



**General Education Committee  
Minutes**

September 16, 2020

<b>Present:</b>	Bernie Quetchenbach	Melinda Tilton
	Josh Hill	Emily Arendt
	Mara Pierce	Randi O'Brien
	Jeff Willardson	Cori Day
	Brian Gurney	Lance Mouser
	Megan Thomas	Laura Gittings-Carlson (ex-officio)
	Kathleen Thatcher (ex-officio)	
<b>Absent:</b>	Tien Chih*	Jason Comer*
	Matt Queen*	Leanne Gilbertson*

\*excused

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Melinda Tilton called the meeting to order at 3:31 p.m. via Webex.

I. ACCEPTANCE OF MINUTES

The minutes of August 26 were accepted as presented.

II. DISCUSSION/ACTION ITEMS

**A. Review of Other Institutions' Gen Ed Structure & Purpose**

The reviews are attached to these minutes.

It was noted that Green Mountain College has closed its doors, so California Polytechnic State University (Cal Poly) was reviewed instead, and includes some of the criteria they use to accept or reject Gen Ed course proposals.

Pennsylvania State was also quickly reviewed. Their program includes cross-curricular courses, such as "writing in the sciences" or "stats from the social science perspective," to show students how disciplines connect and support each other.

## **B. Next Steps: Choosing Favorites from Other Institutions**

What institutions would we like to delve deeper on? We should contact these schools for more information.

It was noted that PSU has a diversity, equity, and inclusion requirement, which is something we clearly need.

It was stated that we can restructure and re-brand all we want, but we really need to get a handle on how the instructors of Gen Ed courses are communicating to our students that the course is helpful to their lives. The messaging is the most essential part of this. We need to improve messaging not only through instructors, but also advisors, both staff and faculty. Western Oregon has an orientation video that we might find very useful.

It was cited that we can set incremental goals, not roll out an entirely new program all at once. One goal can be adding a Gen Ed capstone course.

A few of the researched schools have great visual presentations for the students, some of which include pathways. We need the clean and attractive visual presentation.

It was agreed that since some schools were not presented today, all the reviews will be gathered in a Box folder and Cori Day will create a spreadsheet that GEC members can use to pick out their favorite parts that we may want to utilize.

## **C. Update Academic Senate**

The Co-Chairs had discussed asking the Senate for another moratorium on new courses proposed to Gen Ed this year, since we do not yet have our course acceptance criteria in place. This would not include changes, such as removing and replacing existing courses. It was responded that, given all the curricular changes being requested by SPA 2, a moratorium like this might really stymie departments. Some SPA 2 recommendations specifically say “create a new course.” One compromise was suggested: the GEC could only review Gen Ed proposals directly tied to SPA 2 recommendations.

It was requested that the members again review their assigned institution, or any institution, for criteria to accept or reject Gen Ed course proposals.

It was agreed that the Co-Chairs will report to Senate on our activities and express concern about new course proposals and our lack of criteria.

The meeting adjourned at 5:00 p.m.

Respectfully submitted, Rita J. Rabe Meduna.

Appalachian State University: <https://generaleducation.appstate.edu/>

**Mission:** Appalachian's General Education Program offers a rigorous liberal education... goals of critical and creative thinking; effective communication; making local-to-global connections; and understanding responsibilities of community membership.

**Vision:** To empower students with the habits of mind essential for making positive contributions as engaged citizens in an interconnected world.

Provide a brief discussion of what their interpretation of a liberal education is. Also provide student perspective

(<https://generaleducation.appstate.edu/sites/generaleducation.appstate.edu/files/Faculty%20Address%20by%20Dylan%20Russell%202013.pdf>)

Reqs [http://bulletin.appstate.edu/preview\\_program.php?catoid=16&poid=6378&returnto=857](http://bulletin.appstate.edu/preview_program.php?catoid=16&poid=6378&returnto=857)

#### Hybrid themes (integrated courses) and menu

1 <sup>st</sup> year Seminar	3
Writing	6
1 <sup>st</sup> Year writing + Sophomore	
Major	v
Junior Writing (w/in Discipline)	
Senior Capstone	
Quantitative Literacy (Math)	4
Wellness Literacy (PE)	2
Science Inquiry (from 1 theme) – 2hrs lab	8
Science themes do not combine both life and physical sciences, rather life or physical sci.	
Designation (3 each; Taken in Integrative and/or Liberal below)	
Fine Art	
Historical St.	
Literary St.	
Soc. St.	
Integrative Learning Ex. (9 from a single theme)	9
Liberal Studies Ex. (3 dif. disciplines)	12

#### Impressions:

There were several Themes offered in the Science Inquiry and Integrative Learning There were a few course options within each theme, for most. There was a lack of science themes that combined both physical and life science courses. Separating out sciences from the Integrative Learning seems counterproductive, especially in the current climate in the US, when several Integrative Learning themes could easily incorporate sciences courses. For instance, The Human-Animal Bond theme does not include a biology course. To be fair, any institution that has a Human-Animal theme and doesn't have a Plant-Human theme is not going to win my favor (only slightly tongue in cheek).

## Structure of the Program

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## Purpose Statement

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### The Mission

Appalachian's General Education Program offers a rigorous liberal education that includes 44 semester hours of courses from across the university, plus two courses in the major program that address the General Education goals of critical and creative thinking; effective communication; making local-to-global connections; and understanding responsibilities of community membership.

Our General Education curriculum aligns with the University's Strategic Plan directive to create a transformational educational experience by: facilitating interdisciplinary and integrative approaches to teaching and learning; enhancing academic quality and improving student retention and success; and engaging students in diverse experiences to increase their intercultural competence and cultivate engaged global citizenship.

Appalachian's General Education curriculum also aligns with national best practices that empower students, regardless of their chosen major, with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement for responsible global citizenship. We respond to the demands of the 21<sup>st</sup> century for broadly educated, informed, and engaged citizens. We prepare college graduates with higher levels of learning and

knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.

## The Vision

To empower students with the habits of mind essential for making positive contributions as engaged citizens in an interconnected world.

## The General Education Curriculum

Your liberal education at Appalachian begins with the General Education Program. About one-third of the courses you will take during your college years will be General Education courses from across the university. In them, you will encounter new perspectives on important subjects and explore connections between different areas of study. The General Education Program includes 44 semester hours of courses, plus two courses in the major program that

Review the message the program conveys to students

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The message is comprehensive addressing curricular line items like “Liberal Studies” and “Science Inquiry,” yet also brackets/designates classes into dynamic categories like “So You Want to Change the World?” or “Intersections: Race, Class and Gender” or “How to Tell Stories”. Under each dynamic bracketed category/designation is corresponding Gen Ed course that will help you learn “How to change the World.”

The message the program conveys is that these classes are more than Gen Ed, the classes have purpose and will teach you “how to change the world”, they will take you on a “Voyage through the Cosmos” and that the school wants to foster big picture ideas: Example below.

### Revolution: Social and Political:

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This theme examines the critical role of political, social, and cultural revolutions in bringing change to human society. Emphasis is on the origins and effects of revolutions through time to the modern day.

- **ART 2019 - Art for Social Change (3)**
- **HIS 1501 - Revolution and Social Change in World History (3)**
- **HIS 2340 - Modern East Asia (3)**
- **MUS 2015 - History of Rock Music (3)**
- **PHL 3030 - Feminist Philosophy (3)**
- **SOC 1100 - Social Problems in American Society (3)**
- **THR 2017 - Theatre for Social Change (3)**

## General Education at Cal Poly San Luis Obispo, Ca.

### Goals:

- Promote connections between the GE Areas so students and faculty perceive GE courses as interrelated rather than as isolated fragments.
- Place foundational knowledge in a larger context such that every GE course provides a vision of how its subject matter is an important component of General Education.
- Help students understand the value of a discipline being studied as well as its relationship to the students' major.
- Support faculty who teach GE courses.

**Purpose:** GE requirements are designed to provide CSU students with the knowledge, skills, experiences, and perspectives that will enable them to expand their capacities to take part in a wide range of human interests and activities; confront personal, cultural, moral, and social problems that are an inevitable part of human life; and develop an enthusiasm for lifelong learning.

**The five categories of courses.** A template (next page) shows the breakdown and units of each category.

- AREA A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING
- AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING
- AREA C: ARTS AND HUMANITIES
- AREA D: SOCIAL SCIENCES
- AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT

**Golden Four:** There is a so called “Golden Four” classes that are foundational, and set the stage for future learning in the students’ major. Students are encouraged to complete these Golden Four within their first year:

- A1: Oral Communication
- A2: Written Communication
- A3: Critical Thinking
- B4: Mathematics/Quantitative Reasoning

**Curriculum Guidelines:** Each category had curriculum guidelines that included criteria that a GE course must meet. For example, Category A courses have to meet this criteria:

- Students complete a minimum of 3 original oral presentation assignments
- Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented<sup>1</sup> groups;
- As appropriate, address issues of sustainability;
- Course capacity is set at 18–22 students.

**Writing Criteria.** All GE courses must have a writing component. At least 10% of the grade in all GE courses must be based on written work appropriate for the course (lab reports, math proofs, essay questions, word problems, exam questions). The writing component is viewed as a tool of learning.

## **GE 2020 - Standard Template**

The standard template includes the following distribution of courses:

<b>Area A: English Language Communication and Critical Thinking</b>		
A1	Oral Communication	4
A2	Written Communication	4
A3	Critical Thinking	4
<b>Total Units in Area A</b>		<b>12</b>

<b>Area B: Scientific Inquiry and Quantitative Reasoning</b>		
B1	Physical Science	4
B2	Life Science	4
B3	Laboratory Activity	in B1 or B2
B4	Mathematics/Quantitative Reasoning	4
Upper-Division B		4
<b>Total Units in Area B</b>		<b>16</b>

<b>Area C: Arts and Humanities</b>		
<i>Lower-division courses in Area C must come from three different subject prefixes.</i>		
C1	Arts: Arts, Cinema, Dance, Music, Theater	4
C2	Humanities: Literature, Philosophy, Languages other than English	4
Lower-Division C Elective – <i>Select a course from either C1 or C2</i>		4
Upper-Division C		4
<b>Total Units in Area C</b>		<b>16</b>

<b>Area D: Social Sciences</b>		
D1	American Institutions (Title 5, Section 40404 Requirement)	4
D2	Lower-Division D – <i>Select courses from two different subject prefixes</i>	8
Upper-Division D		4
<b>Total Units in Area D</b>		<b>16</b>

<b>Area E: Lifelong Learning and Self-Development</b>		
Lower-Division E		4
<b>Total Units in Area E</b>		<b>4</b>

<b>GE Electives in Area B, C, and D</b>		
GE Electives – <i>Select courses from two different areas; may be either lower- or upper-division levels.</i>		8
<b>Total Units in GE Electives</b>		<b>8</b>

<b>TOTAL UNITS IN GENERAL EDUCATION PROGRAM</b>		<b>72</b>
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## Ithaca College Gen Ed Program Summary

Jeffrey M. Willardson

Ithaca College has a Gen Ed requirement known as the Integrative Core Curriculum. As stated in the mission statement, it is the College's expectation, "that Ithaca College graduates should become integrative thinkers, critical and analytical problem solvers, and reflective learners." To this end, Ithaca College has three stated overall objectives

(<https://catalog.ithaca.edu/undergrad/programsaz/integrative-core-curriculum/>) posted on their website as follows:

1. Address a topic, issue, problem area, or human challenge using a combination of concepts, theories, and/or methods from multiple perspectives or fields of study;
2. Apply concepts, theories, methods, or skills to analyze new questions or complex problems; and
3. Engage in and communicate self-reflection about their learning in the Integrative Core Curriculum, their chosen major discipline, and their overall Ithaca College experience

Every student at Ithaca College completes a total of 40 credits across a variety of disciplines with emphasis on tying aspects of each course together. Students integrate experiences in each course through creation of an electronic learning portfolio that begins in the Ithaca Seminar course and continues to grow with each ICC course, culminating in the ICC capstone. Completion of the electronic learning portfolio is required for graduation.

The components of the ICC are as follows: Ithaca Seminar (4 credits), Themes and Perspective Courses (12 credits from Creative Arts, Humanities, Natural Sciences, Social Sciences), Additional Requirements (12 credits from Academic Writing, Writing Intensive, Diversity, Quantitative Literacy), and ICC Capstone. The ICC Capstone can be a stand-alone course or integrated into a departmental capstone experience. As part of the capstone experience, students complete a reflective essay addressing the question, "What has my learning in the Integrative Core Curriculum contributed to my education and how is that learning related to my major and other learning experiences?"

Overall, I was impressed with the structure of Ithaca's ICC program. Students are held accountable with frequent check-ins on their experience through entries in the electronic portfolio. Students are given a lot of flexibility in being able to take a broad range of courses. The capstone experience that is required for graduation further reinforces everything that has been taught through the program. Students are responsible for collecting and selecting artifacts to be included in the ePortfolio. ICC portfolios are evaluated on a pass/fail basis and students are required to earn a pass in order to graduate.

## **James Madison University General Education**

Learning outcomes are organized into five areas of study called clusters:

- Cluster One: Skills for the 21st Century
- Cluster Two: Arts and Humanities
- Cluster Three: The Natural World
- Cluster Four: Social and Cultural Processes
- Cluster Five: Individuals in the Human Community

Courses in each cluster have been designed by JMU faculty to meet the specific learning outcomes associated with that academic discipline.

## General Education at MSU Bozeman

Submitted by Cori Day

At MSU, general education is referred to as the “Core Curriculum” and is presented as a unifying feature of the MSU undergraduate experience. According to the information available at <http://catalog.montana.edu/core-general-curricular-requirements/> , “These MSU Core Qualities deepen the experience of the MSU undergraduate education, enhance health and well-being, enrich disciplinary pursuits, and establish MSU’s graduates as lifelong learners and engaged citizens.”

It actually took me a while to find a webpage devoted to MSU’s general education requirements because the term general education is used to refer instead to associates degrees at Gallatin College. It is interesting to note this differing use of terminology.

The categories and requirements associated with MSU’s “Core Curriculum” are listed below. Students must complete one course in each of the “Core Perspectives”:

- University Seminar (US)
- College Writing (W)
- Quantitative Reasoning (Q)
- Diversity (D)
- Contemporary Issues in Science (CS)
- Inquiry Arts (IA or RA)
- Inquiry Humanities (IH or RH)
- Inquiry Natural Sciences (IN or RN)
- Inquiry Social Sciences (IS or RS)
- Research & Creative Experience (R)
  - Students may take an approved Research & Creative Experience course in one of the four Inquiry Perspectives areas mentioned above (indicated with an R) or they may take a separate Research & Creative Experience course in any discipline, including Undergraduate Scholars Program (USP 490R).

Notes:

- Total number of credits: 27-30
- A grade of C- or better is required in all MSU Core courses
- Completion of at least two approved Natural Science courses with a grade of C- or better satisfies both the Contemporary Issues in Science and the Natural Science Inquiry requirements. Individual substitutions for one requirement of the other are not permissible.

## General Education at Northern Illinois University

Submitted by Matt Queen

**From the website:** As you work toward your bachelor's degree at NIU, you'll complete general education requirements in addition to your major requirements. General education courses will give you a solid foundation for your future studies and career.

You'll complete **33 credit hours** of general education courses in [Foundational Studies](#) and [Knowledge Domains](#). You can “double count” up to six credit hours approved for both your major and general education.

At NIU, you can customize your general education to match your interests by following an [AcademicsPLUS pathway](#). From personalizing your classes in your first semester to earning a notation on your transcript when you graduate, pathways give you the opportunity to enhance your learning—and be recognized for it.

NIU faculty and staff members can find information about general education assessment and adding or removing courses from pathways and Knowledge Domains in [Forms and Resources](#).

[AcademicsPLUS pathway](#):

Here is an example pathway:

## Origins and Influences Pathway

Coordinator: Gipson Cima

Our past shapes everything about our current world – language, culture, politics and traditions, to name a few. That also means our current society sets a path for our future. To really understand who we are and where we're going, we have to understand who we were and where we came from. You'll take a long view of our past, reaching back to the beginning of our planet and the development of humans as a species. At the same time, you'll examine current issues like race, gender and sexuality in our society.

Work with your advisor to select **one course from each category** below to earn your Origins and Influences Pathway focus (all are three credit courses).

**Foundational Studies:** Your general education requirements in **Foundational Studies** focus on your ability to communicate effectively, perform basic math calculations and collaborate with others. Building your skills in these areas will give you a strong base to build on as you pursue your degree.

Foundational Studies requirements consist of the following:

- Two courses in writing composition.

- One course in oral communication.
- One course in quantitative literacy.

You can meet the requirements by completing courses, with transfer credit or by passing exams.

**Knowledge Domains:** You need to take courses in each of the three following Knowledge Domains in order to meet general education requirements:

- [Creativity and Critical Analysis](#).
- [Nature and Technology](#).
- [Society and Culture](#).

By studying in these areas, you'll establish a broad educational foundation. Your cultural, societal and scientific knowledge will be enhanced, and you'll be better prepared to be a responsible citizen. You may choose to customize your Knowledge Domain requirements by following a [pathway](#).

You can meet the requirements by completing courses, with transfer credit or by passing exams.

Learn more about [Knowledge Domain requirements](#).

## Courses in Creativity and Critical Analysis

- ARTH 282 - Introduction to World Art
- ENGL 315 - Readings in Shakespeare
- EPFE 321 - History of American Education
- FLCL 271 - Classical Mythology
- FLRU 361 - Russian Culture and Literature
- HIST 170 - World History I: Problems in the Human Past
- IDSP 225 - Introduction to Medieval Society and Culture
- MUHL 220 - Introduction to Western Musical Traditions
- POLS 251 - Introduction to Political Philosophy
- THEA 370 - History of Theatre and Drama I
- WGST 202 - Women and Cultural Expression

## Courses in Nature and Technology

- ANTH 240 - Becoming Human: Discovering Human Origins
- ARTH 331 - Art, Nature and Technology 1400 to 1800
- GEOL 103 - Planetary and Space Science
- GEOL 120 - Introductory Geology
- PHYS 162 - Elementary Astronomy

## **Courses in Society and Culture**

- ANTH 105 - Archaeology Myths and Mysteries
- ARTH 310 - Studies in Ancient and Middle-Eastern Art
- ARTH 330 - Studies in Early Modern European Art
- GEOG 202 - World Regional Geography
- HIST 364 - African-American History to 1865
- HIST 381 - Colonial Latin America

## Portland State University General Education

The purpose of the General Education (GE) courses at PSU is for students to acquire skills indicated by employers as necessary to their specific industry, as well as to society in general: “Extending through all four years, the [University Studies General Education] program teaches you how to think critically, communicate effectively, and gain a broad awareness of the human experience to instill a deep sense of responsibility to yourself, your peers and your community.” Students in these courses proceed through each year as a part of a cohort while also engaging their individual major’s courses. Investigation opportunities of the four foundational requirements (Communication; Inquiry & Critical Thinking; Diversity, Equity, & Social Justice; and Ethics, Agency, & Community) must be present in the course and must pass an assessment to be classified as a GE course. Assessments of each course’s foundational requirements is completed using an individual rubric (i.e., “University Studies Inquiry and Critical Thinking Rubric”).

GE courses are classified as being in one of two categories: University Studies and Honors College. The courses are identified as being one of three groups of courses called *Inquiries* taken by students dependent on their year-in-school classification – Freshman Inquiry (FrINQ), Sophomore Inquiry (SINQ), and Junior Clusters – and are thematically based:

Year	Theme
FrINQ	Design & Society Health, Happiness, & Human Rights Human/Nature Immigration, Migration, & Belonging Life Unlimited? Portland Power & Imagination Race & Social Justice Sustainability What are Great Books? The Work of Art
SINQ/Jr. Clusters <ul style="list-style-type: none"> <li>- SINQ courses (listed here) are introductory courses to Jr.-standing courses in themes with the same titles</li> <li>- Example: UNST 231 <i>Gender and Sexualities Studies</i> leads to the Jr. Cluster courses under the theme of Gender and Sexualities Studies; lists of courses approved for each cluster are made available through each cluster’s web page</li> <li>- One Jr. Cluster course list could have up to 100 possible courses available to fill that thematic requirement; cluster courses can also lead to minors and/or certificates</li> </ul>	UNST 212 <i>American Identities</i> UNST 220 <i>Understanding Communities</i> UNST 222 <i>Design Thinking</i> UNST 224 <i>Environmental Sustainability</i> UNST 228 <i>Families and Society</i> UNST 230 <i>Freedom, Privacy, and Technology</i> UNST 231 <i>Gender and Sexualities Studies</i> UNST 232 <i>Global Environmental Change</i> UNST 233 <i>Global Perspectives</i> UNST 234 <i>Healthy People/Healthy Places</i> UNST 236 <i>Interpreting the Past</i> UNST 239 <i>Knowledge, Values, Rationality</i> UNST 242 <i>Leading Social Change</i> UNST 254 <i>Examining Popular Culture</i> UNST 286 <i>Natural Science Inquiry</i>

One example of a SING/Jr. Cluster GE course is UNST 231 *Gender and Sexuality Studies*. Following is that course description:

At the SING level – This course introduces the Gender and Sexualities cluster. This course provides a framework for thinking critically about the historical and contemporary applications of gender and sexuality—a simple endeavor in other areas, students will find navigating gender and sexuality terminologies (e.g., sexualities, sexual orientation, what constitutes ‘sex’ in particular places and times, sexual identity, gender, and gender identity) may also be a rigorous historical, political, philosophical, sociological, and anthropological study. The course will follow lines of inquiry such as: What does gender mean and how can it be used as a tool of analysis? What is the relationship between gender and the sexed body? What does it mean to say that sexuality is socially constructed? How do gender and sexuality intersect with, and indeed rely on, race, class, ability, nation, and religion? How are identity categories and normative systems of behavior socially and historically produced? How have groups resisted oppressive systems of power? How does one build alliances across differences related to social location?

At the Jr. Cluster level – This theme includes a diverse selection of courses that foregrounds gender and sexuality as they relate to course material in the humanities, social sciences, and sciences. Students explore how gender and sexuality are contemporary socially-constructed concepts and deconstruct the labels and binaries society has placed on their experiences. By offering a profound sense of belonging, students engage in theoretical, personal, and social aspects of various sources to navigate their ideas and bodies toward a deeper understanding of one’s own, as well as others’, experiences through critical thinking and community engagement.

At the senior level, students are required to take a Capstone course as part of their GE credits. The Capstone course is a faculty-built project-based cooperative learning opportunity in which students participate at the community level. Course engagement is specifically designed to concurrently meet GE specifications/themes and the major needs, as well as insert seniors into the community as a part of the university’s “sharing knowledge in the community” goal.

An example of a Capstone course along the Gender and Sexualities cluster theme would be *Teaching Art for Social Change* (there is a CRN for the course, but no course number/code designation) with the following course description:

Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? How is it? What limits, if any, should there be? What are the differences between change and voice? What are the differences between protest and change?

This course is open to anyone intrigued with the questions raised by public art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire.

Students will develop Art Literacy lessons to teach in public schools. Copies of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when it comes to the scheduling of the Art Literacy lesson teaching component.

Report: Roanoke College Gen Ed.

The Roanoke College general education requirement is handled through their Intellectual Inquiry Curriculum (designated INQ). These courses while taught in different departments, are designed specifically for the Roanoke INQ program and do not count for any other credit. Every student is required to take a course of the following designations:

- INQ 110: Intellectual Inquiry
- INQ 120: Living an Examined Life
- INQ 240: Statistical Reasoning
- INQ 250: Scientific Reasoning
- INQ 260: Social Scientific Reasoning
- INQ 270: Human Heritage
- INQ 300: Contemporary Issues.

The INQ 300 serves as a capstone of the INQ experience in which students pose solutions to a contemporary problem in the world.

While maintaining an overall theme, each course is a custom experience designed by the faculty, with a focus on their interests and an interdisciplinary audience in mind. Example of such courses are:

- Chemistry and Crime
- How Organisms Evolved
- How Women Got the Vote
- Mobile Apps
- Sports and Culture
- Statistics and Food
- A Study of American Film

Thus students can select the particular inquiry course whose subject best aligns with their own interests and goals.

This separation draws a clear distinction between courses that are intended for a major requirement and the focus of academic study, and those that are meant to serve broad liberal arts inquiry.

The Learning Outcomes of this Program Are:

Students will be able to:

1. Produce written works that express ideas effectively.
2. Produce oral works that express ideas effectively.
3. Use quantitative reasoning in decision making.
4. Formulate and evaluate ethical arguments.

5. Apply the concepts and methodologies of the sciences, social sciences, and humanities to address significant questions.
6. Analyze selected issues or events either by applying cultural frames of reference or perspectives, or in terms of global interconnections and interdependencies.
7. Work collaboratively to meet a common goal.
8. Critically reflect on their learning in an intensive learning environment.
9. Apply health related fitness concepts to their lives.
10. Communicate in a foreign language.

## Memorandum

September 16, 2020

TO: General Education Committee

FROM: Dr. Leanne Gilbertson, Associate Professor, Department of Art

RE: Report on General Education Curriculum at St. Olaf College

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**About St. Olaf:** Founded in 1874 by Norwegian Lutheran immigrants, St. Olaf is a nationally ranked liberal arts college of the ELCA located in Northfield, Minnesota. It has a total undergraduate **enrollment** of 3,072, its setting is rural, and the campus size is 300 acres.

**St. Olaf's Mission:** St. Olaf College challenges students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community.

St. Olaf College General Education Requirements are comprised of three categories: Foundation Studies (6 courses, presumably 18 credits), Core Studies (10 courses, presumably 30 credits) and Integrative Studies (1 course presumably 3 credits). ***The total curriculum is comprised of 17 courses, presumably 51 credits.***

It appears the institution revised the general education toward an integrative model and it isn't clear how long ago. There is **no** obvious entry point (1<sup>st</sup> year experience/seminar), nor exit experience (capstone) for the general education curriculum.

**The 6 courses in Foundation Studies are:**

- Abstract and Quantitative Reasoning (AQR)
- First-Year Writing (FYW)
- Foreign Language (FOL)
- Oral Communication (ORC)
- Studies in Physical Movement (SPM)
- Writing in Context (WRI)

*Notably there are two writing courses rather than one, a course in physical education, a course in foreign language, and no obvious science courses in this category.*

**The 7 courses in Core Studies are:**

- Artistic and Literary Studies: Artistic Studies (ALS-A)
- Artistic and Literary Studies: Literary Studies (ALS-L)
- Biblical and Theological Studies: Bible (BTS-B)
- Biblical and Theological Studies: Theology (BTS-T)
- Historical Studies in Western Culture (HWC)
- Multicultural Studies: Domestic (MCD)
- Multicultural Studies: Global (MCG)

- Studies in Natural Science: Scientific Exploration and Discovery (SED)
- Studies in Natural Science: Integrated Scientific Topics (IST)
- Studies in Human Behavior and Society (HBS)

*Notably there are two courses in Biblical and Theological Studies, presumably in keeping with mission to explore faith and values; and foreign language course and two courses in multicultural studies, presumably in keeping with mission to explore meaningful vocation in an inclusive, globally engaged community.*

Each course category links to a page with detailed information about each category broken down into: Description; Intended learning outcomes; Course guidelines with Curriculum Committee comments; and Information for instructors proposing credit for a specific course for the general education category.

***Strengths:*** thorough rationale for inclusion of courses for students and faculty; alignment with university mission and brand.

***Weaknesses:*** number of courses included seems high; reflective of small liberal arts university identity. Design could be more streamlined and visually appealing. Lots of text is user-friendly for faculty, not so much for students.

**University of Hawai'i- Hilo-** <https://hilo.hawaii.edu/academics/gened/#structural>

**Purpose Statement:** “The degree you receive is more than just a piece of paper. It is a symbol of the quality of the education that you received. The faculty at the University of Hawai'i at Hilo believe students benefit most from a well-rounded education that exposes them not only to what they need to know but also how to think critically and interact effectively with the world around them. This means you should take a wide range of courses that go beyond just your major or area of concentration and be open to pushing your intellectual boundaries beyond your comfort zone. In fact, a quality general education will help you be the most effective you can be as an active citizen of your community, as an employee, as a leader, and as a family member.”

**Structure:**

**Foundation Requirements (12 cr.)-** intended to give students skills and perspectives that are fundamental to undertaking higher education.

- Written Communication (3 cr.)- 4 courses listed as options
- Quantitative Reasoning (3 cr.)- 11 courses listed as options
- Global and Multicultural Perspectives (6 cr.)- 23 courses broken into 3 subcategories that students must pick 2 from 2 subcategories.

**Diversification Requirements (19 cr.)-** intended to assure that every student has exposure to different domains of academic knowledge, while at the same time allowing flexibility in choice of courses for students with different goals and interests.

- Arts, Humanities and Literature (6 cr.)- 148 courses broken into 3 subcategories that students must pick 2 from 2 subcategories.
- Biological Science, Physical Science, and Science Laboratory (7 cr.)- students must take 3 credits in Biological Science, 3 credits in Physical Science, and 1 credit of Science Laboratory. 49 courses listed in the 3 subcategories.
- Social Sciences (6 cr.)- 70 courses listed as options

**Structural Requirements (6 cr.)**

- Language Arts (3 cr.)- 65 courses listed as options.
- Quantitative Reasoning II (3 cr.)- 38 courses listed as options

**Integrative Requirements (12-15 cr.)**

- Writing Intensive- (3 courses between 3 to 9 credits)- courses are discipline-specific content courses in which writing plays a major, integrated role.
- Hawai'i Pan-Pacific (3 cr.)- courses investigate major aspects of the culture, language, economy, history, or natural environment of Hawai'i or of another indigenous culture or nation or region of the Pan Pacific region. 106 courses listed as options.
- Global and Community Citizenship (3 cr.)- courses include a field work, community workshop, service-learning component, or a research-based project that utilizes field work to explore ways in which one can contribute to the good of the global and/or local community. 74 courses listed as options.

## Can a single course be *counted towards* more than one category?

Requirement:	Foundation	Diversification	Structural	Integrative
Foundation	--	No	No	No
Diversification	No	--	No	Yes
Structural	No	No	--	Yes
Integrative	No	Yes	Yes	--

### Some interesting things to note:

- Can a single course be certified in more than one category?

“Courses holding Foundations Certification in any category may not hold any additional certifications, including Writing Intensive.

Courses holding Diversification Certification in any category may also hold certification in Structural or Integrative categories and be Writing Intensive. Please see chart for how students may double count a course.”

- “Courses are certified for a period of five years to meet specific categories of the General Education requirements and the Integrative requirements for a Bachelor's degree.”
- UH Hilo General Education requirements are designed to meet 4 common criteria and 6 goals (with respective learning objectives)-  
<https://hilo.hawaii.edu/academics/gened/GoalsandOutcomes.php>

## UW Tacoma

**Summary:** Overall General Education Program with a subsection of “Core” Classes taken during the first year in a small cohort along one of four offered “pathways”

### **Gen Ed Requirements**

Writing: 15 credits

-including English comp (5 credits) and Writing-intensive courses (10 credits)

Quantitative/symbolic reasoning: 5 credits

Diversity Coursework: 3 credits

“Areas of Knowledge” Courses: total of 40 credits, with at least 10 each of the following areas

-Natural World

-Individual and Societies

-Visual, Literary, and Performing Arts

Foreign Language: 10 credits in a single language (or two years in high school)

### **Core Program**

Part of gen ed, first-year curriculum of small group (20-25) cohorts that take four core classes (and electives) together throughout the first year “that encourage exploration and preparation for higher-level courses and majors.” They “provide a foundation for achieving overall learning goals **of inquiry and critical thinking, communication and self-expression, global perspective-diversity-civic engagement and quantitative literacy.**”

The four core classes represent one from each of the “areas of knowledge” plus a comp class.

Each of the four Core learning goals (highlighted in bold print above) has three to four learning outcomes associated with it

THOUGHTS: This is extraordinarily confusing. Its not clear whether all students—ie, those who have transferred in—have to participate in the core program or just incoming freshmen. The presentation—all written with no visual representation—is terrible. And the description of Pathways is even more confusing... Also not clear whether the idea is that you actually have a cohort that you progress through the courses with, or if really they just mean that these classes are small enough that they foster community within the classes. Other than the Academic Writing courses, the courses that satisfy the other areas are wonderfully esoteric and utterly inappropriate to introduce to the Gen Ed curriculum here based on our concerns of “too many classes” and transferability.

**Wagner College** offers what it calls a “practical liberal arts” education combining an interdisciplinary General Education program with a major; the entire undergraduate program consists of 36 credits. The approach is innovative, with the first year consisting of 24-student Learning Community experiences under the guidance of two faculty members representing different disciplines. Each student takes a course from each of the professors, and there are two tutorial sections. The college, located in New York City, connects the freshman groups to a field location in the community; the goal is to provide “service learning, field trips, participatory learning and/or community research. Students typically spend three hours per week at the designated site observing the organization, its practices and its dynamics.”

The freshman courses are wide ranging, but much more specific and topical than what we would consider General Education courses at MSUB. Examples include “Society and the City,” “Beethoven: A Cultural Icon for All,” “Infinite Versus Finite,” “Business and the Digital Age,” and “International Politics and World Literature.”

After (or possibly while) completing the first set of courses, students enroll in an “Intermediate Learning Community” that offers either another combination of courses from two professors or a team-taught single course. There are fewer of these offered; they are research oriented, and one recurring offering consists of an internship in Washington, DC.

Students then move into major areas, which generally follow conventional disciplines, but are also keyed on the website to interest themes such as “Entrepreneurship,” “Being Creative,” “Technology,” and “The Environment.”

The program closes with a Senior Learning Community experience offered by individual departments and structured along the lines of the earlier ones.

**WESTERN OREGON UNIVERSITY**  
Fully Integrated, Multi-disciplinary Model

\*\* The majority of the information below was taken directly from the University website \*\*

**Learning Outcomes & Mission**

1. **Intellectual foundations and breadth of exposure:** Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning.
2. **Critical thinking:** Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.
3. **Citizenship:** Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.
4. **Multidisciplinary learning:** Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

**Mission** “General Education is a critical component of the learning experience at Western Oregon University, providing students with fundamental skills for lifelong learning. Students apply, communication, and integrate ideas from a variety of disciplines. They gain abilities to think and critically as citizens of a complex and every-changing world. The curriculum empowers students to pursue diverse interests and perform varying roles in their personal, social and professional lives.”

**Foundational Knowledge (10-18 credits)**

- Mathematics 0-2 classes, 0-8 credits
- Writing 0-2 classes, 0-8 credits
- Communication and Language 1 class, 3-4 credits
- Critical Thinking 1 class, 3-4 credits
- Health Promotion 1 class, 3-4 credits

**Exploring Knowledge (20-26 credits)**

- Literary and Aesthetic Perspectives 2 classes, 6-8 credits
- Scientific Perspectives 2 classes, 8-10 credits
- Social, Historical and Civic Perspectives 2 classes, 6-8 credits

**Integrating Knowledge (6-8 credits)**

- Citizenship, Social Responsibility, and Global Awareness 1 class, 3-4 credits
- Science, Technology and Society 1 class, 3-4 credits

**Noteworthy Features**

**Foundations for Lifelong Learning**

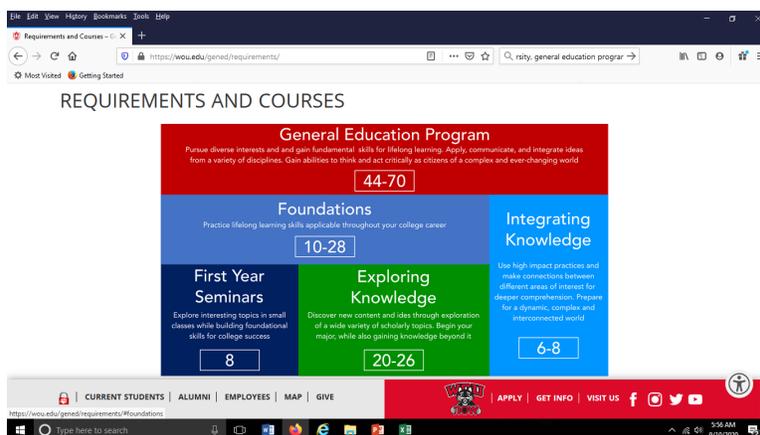
Whether you are a beginning [freshman](#) or a [transfer](#) student, whether you have started major coursework or are still exploring your possibilities, the WOU General Education program is designed to support and complement your goals and help you succeed. WOU General Education is built around learning outcomes that foster the knowledge and skills you will need to thrive in college and beyond.

In the **First Year Seminars**, you can join a community of learners, connecting with other students and faculty members while practicing the key foundational skills to support the rest of your college career. **Foundations** courses further help you build skills that are correlated with success to graduation. In **Exploring Knowledge** courses, you can develop a wide knowledge base, and even begin some of your major coursework! Finally, **Integrating Knowledge** courses bring together information and skills from other courses to engage in the kinds of high impact practices that build exactly the kind of competency that 21st century employers seek. Want to know more? Check out the [General Education requirements and courses](#)

**First Year Seminars (8 credits)** - All students beginning their General Education journey with the practice of skills that help them successfully make the transition to collegiate practice. These small seminars provide students the opportunity to practice foundational skills (reading, information literacy, creative and critical thinking, technological literacy) around a topical theme in a small class setting. WOU students take both a writing-focused and a quantitative-focused seminar and should complete these by the end of their freshman year.

### Great Ideas:

- Clear visual representation of their General Education program (below)
- Gen Ed Orientation Video
- Downloadable (link) [Orientation Guide](#) - 2020-21 General Education Program requirements and available courses
- Downloadable (link) [Tracking Sheet](#) - to track and strategize your completion of the program requirements
- Alignment to Undergraduate Learning Outcomes with rubric
- Assessment Ideas – High Impact Practices, Portfolios, Assessment Instruments:
  - First Year Seminar Informational Survey
  - Midterm-Formative General Education Assessment Survey
  - First Year Seminar Experience Survey – Students
  - First Year Seminar Experience Survey - Faculty



## Worcester Polytechnic Institute (WPI)

Prepared by: Brian Gurney

September 9, 2020

Subject: General Education Research

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- WPI is classified as 'Private Research University.'
- Founded in 1865. Changed to a 'project-based' college career path in 1970. As a result, WPI jettisoned its conventional schedule, grading system and degree requirements.
- Degrees awarded: BS, BS, MS, ME, MBA & PhD.
- Departments include: Science, Engineering, Technology, Business & Management, Social Sciences and Humanities & Arts.
- Fall 2019 Enrollment: 4,655 Undergraduates; 2,037 Graduates.
- AY consists of 4 terms, A & B in Fall and C & D in Spring. A summer term is also offered. A typical term has a duration of 7 weeks. The normal academic load for each term is defined as one unit of work, usually divided among three courses or projects. Thus, the usual credit unit for courses or independent study/projects is 1/3 unit. Students typically take 3 classes during a term.
- There are no failing grades. Student earns A, B, C or NR (No Record).

### Humanities Requirement

To provide intellectual breadth and a better understanding of themselves and the diversity and creativity of human experience, every WPI student must complete a Humanities and Arts Requirement. The Humanities and Arts Requirement (See page 22) Qualification by overall evaluation of two units of work in the humanities and arts. To provide intellectual breadth and a better understanding of themselves and the diversity and creativity of human experience, every WPI student must complete a Humanities and Arts Requirement.

### Mathematics and Science Requirement

The Mathematics and Science Requirement defines a minimum standard of scientific, technological, engineering, and mathematical literacy for graduates of WPI, regardless of major field. Most degree programs will provide a substantial level of preparation in most of these areas, far beyond this standard. Students will satisfy this requirement by satisfying the program requirements of their individual major programs. The goals of the Mathematics and Science Requirement at WPI are that students will be able, in their careers and daily lives, to: 1) explain and apply key concepts and principles of scientific disciplines and use an understanding of scientific methods to make critical judgments, 2) apply mathematical methods to understand the solution of real-world problems, 3) productively and appropriately use computers and other technology, 4) use methods from the quantitative, natural or engineering sciences to systematically identify, formulate, and solve problems. The specific requirement is two units of work in science, engineering, mathematical science or computer science. Two-thirds units of work must be in Quantitative Science (courses with prefixes CS or MA count by default); two-thirds units of work must be in Natural or Engineering Science (courses with prefixes BB, BME, CHE, CE,CH, ECE, ES, GE, ME, PH or RBE count by default); the final two-thirds unit may be from any of the Quantitative, Natural or Engineering Sciences. Each major program may set more restrictive requirements as the program sees fit. Programs may also

propose other work to fulfill any portion the two-unit Requirement; such alternatives must be approved by the Committee on Academic Policy and the Dean of Undergraduate Studies. 3.

**Social Sciences Requirement**

Social Sciences (See page 27) Completion of 2/3 unit of work in the social sciences, exclusive of qualifying project.

**Physical Education Requirement**

Qualification in physical education shall be established by completing 1/3 unit of course work (four PE classes) or its equivalent. Such an equivalent, for example, may be participation in club or varsity sports.