



Integrative vs. Distributive General Education: Who, What, and How?

GE CILA Faculty Lunch Conversation

11-16-2017




Principles of General Education

Distribution Frameworks

Promise breadth of learning by requiring courses from different parts of the curriculum

Integrative Frameworks

Promise breadth of learning by offering intrinsically integrative learning experiences



Distributive Models

2 Social Science
2 Arts and Humanities
2 Math
2 Natural Science
2 Foreign Language
2 PE
Writing

Integrative Models

Common Core
Learning Communities
Interdisciplinary Courses
Integrative Courses
Team-taught Courses
Capstone Courses
Campus-wide themes
ePortfolios
Service Learning



Reasons for Considering Integrative GE Models:

Adapted from Hanstedt:

- Making meaning in a complex, “wicked” world
- The exponential growth of knowledge in our fields
- The dynamics of the workplace
- Ability to incorporate HIPs
- Encouraging adaptation and application of knowledge



Many High-Impact Practices Are Integrative

- First-year seminars and experiences
- Capstone courses/Signature projects
- Diversity/Global learning/Study abroad
- ePortfolios
- Core courses
- Writing-intensive courses
- Undergraduate research
- Collaborative assignments and projects
- Community-based learning
- Internships



Reasons for Considering Integrative GE Models:

Adapted from feedback the GE Task Force has gathered:

- To create a more inclusive curriculum with increased explicit attention to race and intersectionality.
- To make the GE curriculum more comprehensible and meaningful by simplifying the requirements, and to increase student agency by having fewer requirements.
- To increase intentional integration and self-reflection.
- To build in flexibility/responsiveness for addressing emerging, current, and/or unforeseen issues.

More Reasons: Your Feedback

- We need to help our students better understand how their particular major fits into a liberal arts education. STEM students need to understand the importance of the humanities. Students in the Humanities need technical fluency. All students need to be able to reason quantitatively and to have familiarity with the basics of data science. Graduates with these attributes will be the thoughtful and ethical leaders whom we need going forward.
- I'd like to see this revision allow for a foundational required course(s) in digital citizenship/digital literacy.
- A common first year experience should be developed.



More Reasons: Your Feedback

- FY experience that integrates experiential learning components. HIPs embedded throughout all 4 years of the curriculum. Targeted problem-solving for open-ended problems. These are important so that students learn how to learn.
- I'd like to see the GE emphasizing skills (writing, analysis, quantitative thinking, creative expression, historical/cultural contextualization) in a way that supports students to apply and integrate these skills, rather than compartmentalize them.
- I think there should be fewer requirements while still pushing students to engage with fields they might not otherwise.





Table Talk Tasks

1. Choose a course that you teach regularly and list your learning outcomes for that course.

Does your course carry any of the current GE attributes? Check all that apply.

2. Rate the extent to which the learning outcomes in your course connect to the learning areas shown in the hypothetical Reflective/Integrative GE Model.

3. Discuss and compare your ratings with those at your table. Propose one way in which you might contribute to an integrative GE curriculum.

Do the responses at your table suggest any possible opportunities for collaboration?



Reporting Back



Reporting Back

See you at the next GE Forum!

11-30-2017

First Year Seminars:
Who, What, and How?

