The new UMKC General Education Model

General Education Implementation Committee

August 17th, 2012
General Education Model

• We had multiple criteria we wished to fulfill:
  – Have an interdisciplinary curriculum.
  – Follow a developmental strategy.
  – Show students a clear path through general education.
  – Empower high-impact learning experiences.
  – Foster student achievement through cohort groups.

• We had a clear mandate to work through the Faculty Senate, coordinating with faculty across campus.
  • We presented this model to faculty in every unit and the Faculty Senate.
  • We incorporated feedback from many constituencies including advisors, transfer coordinators, and student government.
  • We continued to place the Student first and consider how this would affect the ability of a student to complete their work.
General Education Model

Anchor Courses
- Reasoning and Values
  - Discourse I: 100 level linked
  - Discourse II: 200 level linked
- Culture and Diversity
  - Discourse III: 300 level partnered

Gen. Ed. Capstone Courses
- Civic and Community Engagement
  - Discourse III: Reflectively Applied Knowledge and Integration

Platform Courses
- Natural & Physical Sciences 100/200/300
- Arts & Humanities 100/200/300
- Social & Behavioral Sciences 100/200/300
- General Education Elective 100/200/300

UMKC
A Development Model

• Courses are developmentally sequenced, such that later courses build on skills from earlier classes and help students gain confidence for success.

• All courses will keep their levels of desired writing, speech, and reading comprehension consistent across levels such that students know what to expect and can be assessed in a consistent manner.

• The model is outcome based; not a “menu of classes” but a set of outcomes that will present students with options but help guide their choices by interest and intent.
The Outcomes*

- **Communication Skills**
  - Students will develop effective written, oral, and visual/spatial communication competencies with the ability to communicate with a variety of audiences. They will develop their capacity to interpret information presented in a variety of formats. They will be able to evaluate the context of their message and use proper form and style to engage audiences using a variety of media. They will demonstrate their critical engagement with audiences through reading, listening, reflecting, and responding.

- **Technology and Information Literacy**
  - Students will demonstrate effective use of research resources and can incorporate the information obtained into their academic and creative endeavors. They will demonstrate their ability to locate, evaluate, organize and use research material from a broad range of sources. Students will be able to format and document source material in properly constructed papers, presentations, and a variety of visual formats.

- **Scientific Reasoning and Quantitative Analysis**
  - Students will apply principles and methods of science, math, statistics, and logic to solve problems and draw logical inferences. They will develop a level of quantitative literacy that enables them to comprehend and evaluate information in a broad range of contexts. Students will understand methods and principles of scientific discovery and their application to all areas of learning including the natural and social sciences.

- **Arts and Humanities**
  - Students will develop an understanding of the human condition by exploring the variety of creative works and methods in the humanities as well as the visual and performing arts. They will be able to explain the historical, cultural and social contexts of the humanities and fine arts. Students will demonstrate an understanding of the connections between the humanities and other areas of intellectual inquiry.

- **Interdisciplinary and Innovative Thinking**
  - Students will demonstrate the ability to contextualize information and use the proper methods and theories as modes of understanding. Focusing on specific problems and issues, students will demonstrate the ability to consider new modes of analysis drawn from a range of fields. Students will be able to see and understand how thinking beyond disciplinary boundaries leads to innovation in all fields.

- **Culture and Diversity**
  - Students will draw on a variety of disciplines to develop an understanding of the complexities of human cultures, past and present, and come to an informed sense of self and others. Students will demonstrate an awareness of a global culture that may include economic, environmental, political and social issues facing all cultures. They will develop an understanding of the factors defining cultural identities.

- **Human Values and Ethical Reasoning**
  - Students will understand principles of value and civic duty in a wide range of settings, and will demonstrate an understanding of personal values and the values of others. Students will also be able to identify ethical problems utilizing their understanding of ethical theory and moral reasoning.

- **Civic and Community Engagement**
  - Students will be able to identify the problems, challenges, and opportunities of an urban university. Students will also understand their relationship to both a local and global community and the social, political, and cultural issues therein. They will develop an appreciation for the meaning and global impact of urbanization. They will have an understanding of the U.S. and Missouri Constitutions and their impact on issues facing these various communities. They will engage with the UMKC community of learners.

*Approved 4/2011 by the UMKC Faculty*
The Classes

• The model creates several tiers of classes each with certain criteria:
  
  – Discourses Courses, which teach speech and writing in an integrated environment.
  
  – Anchor Courses, which help stress interdisciplinary and critical thinking in a high-impact, “team learning” environment.
  
  – Platform Courses, which help teach traditional subject boundaries and enforce lessons from Anchor and Discourse classes.
Course Definitions

• Courses must be approved by their home unit(s) prior to being evaluated as General Education courses by the General Education Curriculum Committee. As such each course should have a syllabus that meets current University and unit level guidelines.

• Courses with instructors from multiple units or departments should be cross-listed, or another clear arrangement between units should be worked out and communicated when the course comes up for approval for General Education.

• Course syllabi must have clear expectations laid out for students regarding grading and expected outcomes.

• Approved courses must have an assessment plan, and the University Provost’s office will work with instructors and departments to help develop assessment plans.

• Courses will be reviewed by the General Education Curriculum Committee to ensure that they are being taught, that their assessment plans are being fulfilled, and that their syllabi continue to reflect the material originally approved for the course.
Anchor Courses

• Must be interdisciplinary, meaning they cut across different recognized academic disciplines.
• Taught by instructors from different departments, who team to teach the content. Instructors should have contact with one another in the classroom, in front of the students, as part of the course plan.
• Courses should highlight different modes of thinking, exemplified for example by the team of instructors leading conversations to highlight their different disciplines.
• Paired with co-requisite Discourse I (Values and Reasoning), II (Culture and Diversity), or III (Civic and Community Engagement) courses.
• We expect that courses align with Discourse content at the level of the paired Discourse course (writings, readings, comprehension, oral comm.)
• Must identify an area/topic from among Values and Reasoning, Culture and Diversity, or Civic and Community Engagement.
• Must assess the related learning outcome(s).
• Students must take Anchor 3; they cannot waive it.
• The instructor(s) makes the argument for which anchor area the course fits; this needs to be approved by the General Education Curriculum Committee.
## Potential Anchor Courses

<table>
<thead>
<tr>
<th>Req. Area</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>Values &amp; Reasoning 1</td>
<td>Body Images in Medicine and the Arts</td>
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<tr>
<td>Values &amp; Reasoning 1</td>
<td>Introduction to Women’s Studies</td>
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<tr>
<td>Values &amp; Reasoning 1</td>
<td>Aesthetic Issues in the Arts</td>
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<tr>
<td>Values &amp; Reasoning 1</td>
<td>American Social Film: Silver Screen and the American Dream</td>
</tr>
<tr>
<td>Values &amp; Reasoning 1</td>
<td>Issues in Death and Dying</td>
</tr>
<tr>
<td>Civic &amp; Comm. Engagement 3</td>
<td>Environmental Sustainability</td>
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<td>Civic &amp; Comm. Engagement 3</td>
<td>Healing and the Arts</td>
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<tr>
<td>Civic &amp; Comm. Engagement 3</td>
<td>Radical Changes Since 1945</td>
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<tr>
<td>Culture and Diversity 2</td>
<td>Terrorism, Civil War, and Trauma</td>
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<tr>
<td>Culture and Diversity 2</td>
<td>Culture, Kultur, Civilisation: Identity Formation in the Middle Class</td>
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<tr>
<td>Culture and Diversity 2</td>
<td>Nazi Occupied Europe and the Holocaust</td>
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<td>Culture and Diversity 2</td>
<td>Race and Ethnic Relations</td>
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<tr>
<td>Culture and Diversity 2</td>
<td>Race in American Film</td>
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<tr>
<td>Civic &amp; Comm. Engagement 3</td>
<td>Social Change</td>
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<td>Civic &amp; Comm. Engagement 3</td>
<td>The Imagery of the American Indian in Film</td>
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<tr>
<td>Civic &amp; Comm. Engagement 3</td>
<td>Urban Anthropology</td>
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Platform Courses

• Must address one of the following areas: Natural and Physical Sciences, Arts and Humanities, or Social and Behavioral Sciences.
• Must be assessed for the associated platform area (student learning outcome).
• Course levels in the platform relate to expectations derived in anchor and discourse courses of the same level (aka, 100, 200, 300)
• The instructor makes the argument for which platform area the course fits; this needs to be approved by the General Education Curriculum Committee.
• Creativity in designing courses and meeting outcomes is encouraged. Platform courses may be traditional three hour lecture courses, or may be designed to fit specific criteria for the topic area. For example, a Foreign Language class may be a four or five credit hour course that meets more than one learning outcome. On the other hand, a one credit-hour curated “art in the community” experience might be narrowly focused to meet specific Arts and Humanities outcomes.
• If a class has a co-requisite, the student will have to take the co-requisite course, and cannot waive it if their General education curriculum goes over 30 credit hours.
Discourse Courses

- There will be a mechanism for allowing and fostering collaboration between the Discourse and Anchor courses in terms of course content and assignments supported in part via FACET.
- Discourse courses will teach orality and literacy in ways that reinforce the content of the anchor courses, typically with smaller enrollments than their anchor courses.
- Communication and information literacy will be a component of the discourse courses. Faculty from the Library will participate in this outcome, and a Librarian will be available to assist in teaching information literacy.
- Enrollment in these courses is sequenced to meet learning outcomes and assessed goals: the sequence is Discourse I, Discourse II, then Discourse III.
- These are three credit hour courses each.
- Students enroll in anchor courses through the linked discourse class.
- The grading of anchor and discourse courses is independent; they are distinct courses.
Discourse Course Plan

• Fourteen people meeting regularly as a group.
• Teams responsible for creating a generic syllabus and curriculum for each of the three Discourse courses:
  – For the various committee that need to sign off on the new courses.
  – as a way of marketing what we are doing across campus and beyond.
• The individual teachers listed will also produce specific syllabi and day-to-day curriculums ready to be delivered in Fall 2013. Collaboration with Anchor teachers will be crucial to this process.
• The courses are entirely new: we decided to avoid any effort to replicate current courses because the new courses MUST be sequenced in an entirely new way AND they MUST be connected with Anchor I, II, and III.
• Throughout, we need to ensure collaboration with the team-teachers designing the Anchor courses AND we need to cross-check across the Discourse courses to ensure a viable developmental process.
• All courses must be assessed.
### General Education Model and Student Learning Outcomes

#### UMKC General Education Student Learning Outcomes

<table>
<thead>
<tr>
<th>Anchor I: Discourse I</th>
<th>Platform Courses*</th>
<th>Level III Courses</th>
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<tbody>
<tr>
<td>Communication Skills</td>
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<td>Civic &amp; Community Engagement</td>
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<td>Technology &amp; Information Literacy</td>
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<td>Scientific Reasoning &amp; Quantitative Analysis</td>
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*Platform courses draw from the sciences, arts & humanities, and society. Students may choose content areas and levels of courses, but must complete 12 hours of coursework with a minimum of 3 hours each of the three areas.

**The General Education elective may draw from any of the approved platform courses but must meet at least some of the learning outcomes identified. Constitution requirement may be met here or elsewhere within General Education.
Thank you!

• This model is the work of a large number of people over multiple years, and we appreciate your interest and attention.

• We want to stress that this has been a true collaboration between the Faculty Senate and the Office of the Provost.

• As we implement the model, this has become a true, University-wide effort.