National Trends in Gen Ed
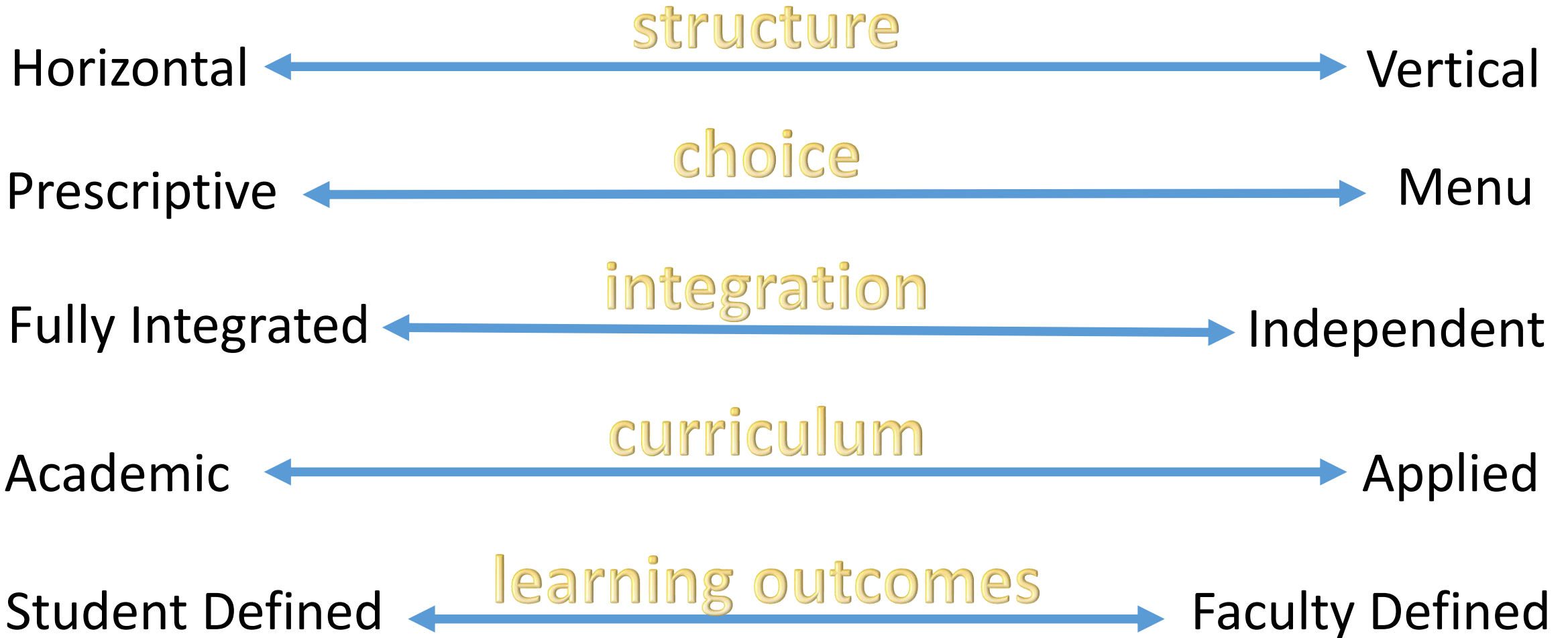
Spring 2014 General Education Forums

a general education program that…

- is a **trademark** of our institution as much as our degree programs

- can be flexibly applied to, may be **tailored** for, and is integrated into every degree program offered by the institution

- provides a **broad** education in areas outside of the major allowing for personal growth and exploration

- prepares active and educated **citizens** for life in general as well as a professional career

- is **integrated** with major programs, with general education-major program alignment supported by the administration and faculty policy

- provides opportunities for **interdisciplinary** courses and co-teaching

- allows students the freedom to choose from a wide variety of **elective** courses

- includes lower-division coursework that can be **easily transferred** as a substitution for core courses unique to Oregon Tech

- includes **upper-division** coursework that is required even for transfer students

- includes courses not limited to single institutional student **learning outcomes**

- incorporates **high-impact** practices supported by strong faculty professional development structures

Synthesis of responses to dot survey at Fall Faculty Forum

Features of Models

Horizontal	structure	Vertical
Prescriptive	choice	Menu
Fully Integrated	integration	Independent
Academic	curriculum	Applied
Student Defined	learning outcomes	Faculty Defined

High-Impact Educational Practices

✓ Significant time on *purposeful* task

✓ Substantive interaction with faculty & peers

✓ Frequent feedback

✓ Engagement with difference

✓ Engage higher-order thinking

✓ Capacity to be "life-changing"

Examples of High-Impact Practices

1. First-Year Seminars
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Community-Based Learning
9. Internships
10. Capstone Courses and Projects

1. First-Year Seminars

- ✓ Small groups of students
- ✓ High faculty interaction
- ✓ Emphasis on:
  - ✓ critical inquiry
  - ✓ writing
  - ✓ information literacy
  - ✓ collaborative learning

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

WILLAMETTE UNIVERSITY

Portland State UNIVERSITY

Appalachian State University

Kennesaw State UNIVERSITY

UNIVERSITY COLLEGE
FIRST-YEAR AND TRANSITION STUDIES

2. Common Intellectual Experiences

May include:

✓ required common courses

✓ vertically organized gen ed

✓ broad themes

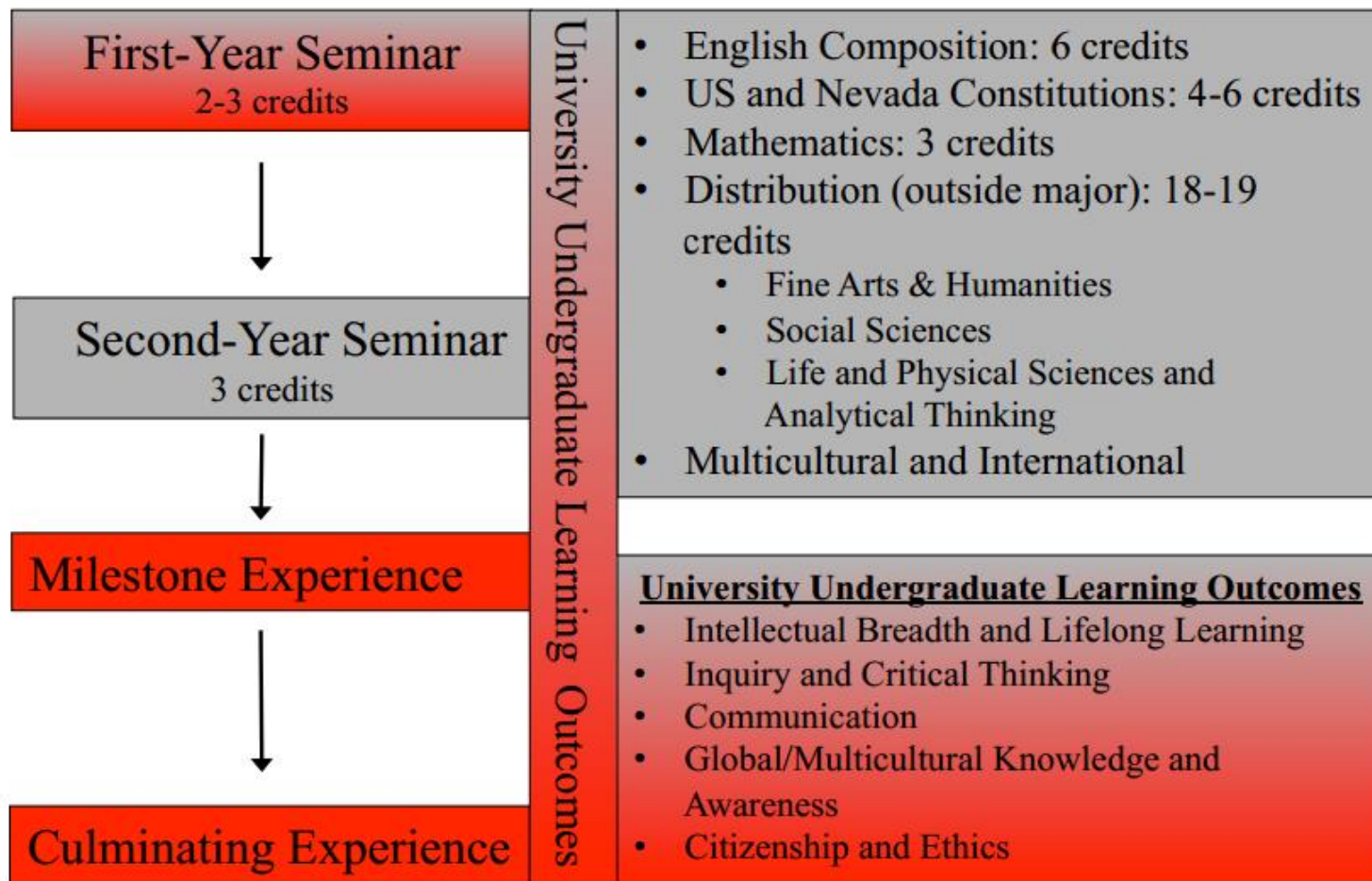✓ curricular and co-curricular

Vertically Integrated Curriculum

Efforts to create more integrative, developmentally nuanced general education programs that move from a checklist approach toward a more intentional and coherent scaffolding of student learning goals and outcomes.

UNLV

Portland State
UNIVERSITY

Vertically Integrated General Education at UNLV

First-Year Seminar
2-3 credits

↓

Second-Year Seminar
3 credits

↓

Milestone Experience

↓

Culminating Experience

University Undergraduate Learning Outcomes

- English Composition: 6 credits
- US and Nevada Constitutions: 4-6 credits
- Mathematics: 3 credits
- Distribution (outside major): 18-19 credits
  - Fine Arts & Humanities
  - Social Sciences
  - Life and Physical Sciences and Analytical Thinking
- Multicultural and International

University Undergraduate Learning Outcomes
- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness
- Citizenship and Ethics

UNLV

Color code: Gen Ed   Gen Ed/Major   Major

http://generaled.unlv.edu/

Thematic

"36% use thematic required courses"
--Hart Research 2009

R·I·T Rochester Institute of Technology

Stanford University
UNDERGRAD | Thinking Matters

Appalachian State University

GENERAL EDUCATION PROGRAM
44 Semester Hours Total

- FIRST YEAR SEMINAR — 3 hours
- QUANTITATIVE LITERACY — 4 hours
- WELLNESS LITERACY — 2 hours

PERSPECTIVES
29 hours

- AESTHETIC — 6 or 9 hours
- HISTORICAL & SOCIAL — 6 or 9 hours
- LOCAL TO GLOBAL — 6 or 9 hours
- SCIENCE INQUIRY — 8 hours

Within the Perspectives, students must complete at least 3 hours in each course designation: **Historical Studies, Literary Studies, Fine Arts**

- FIRST YEAR WRITING — 3 hours
- SOPHOMORE WRITING — 3 hours
- JUNIOR WRITING in the Major
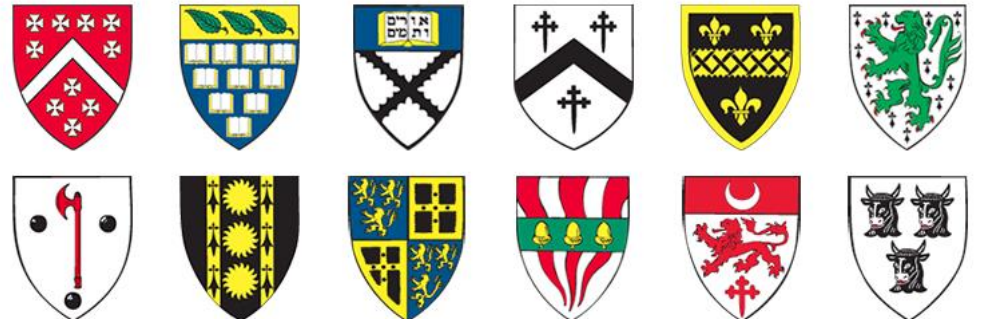- SENIOR CAPSTONE EXPERIENCE in the major

3. Learning Communities

- ✓ Integration of learning across courses
- ✓ Involve student with "big questions"
- ✓ Two or more courses linked

Big Questions

The "big questions" of meaning and purpose are explored within the context of a contemporary education.

UNIVERSITY OF WISCONSIN OSHKOSH

UNIVERSITY OF MARYLAND

THE I-SERIES COURSES

How do people understand and create a more sustainable world?

How do people understand and engage in community life?

How do people understand and bridge cultural differences?

Innovation Intellect
Issues Investigation
Inspiration
Implementation

4. Writing-Intensive Courses

✓Writing is integrated at all levels
✓Writing is significant part of course
✓Revisions and feedback
✓Faculty trained

Olin College of Engineering

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Portland State UNIVERSITY

OSU Oregon State UNIVERSITY

5. Collaborative Assignments and Projects

Two key goals:

✓ Learning to work and solve problems with others

✓ Listening to the insights of others

6. Undergraduate Research

Involve students with
- ✓ Actively contested questions
- ✓ Empirical observation
- ✓ Cutting-edge technologies
- ✓ Sense of excitement from working to answer important questions

BENNINGTON

Yale University

Olin College
of Engineering

7. Diversity/Global Learning

✓Explore cultures, life experiences and worldviews
   ✓U.S. diversity
   ✓World cultures

✓Difficult differences

✓Study abroad

8. Service Learning, Community-Based Learning

✓Experiential learning

✓Community partners

✓Connected to curriculum

✓Solve problems in the community

✓Apply and reflect on learning

✓Giving something back

✓Sustainability outcome
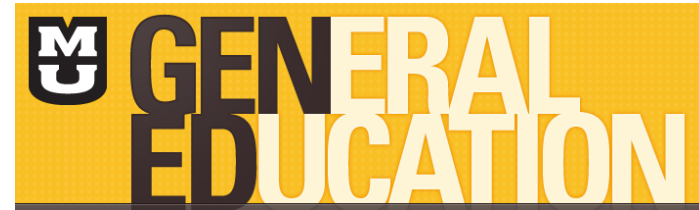
✓Preparation for citizenship, work & life

9. Internships

- ✓ Experiential learning
- ✓ Direct experience in a work setting
- ✓ Supervision and coaching from professionals
- ✓ Project or paper for credit

10. Capstone Courses and Projects

✓Culminating experiences

✓Integrates and applies learning
  - ✓Project
  - ✓Research paper
  - ✓Performance
  - ✓Portfolio
  - ✓Exhibit

General Education Models – Brint (2009)

- Four General Models with a Distinctive Focus
  - Core distribution areas
  - Traditional liberal arts
  - Cultures and ethics
  - Civic/utilitarian
- http://www.higher-ed2000.ucr.edu/Publications/Brint%20et%20al%20(2009b).pdf

General Education Models – Other References

- AAC&U's Promising Models: http://www.aacu.org/resources/generaleducation/promisingmodels.cfm

- http://www.uvm.edu/~facsen/generaleducation/Annotated%20Summary%20of%20General%20Education%20Models%20Studied.pdf

- Warner, D. B., & Koeppel, K. (2009). General education requirements: A comparative analysis. Journal of General Education, 58(4), 241-258.