The Gen Ed Task Force is proposing Six Recommendations.

1. An updated statement of the goals and learning objectives of General Education;
2. A general evaluation plan to assess the curriculum.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Domains</th>
<th>Details/Rules/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Skills</td>
<td>15</td>
<td>9 credits GWS 6 credits GQ</td>
</tr>
<tr>
<td>Breadth Across Knowledge Domains</td>
<td>30</td>
<td>6 credits GA 6 credits GH 6 credits GS 9 credits GN 3 credits GHA-GHW</td>
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<td></td>
<td>Flexibility: 3-6-9 substitution; Move 3 substitution; world language substitution; upper level substitution</td>
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<tr>
<td></td>
<td></td>
<td>Exploration: students may flexibly distribute remaining credits in any skill or knowledge domain, I-Course or World Language</td>
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</tbody>
</table>

**Changes to the current General Education program are in blue bold and strikeout.**

3. Rename Health and Physical Activity (GHA) to Health and Wellness (GHW) to reflect the academic content of this knowledge domain.
4. Rename “Skills” and “Knowledge Domains” to “Foundations” and “Breadth Across Knowledge Domains”
   a. “Foundations” are the central skill courses in writing and communication (GWS) and quantification (GQ), which are important for all students.
   b. “Breadth Across Knowledge Domains” courses expose students to all knowledge domains (GA, GH, GS, GN, and GHW).
5. Require a C or better in GQ and GWS courses
6. Introduce an explicit integration component requiring 6 credits of Integrative Studies within Breadth Across Knowledge Domains. Two ways of accomplishing this requirement are proposed:
   a) Inter-domain courses
      • Each Inter-domain course will meet at least one General Education learning objective as well as the criteria of two knowledge domains, and credits will be applied in both domains (i.e. double counted) towards fulfilling the Breadth requirement above.
      • Students may not fulfill all of the required work in a single domain with Inter-domain courses.
      • Together, the two Inter-domain courses must span at least three domains.
      • Inter-domain courses are at the 200-level and should carry a prerequisite (e.g. minimum semester standing of third semester, or 3 credits of coursework in one of the two relevant Knowledge Domains) to provide the necessary background for a 200-level university course.
      • Inter-domain courses may be used to fulfill General Education and/or major degree requirements.
• Students choosing Inter-domain courses may have up to 6 credits for Exploration, which may be used for General Education courses in any knowledge domain, or for World Language or additional Inter-domain coursework

b) Linked courses
• Each set of linked courses will meet at least one common General Education learning objective and each course in the set of linked courses will satisfy the criteria for a different knowledge domain (e.g. one GA course and one GH course);
• At least one of the linked courses should carry the other course(s) as a prerequisite or concurrent course requirement;
• The integrative studies requirement would be fulfilled only when students have completed both courses of a linked pair;
• Linked Courses may be at any level in the curriculum, which could encourage scaffolding General Education beyond the introductory levels and could facilitate integration into minors;
• Linked Courses may be used to fulfill General Education and/or major degree requirements.

c) Expand the current 3-6-9 option in Gen Ed to include all knowledge domains with a new “Move 3” substitution.
• A sequence of credits may be developed in any of the knowledge domains (GA, GH, GS, GN, GHW) by substituting 3 credits from one of the other areas (GA, GH, GS, GN). The current world language substitution and upper-level substitution would also continue. Students are not permitted to use the world language and Move 3 substitutions in the same domain. As is now the case, no knowledge domain can be eliminated with these flexibility options, individually or in combination.

The report also discusses other areas for refinement of General Education that require further consultation and collaboration with Senate:

• Review the Domain criteria and establish regular cycles of course reviews;
• Strengthen the global and cultural component of General Education by updating the criteria for US Cultures (US) and International Cultures (IL);
• Strengthen the global component of General Education by developing a new category of Global Inquiry (GI) courses;
• Consider developing a Distinction track, whereby students can pursue an ambitious set of choices within General Education;
• Consider whether revision to present policies would encourage student intellectual risk-taking within General Education.

Additional examples of students’ options in the proposed Gen Ed curriculum can be found in the report and on the website. For more information on the principles, rationale, and impacts of the above, please see the Gen Ed Task Force website at gened.psu.edu.

An estimate of costs and other impacts are included in the report.