

Next Steps for General Education

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Gen Ed is the most important thing we do.

“Education looks both to the nature of knowledge and the good [person] in society.”



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Gen Ed is the most important thing we do.

“By [characteristics of mind], we mean aims so important as to prescribe how general education should be carried out and which abilities should be sought above all others in every part of it. These abilities [...] are: *to think effectively, to communicate thought, to make relevant judgments, to discriminate among values.*”

General Education in a Free Society, Harvard UP, 1945.

(p. 64)



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(General) Education

- creates *habits of mind*.
- helps us to think *effectively*, to communicate *thought*, to make *relevant* judgments, to *discriminate* among values...
- is our last chance to persuade our students that our discipline is worth caring about.
- and provides skills upon which we build in the major. We are all “consumers” of Gen Ed.



General Education

- I. Structural Differences
- II. Differences that impact instructors
- III. Quick look to next steps



I. Out with the old... (In 2014)

Current General Education Structure Distributed over Three Cores (14 courses)

<u>Inner Core</u>	<u>Middle Core</u>	<u>Outer Core</u>
English 101	United States Traditions	Sciences, Math, and Technology
Communication 110	Individuals in Civic Life	Social Sciences
Math	Individuals and Societies	Fine Arts
Natural Science or NS Alternative	Language in the Humanities	Humanities
Natural Science or NS Alternative	Quantitative Reasoning	

In with the new-ish

Two-Tier Structure (13 courses)

<u>First Year – Core</u> <u>(Courses with no prerequisites)</u>	<u>Additional Courses that may require prerequisite</u>
English 101	Language in the Humanities
Communication 110	Fine Arts
Math	Humanities
Natural Science or NS Alternative	Quantitative Reasoning
Natural Science or NS Alternative	Science, Math and Technology
United State Traditions	OC-SS and MC-IS Combined Category
Individuals and Civic Life	

New structure

- Simplifies the prerequisite structure (to reflect how we really have offered the program)
- Merges MC-Individuals and Societies with OC-Social Science
- Reduces the required courses by one and hours by 3.
- Adopts the AAC&U Liberal Arts and America's Promise [LEAP] goals (and some rubrics)



II. What changes impact instructors?

- In some cases, the prerequisite for your course will change.
 - Cores and Categories will not be prereqs
 - Only courses that offer real preparation will be listed as prereqs (up to ten)
 - (chairs/directors have to January 17 to respond)



What changes impact instructors?

- We will ask you to include General Education learning outcomes on your syllabus.
- Cut and Paste from:
http://gened.illinoisstate.edu/faculty_info/



What changes impact instructors?

Information for Faculty

I. Language to include on your General Education Syllabus:

To ensure that students understand the continuity of General Education as a whole and the specific goals of each course, faculty are requested to list in their syllabi the General Education goals corresponding to the category in which the course is located.

[Additional information regarding syllabus structure and common language.](#)

Click on the appropriate category; then cut and paste the text into your syllabus:

- [Communication as Critical Inquiry](#)
- [Composition as Critical Inquiry](#)
- [Fine Arts](#)
- [Humanities](#)
- [Individuals and Civic Life](#)
- [Language in the Humanities](#)
- [Mathematics](#)
- [Natural Sciences and Natural Science Alternatives](#)
- [Quantitative Reasoning](#)
- [For BA only, LAN 115 substitutes for QR](#)
- [Science, Mathematics, Technology](#)
- [Social Science](#)
- [United States Traditions](#)
- [General Education Goals \(Complete List\)](#)

What changes impact instructors?

- Increased integration with the co-curriculum
 - Tools to help you integrate campus events with your course.
 - Some Gen Ed goals are mapped to the co-curriculum.



What changes impact instructors?

- Assessment through CGE and UAS.
- Occasional syllabus check
 - Presence of goals
 - Continuity across sections
- Institutional Artifact Portfolio
 - Provide a sample assignment with assignment and Gen Ed goals you were targeting.





What changes impact instructors?

- Opportunities for professional development
- CTLT hosted forums
- Faculty advisory panels



Professional Development

- CGE recommends creation of seven new panels:
 - ✓ Critical Inquiry (COM, ENG, MLB)
 - ✓ United States Traditions
 - Math and Quantitative Reasoning
 - ✓ Natural Sciences
 - Individuals and Civic Life
 - Social Sciences
 - ✓ Humanities
 - ✓ Fine Arts



Panel Activities for 13-14

- Ask what we want our students to know and do after they have completed courses in this category? (Specific Learning Outcomes?) What impact will we have five years out?
- Approve curricular mapping of LEAP outcomes.
- What outcomes are easily assessed? Assessed with more difficulty? Are some outcomes best assessed by certain kinds of assignments? Could/should we adopt a common assignment or assignments to measure student learning?
- Consider whether the AAC&U VALUE rubrics are right for ISU? Do we change the rubric? Does the rubric suggest we might change the course? Do we develop our own?
- One “deliverable”: evaluation rubric to assess student work in IAP.



Panel Activities Longer Term

- Guide Assessment
- Serve as collegial “ambassadors”



I really want to be on a panel. How do I
get on one!?

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III. What's on the horizon?

- Writing Across the Curriculum
 - Provost has appointed a Task Force with recommendations due by May.
- “Internationalizing” the GE curriculum
- Engaging with the co-curriculum
- A new name?
 - “Gen Ed: It’s good for you... like broccoli.”
 - A student-led initiative.



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