



General Education Review Process

November 2020

Elements of Accreditor Aligned and Exemplary Programs

- ▶ Provide a coherent, clearly articulated, general education rationale
- ▶ Offer a general education curriculum that continues in some way throughout the student's undergraduate career
- ▶ Build a program that is less “a collection of courses” than a “collection of transferrable skills”
- ▶ Include a general education capstone
- ▶ Include high impact, co-curricular, civic engagement, diversity/tolerance, and active learning elements
- ▶ Provide alternative paths for transfer students
- ▶ Insure a transparent continuous improvement process

Boston University Example

- ▶ [BU HUB Flyer](#)



ATU General Education

- ▶ What do we want for our General Education program?
- ▶ [ATU Gen Ed Program Review Website](#)





General Education Review Process Workshop Feedback

11/2020

- Certificates + major model – Gen Ed divided into certificates in life skills and professional skills
- Gen Ed as resume builder to compliment degree
- Global citizenship and literacy are key in Gen Ed – include a foreign language requirement
- Consider the needs of individual students and usefulness of some skills to them ie. foreign language
- Need communication as skill in Gen Ed
- Need diversity and tolerance as a skill in Gen Ed
- Need computer literacy/familiarity as a skill in Gen Ed
- Need civic engagement as a part of Gen Ed
- Need soft skills (communication, teamwork) in Gen Ed
- Need life skills in Gen Ed (practical economics – how to get a loan etc.)
- Study abroad and internships should be counted toward Gen Ed
- Need to make Gen Ed compatible with stackable degrees as well as accreditor demands
- Need better communication to faculty and students the purpose and importance of Gen Ed
- Faculty and adjuncts need training in what Gen Ed is and the elements of their classes that provide Gen Ed
- Gen Ed instructors need to collaborate, communicate, and integrate the Gen Ed elements of their classes; need interdisciplinary communication in forming Gen Ed
- Need to broaden choices of courses that students can take to fill Gen Ed requirements – like BU model – there are Agri courses for example that are steeped in the humanities and civic engagement
- Need to remember the needs of first generation students in forming Gen Ed
- Need to talk to students about what they want from Gen Ed
- Need a capstone, perhaps combined with major capstone, the demonstrates Gen Ed skills and helps us assess Gen Ed
- Need opportunities for collaborative teaching in Gen Ed
- Need to break silos between departments and department ownership of Gen Ed courses while meeting state requirements
- Need to use early advising to explain the importance of Gen Ed and change image of Gen Ed as a list of hurdles before you get to your major; needs to be just as important as your major

-Need to recognize Gen Ed as a way of building faculty and university identity through curriculum (faculty's jurisdiction in shared governance)

-Diversity is in many courses across campus and is inherent in many disciplines from Anthropology to Sociology to History to Human Biology; just need to recognize these and count them toward Gen Ed

-Need a paradigm shift in how faculty and students see Gen Ed; need to focus on skills and understanding of the value of those skills

Next steps:

Spring - Departmental discussions to produce lists of gen ed outcomes and rationales

-provide survey that they can choose from based on initial conversations, current ATU goals, and give opportunity to add their own

Ex. Diversity and Tolerance

Communication

Civic Engagement

Global Citizenship and Literacy

Computer Literacy

Soft Skills (teamwork, people skills, social skills etc.)

Life Skills (manage credit and get loans, how to save for retirement etc.)

Scientific and Quantitative Reasoning

Critical Thinking

Ethical Perspectives

Value of Arts and Humanities

Others