



GE REFORM IN THE USA: TRENDS & BEST PRACTICES

GE TASK FORCE & UNIVERSITY SENATE GE COMMITTEE

PRESENTATION/DISCUSSION LEADERS:

RACHEL EVANS, THEATRE

ALEX GUZMAN, EDUCATION

DEAN CASALE, ENGLISH

Icebreaker:

On a scale of 1 to 10, with 1 being “Least familiar” and 10 being “Most familiar”--
How familiar are you with Kean’s GE curriculum as it exists today?
Please answer in The Chat.

GOALS

- * Establish how 2nd Presentation, *GE Reform in the USA: Trends and Best Practices*, fits within the Series of 3 Presentations:
 - 1) **The Evolution of GE at Kean;**
 - 2) **GE Reform in the USA: Trends & Best Practices;**
 - 3) **The Future of GE at Kean: Identifying Campus-Wide Needs**
- **Concept Program Proposal** -- drafted Summer 2024/ formal campus presentation, Fall 2024
- Overview of present Trends & Best Practices in GE w/ examples of two representative programs
- Establish a Shared Analytic Framework
- Establish a Shared Vocabulary of Concepts
- Through discussion begin to 'think through' on *Institutional, Programmatic, and Course Levels*, the ways that our Kean Community can best **Reform** its GE Program

GENERAL EDUCATION ESSENTIALS, PAUL HANSTEDT

GE 1.0 – DISTRIBUTIVE MODEL

Long history – 19th ce. Roots

For example: 2 courses in *Arts & Humanities*; 2 courses in *Mathematics*; 2 courses in *Natural Sciences*, etc.

Some ‘core course’/‘foundational courses’

“Well-rounded graduates”

Mostly taught within *Disciplines* w/instruction by Individual Instructors

GE 2.0 – INTEGRATIVE MODEL

Later 20th ce./ 21st ce.

Aims to make explicit connections between courses, fields, majors, disciplines: i.e, *Literary Responses to Science and Technology* or *Mathematics and Art*

Foreground the Exploration of connections that *already exist between various fields*

Connect academic life to life outside academe

Program-wide curriculum often organized around campuswide themes/issues

Examples of courses: Sociology focus on “Social Networking” or Literature on “Science Fiction”

Making ‘connections’ & ‘synthesizing’ information valued over discrete disciplinary cohesion

Competencies Vs. Skills ”

GE 3.0 – HIGH IMPACT MODEL

Mostly 21st Century

Kuh’s list of *High Impact Practices*:: -First Year Seminars/ Common Intellectual Experiences/Capstone Courses/Collaborative Assignments/Diversity and Global Learning/Writing-intensive Courses/ Learning Communities/ Internships/ Community-based Learning/ Undergraduate Research/ ePortfolios

Shift – emphasis from “book and lecture-based concepts” to more ‘experiential learning’

Shift – emphasis from ‘abstract’ academic knowledge/information accrual to “real-world applications”

Shift – emphasis from *Integrative* to *Interdisciplinary*

Shift – emphasis from Individual Student to collaborative groups

Value student-faculty interactions

ON THE PUBLIC POLICY; BUSINESS COURSE LEVEL: HANSTEDT'S CASE STUDY

GE 1.0 – *BIOLOGY 101:* *INTRODUCTION TO BIOLOGY*

Introduction to the “basics” of the discipline/field of Biology

Emphasis on **coverage**

Emphasis on **discipline-distinctive methodology**; i.e., object of study, key questions posed, standards of ‘truth’ & knowledge, purposefulness, etc.

Standard textbook with minimal variation from section to section

GE 2.0 – *GE 261:* *THE BIOLOGY OF VICTORIA HARBOR*

Thematic approach, therefore not as intent upon ‘coverage’ although offering grounding in methodologies and terminologies of the field/discipline

Depth and application are emphasized

More integrative readings from various related fields/disciplines: i.e., ecosystems; business; tourism; architectural planning, sociology, etc.

Intense examination of a case study “Victoria Harbor in Hong Kong” as opposed to the central, guiding topic of Biology, ‘in and of itself’ (Aristotle’s distinction)

GE 3.0 – *LIBERAL LEARNING 210: SCIENCE, TECHNOLOGY AND THE FUTURE*

Not disciplinary bound & therefore can be taught by professors outside field/discipline of Biology

Interdisciplinary approach is emphasized/ indeed, necessitated

Different disciplines would be studied & compared; team-teaching might also be emphasized

Multiple texts representing multiple contexts – the examination of a subject or theme is emphasized over the introduction of a discipline/field

More challenging student assignments

Portland State University

PORTLAND STATE

UNIVERSITY

GENERAL ED OPTIONS

May 22, 2024

University Profile



University Profile



Enrollment (Fall 2023)

Undergraduate: **16,423**

Graduate: **4,617**

Women: **11,975**

Men: **8,623**

Non-Binary: **387**

Unknown Gender: **55**

Total Enrollment: **21,040**

First Year Snapshot

High school GPA **3.75+**: **25.5%**

High school mean GPA: **3.37**

Average class size: **24**

Retention rate (First year standing): **74.8%**

Enrollment Breakdown

Full-time: **60.7%**

Part-time: **39.3%**

Student to faculty ratio: **17:1**

Students from Portland metro area: **64.1%**

Students from Oregon: **81.2%**

International Students: **5.6%**

Top states represented: **Washington, California, Hawaii, Colorado, and Nevada**

Top countries represented: **India, Kuwait, Japan, China, and Saudi Arabia**

Students are enrolled from **50 states and 63 countries**

University Profile



Student Diversity

White: **49.5%**
BIPOC: **40.1%**
Latino: **18.6%**
Asian: **8.8%**
Black or African American: **4.3%**
Native American: **1.5%**
Multi-Ethnic: **6.3%**
Native Hawaiian/Pacific Islander: **0.6%**
Other: **4.8%**
First Generation Students: **49.4%**
First Generation BIPOC Students: **58.9%**
Students with Children: **24%**

Full-Time Tuition and Fees (2023-2024)

\$11,238 resident undergraduate (15 credits/term)
\$14,424 resident graduate (9 credits/term)
\$30,138 non-resident undergraduate (15 credits/term)
\$20,553 non-resident graduate (9 credits/term)

Financial Aid

Students receiving financial aid: **61%**
Average dollar amount: **\$14,053**
Pell grants: 30%
Loans: **38%**
Grants and scholarships: 39%
Other: **29%**
\$3.3 million in student scholarships through the PSU Foundation

GENERAL EDUCATION OPTIONS

UNIVERSITY STUDIES

- Provides students with integrated, connected learning experiences that lay the foundation for lifelong intellectual development.
- Extending through all four years.
- Instructional focus on:
 - how to think critically
 - communicate effectively,
 - gain an awareness of the human experience to instill a deep sense of responsibility to yourself, your peers and your community

UNIVERSITY HONORS COLLEGE

- Offers courses in the theory and research methods of the human, natural, and social sciences as well as a wide-ranging selection of intensive interdisciplinary seminars.
- Students have the opportunity to work closely with faculty on research projects, network and gain experience through internships, and study abroad with Honors faculty.
- Final year, students research and write a baccalaureate Honors thesis.
- Students in any department or major can join the University Honors College.

COMMUNICATION: Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

INQUIRY AND CRITICAL THINKING: Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

DIVERSITY, EQUITY, AND SOCIAL JUSTICE: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

ETHICS, AGENCY, & COMMUNITY: Students will examine values, theories, and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

University Studies



First Year: Freshman Inquiry “FRINQ”

- Students stay in the same class for the year-long course
- Helps structure strong rapport
- Interdisciplinary (examines a subject using arts & humanities, social science, and natural science).
- Reading, writing, and research-intensive.
- Experiential and integrates community-based learning.
- Focused on developing the whole student.
- Address the four University Studies Goals.
- Participation and discussion-based.
- Emphasizes critical self-reflection on learning.
- A learning community of peers.
- Taught at the same time and by the same professor each term. Supported by a Peer Mentored Inquiry section.
- **Themes:** Design & Society; Health, Happiness, & Human Rights; Human/Nature; Immigration, Migration, & Belonging; Life Unlimited?; Portland; Power & Immigration; Racial & Social Justice; Sustainability; What are Great Books?; The Work of Art

University Studies



Second Year: Sophomore Inquiry “SINQ”

- Opportunity to explore topics of interest that are different from, yet complementary to major.
- Introduces students to concepts, questions, methods, and other content that can be explored more deeply in thematically linked cluster courses.
- Students choose three different courses from themes listed below:
 - American Identities
 - Understanding Communities
 - Design Thinking
 - Environmental Sustainability
 - Families and Society
 - Freedom, Privacy, and Technology
 - Gender and Sexualities Studies
 - Global Environmental Change
 - Global Perspectives
 - Healthy People/Healthy Places
 - Interpreting the Past
 - Knowledge, Values, Rationality
 - Leading Social Change
 - Examining Popular Culture

University Studies



Third Year: Upper Division Cluster

- Students choose thematically linked courses related to themes listed in SINQ
- Weekly 50 min mentor session led by Graduate peer mentor
- Students are encouraged to double dip UNST courses with minor courses

Fourth Year: Senior Capstone

- Designed by faculty
- Community-based learning experiences
- 6-credit courses
- Collaboration w/ multidisciplinary teams
- Over 200 course offerings covering a broad range of topics
- Students can choose capstone courses that align with their majors or explore outside of them

[Third Year Requirements](#) (Upper Division Cluster)

[Fourth Year Requirements](#) (Senior Capstone)

Honors College



Focused on urban research; “offers courses in the theory and research methods of the human, natural, and social sciences as well as a wide-ranging selection of intensive interdisciplinary seminars” Enrollment: 800+

Goal: “The overarching goal of the Honors curriculum is to transform students from consumers of information to producers of knowledge, with the thesis as the culminating achievement.”

First Year: The Global City (15 Credits)

- Small year-long course focused on developing advanced writing skills through an intellectual framework for the social, cultural, political, and material intensive study of urban environment

Second Year: Urban Discourse (12 Credits)

- Three courses connected
- Integrated set of research projects shaped by the three domains of academic knowledge: the social sciences, the humanities, and the natural science.

Third Year: Research, Internships, Seminars (12 Credits)

- Setting them up for Honors Senior Thesis
- 12 credits Honors level = (4 cr. Honors Seminar) + (8 credits Research or Internships)

Fourth Year: Honors Thesis (8 Credits 8 credits over two terms to complete thesis)

- Apply your expertise to an in-depth thesis project of your own design. Work with a faculty mentor in your major and publish your thesis

Assessment of University Studies

Research from 2022

- [A Profile of Freshman Inquiry Students Fall 2022](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [A Profile of Sophomore Inquiry Students Fall 2022](#), Portland State University. University Studies Program and Rowanna L. Carpenter

Research from 2021

- [A Profile of Freshman Inquiry Students Fall 2021](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [A Profile of Sophomore Inquiry Students Fall 2021](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [Student Strategies for Success: Perspectives from FRINQ & SINQ Students at Portland State University](#), Portland State University. University Studies Program

Research from 2019

- [A Profile of Freshman Inquiry Students Fall 2019](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [A Profile of Sophomore Inquiry Students Fall 2019](#), Portland State University. University Studies Program

Research from 2018

- [A Profile of Freshman Inquiry Students Fall 2018](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [A Profile of Sophomore Inquiry Students Fall 2018](#), Portland State University. University Studies Program and Rowanna L. Carpenter
- [Assessment Brief: Transfer Student UNST Enrollment](#), Portland State University. University Studies Program
- [Assessment Brief: Update on UNST Online Course Experience](#), Portland State University. University Studies Program
- [Research Brief: University Studies and Retention](#), Portland State University. University Studies Program



BOSTON
UNIVERSITY

Learn with Purpose

The BU Hub: General Education at Boston University

Developed starting in 2014
Implemented in 2018 (first years) and 2020 (transfers)

<https://www.bu.edu/hub/>

Presented by Rachel Evans, June 7, 2022

Rationale for choice to profile BU

- Distribution model (GE 1.0) with integrative elements (GE 2.0) that explore connections between different areas
- Thematic pathways and experiential learning are included, among other HIPs (GE 3.0)
- The city of Boston plays a key role (community-based– GE 3.0)
- Design is complex but represents BU’s values– build what represents “the institution’s character, the strengths and interests of its faculty, and the needs of its students” (Gaff, 1980)

HUB REQUIREMENTS

26 requirements in approximately 10-12 courses | Hub courses can also count toward majors and minors

In the Hub, you will gain a breadth of knowledge and essential skills for your future.

BU.EDU/HUB

PHILOSOPHICAL, AESTHETIC, AND HISTORICAL INTERPRETATION

Philosophical Inquiry and Life's Meanings (PLM) 1 REQUIREMENT
Aesthetic Exploration (AEX) 1 REQUIREMENT
Historical Consciousness (HCO) 1 REQUIREMENT

SCIENTIFIC AND SOCIAL INQUIRY

Scientific Inquiry I (SI1) 1 REQUIREMENT
Social Inquiry I (SOT) 1 REQUIREMENT
Scientific Inquiry II (SI2) or Social Inquiry II (SO2) 1 REQUIREMENT

DIVERSITY, CIVIC ENGAGEMENT, AND GLOBAL CITIZENSHIP

The Individual in Community (IIC) 1 REQUIREMENT
Global Citizenship and Intercultural Literacy (GCI) 2 REQUIREMENTS
Ethical Reasoning (ETR) 1 REQUIREMENT

QUANTITATIVE REASONING

Quantitative Reasoning I (QR1) 1 REQUIREMENT
Quantitative Reasoning II (QR2) 1 REQUIREMENT



COMMUNICATION

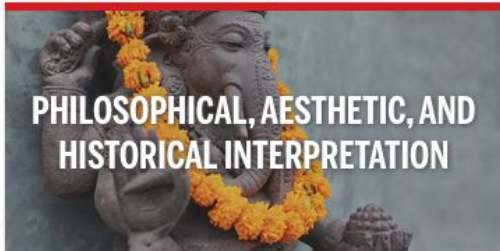
First-Year Writing Seminar (FYW) 1 REQUIREMENT
Writing, Research, and Inquiry (WRI) 1 REQUIREMENT
Writing-Intensive Course (WIN) 2 REQUIREMENTS
Oral and/or Signed Communication (OSC) 1 REQUIREMENT
Digital/Multimedia Expression (DME) 1 REQUIREMENT

INTELLECTUAL TOOLKIT

Critical Thinking (CRT) 2 REQUIREMENTS
Research and Information Literacy (RIL) 2 REQUIREMENTS
Teamwork/Collaboration (TWC) 2 REQUIREMENTS
Creativity/Innovation (CRI) 2 REQUIREMENTS



21 Competencies
26 Units
10 - 12 courses



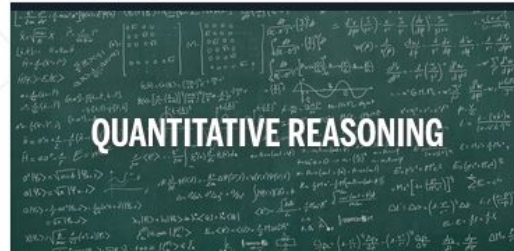
PHILOSOPHICAL, AESTHETIC, AND HISTORICAL INTERPRETATION

- Philosophical Inquiry and Life's Meanings
- Aesthetic Exploration
- Historical Consciousness



SCIENTIFIC AND SOCIAL INQUIRY

- Scientific Inquiry I
- Social Inquiry I
- Scientific Inquiry II or Social Inquiry II



QUANTITATIVE REASONING

- Quantitative Reasoning I
- Quantitative Reasoning II



DIVERSITY, CIVIC ENGAGEMENT, AND GLOBAL CITIZENSHIP

- The Individual in Community
- Global Citizenship and Intercultural Literacy **2 units**
- Ethical Reasoning



COMMUNICATION

- First-Year Writing Seminar
- Writing, Research, and Inquiry
- Writing-Intensive Course **2 units**
- Oral and/or Signed Communication
- Digital/Multimedia Expression



INTELLECTUAL TOOLKIT

- Critical Thinking
- Research and Information Literacy **2 units**
- Teamwork/Collaboration **2 units**
- Creativity/Innovation **2 units**
- Life Skills **0 units**

Hub Course Example

CAS CI 369

GREEK TRAGEDY AND FILM

4 credits.

Explores Greek tragic myth's afterlife, both directly and obliquely in cinema and in the modern literature spawning cinema: how certain Greek tragic myths have come to life as film and how "non-mythic" stories have acquired a mythic power in literary and cinematic form. All texts in translation. Effective Fall 2018, this course fulfills a single unit in each of the following BU Hub areas: Philosophical Inquiry and Life's Meanings, Historical Consciousness, Critical Thinking.

BU HUB ?

Philosophical Inquiry and Life's Meanings

Historical Consciousness

Critical Thinking

Co-Curricular Experiential Learning

- 1 Hub unit; may do 2
- 0 credits
- Ungraded
- Appears on transcript

HUB CC 140

COCURRICULAR: INTRODUCTION TO SPORTS MARKETING & SCHOOL SPIRIT

0 credits. Available during Either sem.

Students learn about teamwork by exploring athletics marketing and enhancing Terrier Pride at Boston University. Students are immersed in project-based learning, case-

BU HUB ?

Teamwork/Collaboration

based learning, and experiential learning while navigating how to collaborate within an organization and identify necessary skills for achieving both individual and collective ambitions. As part of this experience, students develop and execute a game-day marketing plan for a BU Athletics team or a campus-focused promotion. Effective Fall 2018, this Hub cocurricular fulfills a single unit in the following BU Hub area: Teamwork/Collaboration.

Life Skills for Personal Growth

- 0 Hub unit
- 0 credits
- Not Required
- Many ½ semester courses
- Driven by student interest

Life Skills Offerings

Life Skills: Entering First-Year Students

Life Skills: Seniors

Life Skills: Career Development

Life Skills: Health & Wellness

Life Skills: Academic Skills

Life Skills: Financial Literacy



Cross-College Challenge (XCC)

- Capstone alternative (Jrs/Srs)
- PBL
- 4 Hub units
- 4 credits



2 faculty members supervise each team to ensure that the 4 learning outcomes are contextualized in the development process and throughout the duration of the project.

4 LEARNING OUTCOMES

- CREATIVITY / INNOVATION
- ORAL COMMUNICATION
- RESEARCH and INFORMATION LITERACY
- TEAMWORK / COLLABORATION

*HUB XC 420 B1



[Felice Amato](#) (CFA) and [Jessica Bozek](#) (CAS)

Thinking through Puppets and Performing Objects

Puppetry and other forms of object performance are experiencing a renaissance in the US and across the globe. But what can they offer a research university, where not only creating but also communicating new knowledge to a range of audiences is increasingly important? These “animated objects” have traditionally been used to convey narrative content; can they help research to become a compelling story that engages, informs, and even entertains an audience—by activating their intellect and affect? In this course, students from across BU’s many colleges will explore how a broad range of puppetry techniques can help them to investigate and then communicate abstract theories, philosophies, and complex processes, injecting them with humor, suspense, and awe.

W 2:30PM-5:15PM

Hub Pathways

- Unified theme
- A (somewhat) more prescribed combo of courses



BU HUB PATHWAY: SOCIAL & RACIAL JUSTICE



BU HUB PATHWAY: ENVIRONMENT & SOCIETY

BU HUB REQUIREMENTS FOR STUDENTS

26 units in approximately 10-12 courses | Hub courses can also count toward majors and minors
In the Hub, you will explore a broad array of disciplines and ways of thinking as you prepare to navigate an increasingly complex and interconnected world.

BU.EDU/HUB



The Cross-College Challenge (XCC), the BU Hub's signature experience, is a 4-credit course available to juniors and seniors that fulfills 4 units.
A Hub cocurricular is a 0-credit, ungraded experience that fulfills 1 unit.



Additional Features

- Majors/minors automatically cover some units, ie “double-dipping is expected”
- Study Abroad fulfills Hub units
- AP/IB can fulfill Hub units
- Transfers: 10 Hub units/4 - 5 courses



Benefits

- High level of choice for students to self-design & tailor
- 21 Competencies are a comprehensive collection of knowledge, skills & habits of mind
- Courses fulfill multiple Competencies to reinforce the interconnected nature of GE
- Encourages minors through exploration

Drawbacks

- Units vs. credits is confusing
- Unusually large number of Hub courses (some Competencies have more than 20)
- Assessment would be burdensome
- Limited recommendations to students for sequencing: “Think about what you need to learn first.”
- Requires thorough advisement & hefty student responsibility
- Life Skills are not required
- Students may not transfer-in Hub courses
- SLOs are “hidden” and not part of the conceptual framework

Take-Aways

- [Infographics](#) are essential
- Connections matter between [mission](#) → conceptual framework → catchy name
- We should be prepared to identify [FAQs](#), create [videos](#), and document our [timeline/history](#).

WORK TO BE DONE: ITEMS/ISSUES/CHALLENGES TO BE 'THOUGHT THROUGH'

- Which model of GE Program design is best suited to Kean? The Distributional, the Integrative, or the High Impact? Maybe, some innovative combination of the three.
- What of the 'Vertical' Structure of GE – of GE's relationship to upper-division curriculum grounded/based in majors & minors with a distinctive disciplinary stamp?
- What will be the 'new' relationship between specifically designated GE courses, clusters, "strands" and discrete discipline-bound departments?
- What is the GE Program's relationship to developmental, 'college-readiness' & ESL needs of Kean students.
- What will give a reformed GE Program *connection, coherence and purpose*?
- How will Kean reform its GE Program and keep its fundamental commitment to "**access and affordability**"?
- What is the optimum GE experience that we collectively imagine and indorse for our Kean undergraduates?

ASPIRATIONS/HOPES/DREAMS

- A distinctive GE Program suitable to our distinctive Institution/ Emphasis on the ‘First Generation’ College Student
- Emphasize students as **students**; imagine a GE Program that thinks of students less as potential employees and prospective job-seekers, and more as youthful individuals embarking upon life.
- Care and nurturance of the Life of the Mind. Imagine a GE Program that encourages and fosters and creates opportunities for genuine Discovery – of both the World and the Self.
- A GE Program that resuscitates and embodies the ‘older’ idea of Liberal Education – an education that promotes and values Equity and Individual “Liberation”

Q & A

The latest from the GE Task Force: see our website

FAQ from the GE Task Force (Spring 2024)

May 2024 Open Letter from Casale & Evans

Proposed Key Pedagogies of the GE Curriculum by Liza Bolitzer & Karen Villaneuva

Coming up next...

The Future of GE at Kean: Identifying Campus-wide Needs (3 of 3)

Wednesday, May 29, 2024

3:30 - 5:00pm in CAS 106

Please pre-register:

<https://docs.google.com/forms/d/e/1FAIpQLSfIRmeC8D6h3u0KVDviYpFhF-lkNIQOXcwlyX5-UebiBNgRZQ/viewform>