

General Education Task Force

Open Forum
October 30th, 2006

The Developing Model

Hybrid model with elements of:

- **Common core experiences**
- **Content coverage of the liberal arts & the sciences**
- **Vertical integration**

The Developing Model

Common core experiences

- **First year seminar**
- **First year linked courses-**
(E.G. English Composition and First Year Seminar)
- **Writing across the curriculum course**
- **Sophomore seminar - an integrative experience?**
- **Clusters for integrative thinking**
- **Senior seminar/capstone course - could be in the major.**

The Developing Model

Modules

- **Stand alone or integrated into courses**
- **Could be delivered on-line**
- **Could fulfill requirements in information literacy, technological literacy**

The Developing Model

Needs

- **Administrative oversight**
- **Assessment of courses and program**
- **Faculty development**
- **Faculty rewards**
- **External funding for program initiatives**

First Year Seminar

Areas of agreement

- **Critical thinking**
- **Linked to learning communities**
- **More fulltime faculty teaching**
- **Gateway to Gen ed. Goals**
- **Array of options (e.G. Honors, pre-major, broad interdisciplinary topics)**

First Year Seminar

Areas of agreement

- **Incorporation of co-curriculum**
(Service learning, international programs, etc.)
- **First semester course**
- **Shared process of inquiry**

First Year Seminar

Gaps for further research

- **How much common content?**
- **Name of course?**
- **How to do community building?**
- **Rewards and incentives for all who teach it?**
- **How it connects to clusters?**

Required Content Areas

Areas of agreement

- **Two natural or physical sciences courses**
 - **At least one lab**
 - **Opportunities for more science elsewhere in Gen Ed curriculum**
- **One first year composition course**
 - **Taught by English dept faculty**

Required Content Areas

Areas of agreement

- **One post freshman year intensive writing course**
- **One math course**
 - **Taught by math dept faculty**
 - **Opportunities for quantitative literacy across curriculum**
- **Clusters to cover sciences, social sciences, humanities, and arts**

Required Content Areas

Gaps for further research

- **How to frame upper level writing course**
- **Other required courses to cover goals and outcomes**

Clusters

Areas of agreement

- **For integration across the disciplines**
- **Freshman & sophomore years**
- **For coverage of the liberal arts:**
 - **Sciences**
 - **Social sciences**
 - **Humanities**
 - **Arts**

General Education Course Clusters

Three Types of Clusters

- **Concurrent thematic cluster**
 1. Two-three disciplinary or interdisciplinary courses
 2. Thematic integrative seminar
- **Multi-semester thematic cluster**
 1. Interdisciplinary “gateway” seminar in first semester
 2. Three-four disciplinary courses in subsequent semesters
- **Set of clusters encompassing all general education requirements**
 1. Group courses according to skills and modes of inquiry
 2. No integrative courses
 3. Cluster structure indicates interrelationships

Duke University

Integrative Seminar:
Visions of Freedom
in the Contemporary World

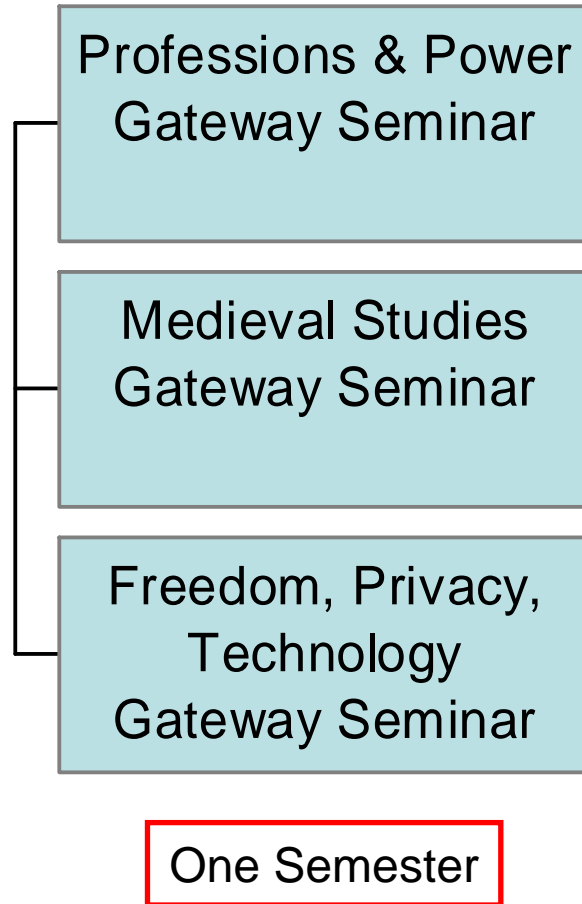
Public Policy Studies:
Immigrant, Citizen and Nationhood

English:
Liberty and Literature

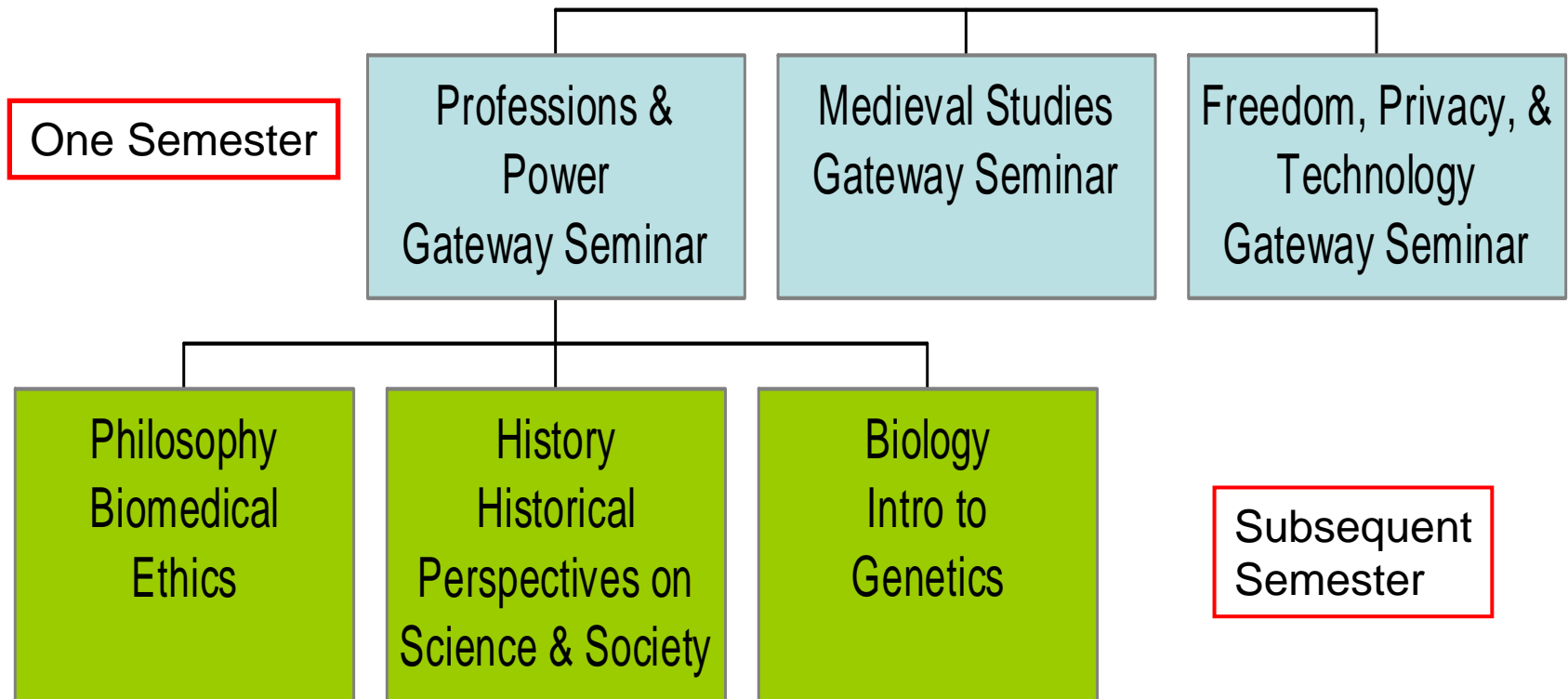
Political Science:
Nature of Freedom in Political
and Economic Organizations

“Visions of Freedom” One Semester Cluster

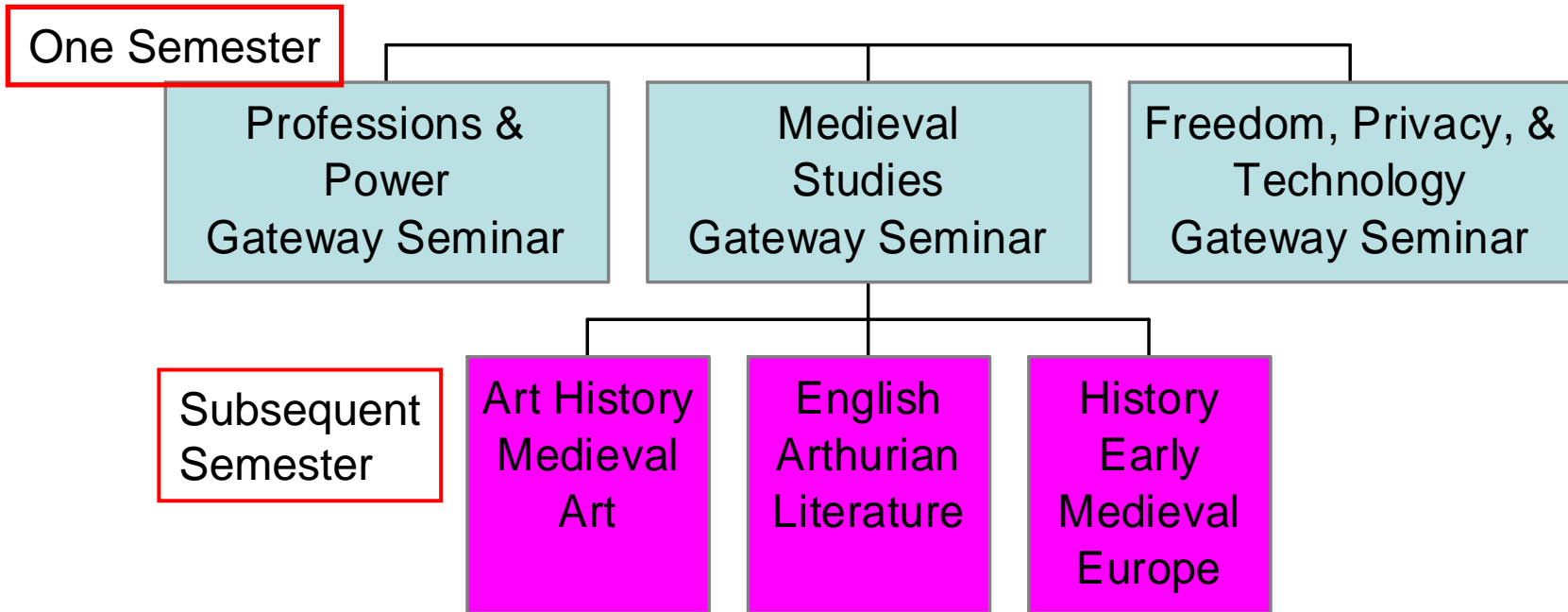
Portland State University



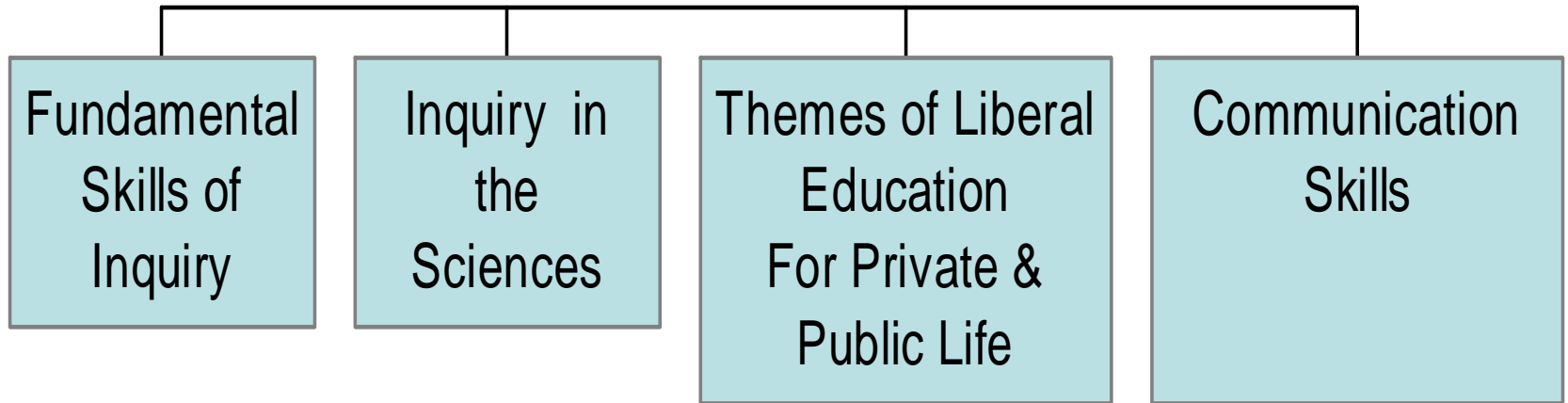
Portland State University



Portland State University

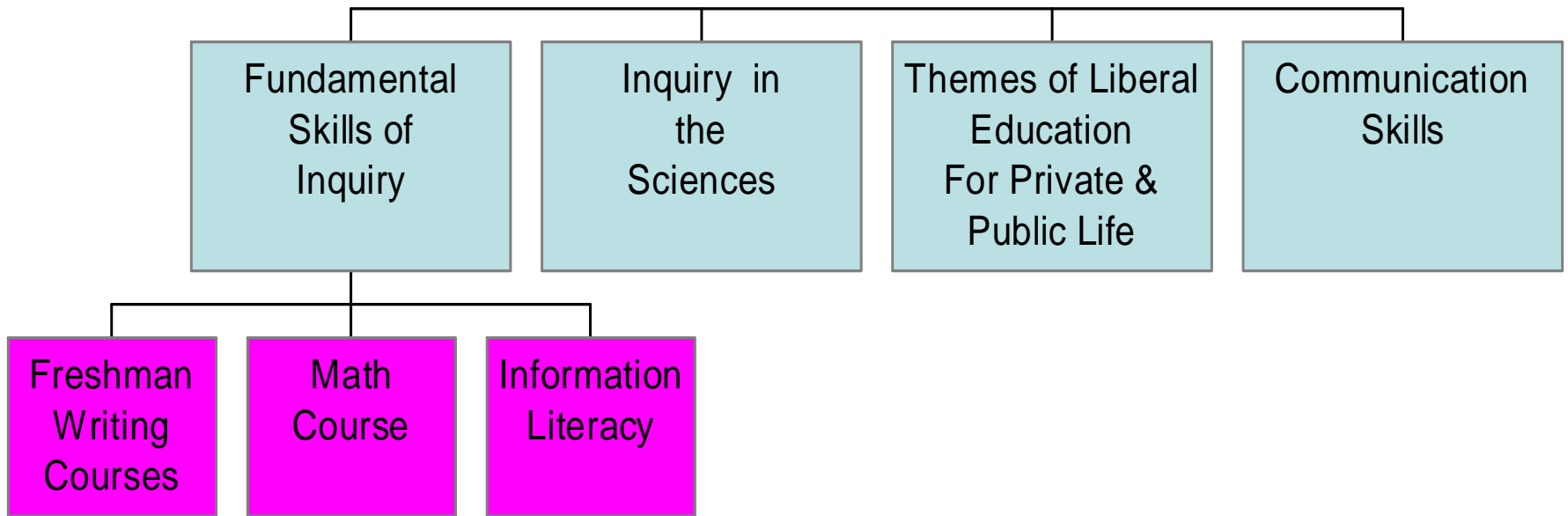


UNC Charlotte

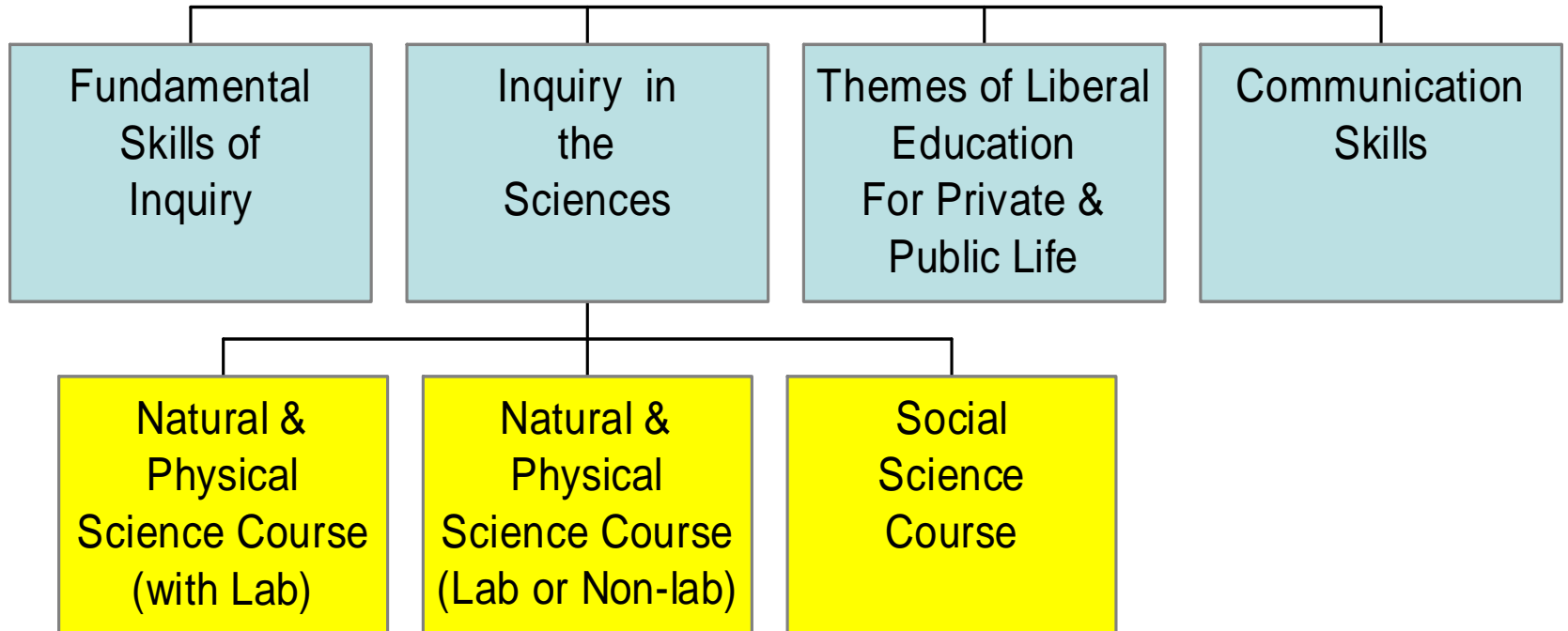


Four Parts of the General Education Program

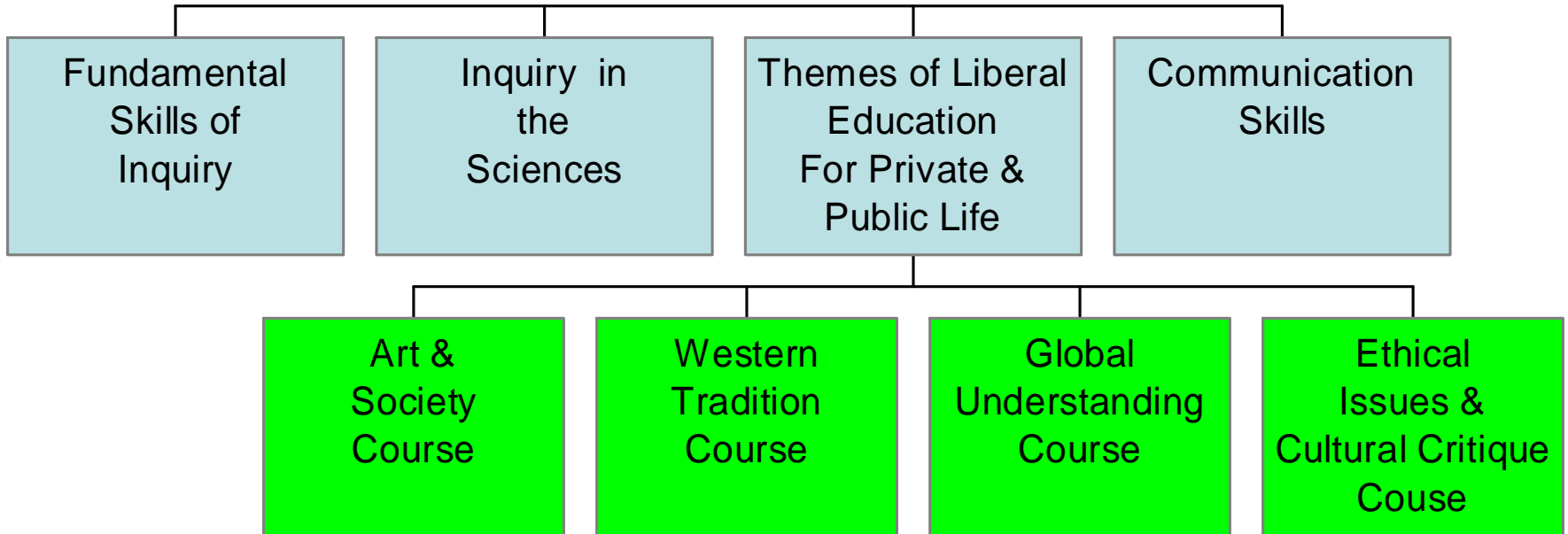
UNC Charlotte



UNC Charlotte



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UNC Charlotte

