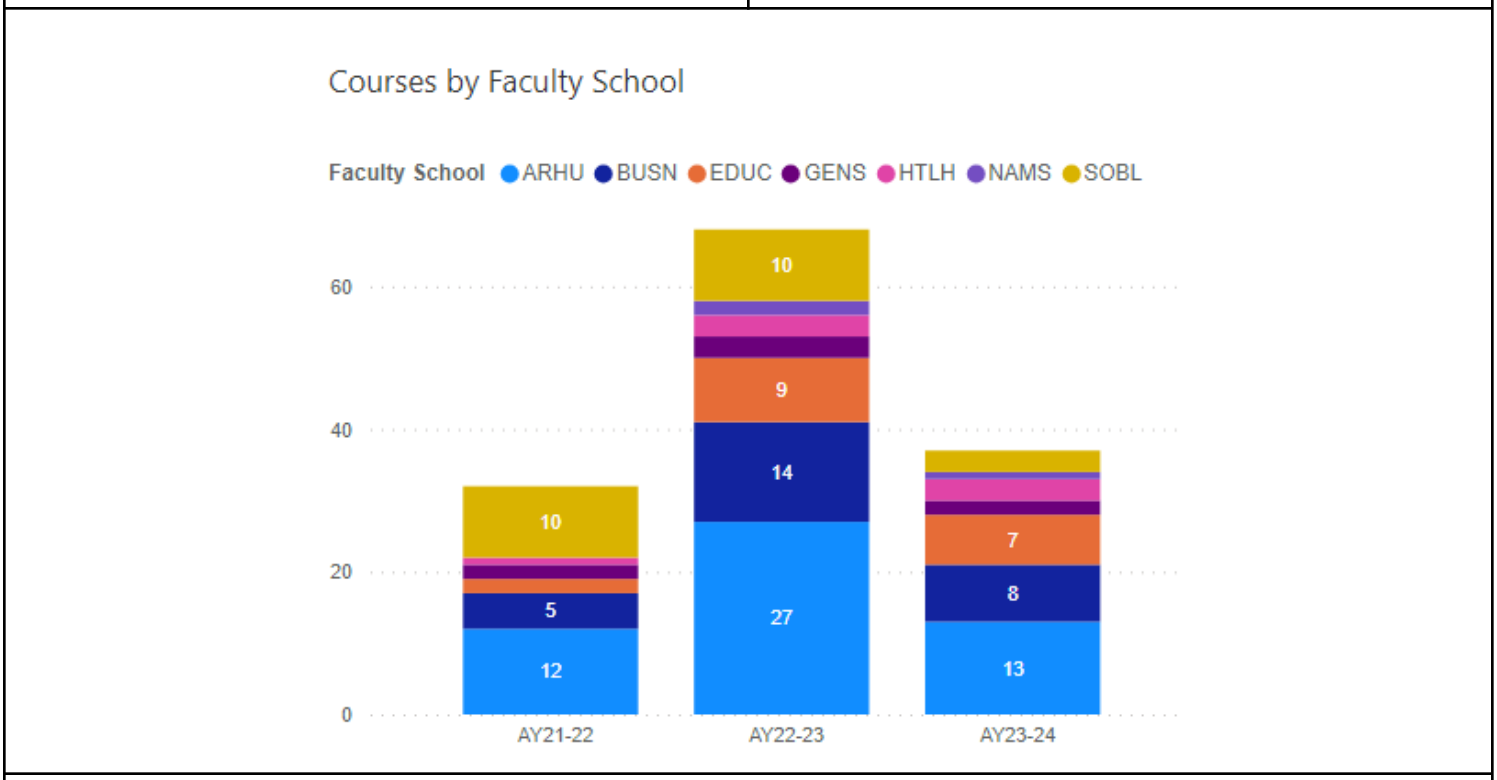
AY21-22
AY22-23
AY23-24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GENS
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SOBL
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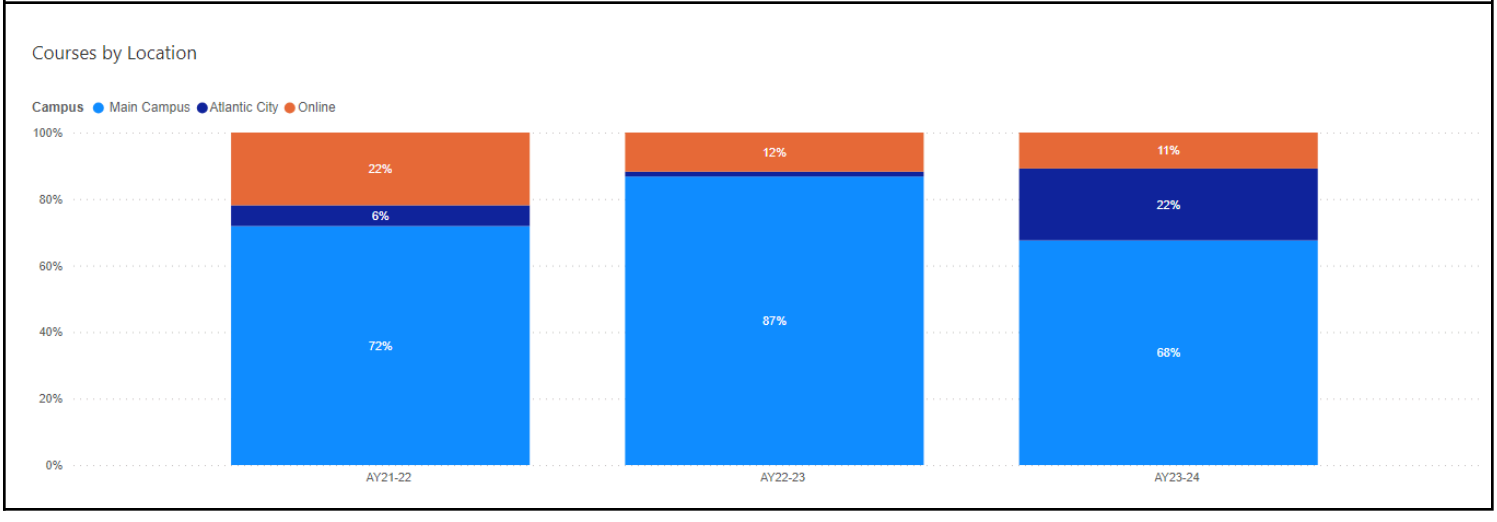
AY21-22
AY22-23
AY23-24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Atlantic City
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60%
40%
20%
0%
22%
6%
72%
12%
87%
11%
22%
68%
AY21-22
AY22-23
AY23-24