Liberal Arts Curricular Models

Liberal Arts Illuminated: Pathways, Possibilities and Partnerships
July, 2016

Debra Humphreys
Association of American Colleges & Universities
humphreys@aacu.org
@debrahumphreys
www.aacu.org
Liberal Education & America’s Promise

A COLLABORATION BETWEEN EDUCATORS, STUDENTS, POLICYMAKERS, AND EMPLOYERS”

CAMPUS ACTION, ADVOCACY, and RESEARCH
Curricular Redesign Driven By Focus on Essential Learning Outcomes

- **Knowledge of Human Cultures and the Physical and Natural World**
  Focused on engagement with big questions, enduring and contemporary

- **Intellectual and Practical Skills**
  Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- **Personal and Social Responsibility**
  Anchored through active involvement with diverse communities and real-world challenges

- **Integrative and Applied Learning**
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
High-Impact Practices built into Intentional Curriculum and Co-Curriculum Can Lead to Essential Learning Outcomes

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Research Reports on High-Impact Educational Practices


Ensuring Quality and Taking High-Impact Practices to Scale (2013)

Investing in Success: Cost-Effective Strategies to Increase Student Success (2013)

HIPs Quality Dimensions: Why HIPs Work

• Performance expectations set at high levels
• Time-on-task
• Faculty-peer substantive interaction
• Engagement with diversity
• Frequent, timely, constructive feedback
• Opportunities for reflection and integration
• Relevance discovered through real-world application
• Public demonstrations of competence and achievement
High Impact Practices Require More “Real-World Problem-Solving”

**School Problems**
- Defined; given to student; hypothetical or historical
- 1 right solution known by instructor
- Predetermined body of knowledge deemed relevant to the problem given by instructor
- Fosters analytical, communication, problem solving skills
- Usually instructor driven, non-collaborative

**Real-World Problems**
- Ill-defined, level of uncertainty and ambiguity, disagreement about solutions
- No right solution known
- Emerging areas of inquiry required; solutions require spanning disciplines
- Fosters problem-finding, problem-framing, engaging diverse perspectives, synthesis, creativity
- Students “own” the problem, the inquiry, implications of choices
The Demands of the New Economy

• “The premium on lifelong learning just keeps going up…the world is changing even faster. Learning how to love learning is becoming more important – and the importance of static knowledge is going down….Students have to have knowledge and know how to use it—know AND do. All learning should revolve around projects.”

David Rattray, Senior Director, Education & Workforce Development,
LA Chamber of Commerce
“Human work will increasingly shift toward two kinds of tasks: solving problems for which standard operating procedures do not currently exist, and working with new information—acquiring it, making sense of it, communicating it to others….today, work that consists of following clearly specified directions is increasingly being carried out by computers and workers in lower-wage countries. The remaining jobs that pay enough to support families require a deeper level of knowledge and the skills to apply it.”

Knowledge Workers Continue to Grow as Share of Overall Economy

The Rise of the Knowledge Worker

Workers are classified by whether their occupation is primarily cognitive or manual work, and whether or not the tasks are routine. Knowledge work is nonroutine cognitive work.

Job Growth Dominated By Jobs That Require Both Quantitative and Social Skills

“[S]kills like cooperation, empathy and flexibility have become increasingly vital in modern-day work. Occupations that require strong social skills have grown much more than others since 1980…Jobs that require both socializing and thinking, especially mathematically, have fared best in employment and pay…. [T]hey include those held by doctors and engineers. The jobs that require social skills but not math skills have also grown; lawyers and child-care workers are an example. The jobs that have been rapidly disappearing are those that require neither social nor math skills, like manual labor.”

National Surveys of Employers on College Learning and Graduates’ Work Readiness

AAC&U commissioned Hart Research Associates (in 2006, 2007, 2009, and 2013) to interview employers (C-level suite executives and, in 2009 additional human resource professionals) whose companies report that hiring relatively large numbers of college graduates

• **How Should Colleges Prepare Students to Succeed in Today’s Global Economy?** (AAC&U, 2007)

• **How Should Colleges Assess and Improve Student Learning? Employers’ Views on the Accountability Challenge** (AAC&U, 2008)

• **Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn** (AAC&U, 2010)

• **It Takes More Than a Major: Employer Priorities for College Learning and Student Success** (AAC&U, 2013)

• **Falling Short? College Learning and Career Success** (AAC&U, 2015; including findings from student survey as well)

See: [www.aacu.org/leap/public_opinion_research](http://www.aacu.org/leap/public_opinion_research)
Falling Short?
College Learning and Career Success

Key findings from survey among 400 employers and 613 college students conducted in November and December 2014

For
The Association of American Colleges and Universities by

Hart Research Associates

www.aacu.org/leap/public-opinion-research
Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long-term career success.

Which is more important for recent college graduates to have who want to pursue advancement and long-term career success at your company?

(employers)

Range of knowledge and skills that apply to a range of fields or positions

Knowledge and skills that apply to a specific field or position

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both field-specific and broad range of knowledge and skills</td>
<td>60%</td>
</tr>
<tr>
<td>Both</td>
<td>25%</td>
</tr>
<tr>
<td>Specific</td>
<td>15%</td>
</tr>
</tbody>
</table>

College students:

- Specific: 15%
- Both: 63%
- Broad range: 22%
Learning Outcomes that at Least Four in Five Employers Rate as Very Important

Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have*

<table>
<thead>
<tr>
<th>Skill/Knowledge Area</th>
<th>Proportion of Employers</th>
<th>Students: very important for success in workplace*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Working effectively with others in teams</td>
<td>83%</td>
<td>77%</td>
</tr>
<tr>
<td>Written communication</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Ethical judgment and decision-making</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Applying knowledge/skills to real world</td>
<td>80%</td>
<td>79%</td>
</tr>
</tbody>
</table>

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important
Employers say they are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.

How much more likely is your company to consider hiring recent college graduates if they have had this experience?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Much more likely to consider</th>
<th>Somewhat more likely to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship/apprenticeship with company/organization</td>
<td>60%</td>
<td>94%</td>
</tr>
<tr>
<td>Senior thesis/project demonstrating knowledge, research, problem-solving, communication skills</td>
<td>39%</td>
<td>87%</td>
</tr>
<tr>
<td>Multiple courses involving significant writing</td>
<td>27%</td>
<td>81%</td>
</tr>
<tr>
<td>Research project done collaboratively with peers</td>
<td>24%</td>
<td>80%</td>
</tr>
<tr>
<td>Service-learning project with community organization</td>
<td>21%</td>
<td>69%</td>
</tr>
<tr>
<td>Field project in diverse community with people from different background/culture</td>
<td>22%</td>
<td>66%</td>
</tr>
<tr>
<td>Study abroad program</td>
<td>13%</td>
<td>51%</td>
</tr>
</tbody>
</table>
What Students say

“I took a Spanish class, and it was in an auditorium setting, and it was just 100 people in there, and it was absolutely terrible. And there’s so many people, because it’s a requirement, there so many people going to this class just trying to get through it that you’re not comprehending any of the things that you’re supposed to be learning.”

(public 4-year college student, Dallas area)

Source: “Key Findings from Focus Groups with College Students, AAC&U and Hart Research Associates, 2015
What Students Say

“You have to take two sciences to add to your core credits…And I’m like, oh…me, because I’m not good with math or science….And so I had to take a chemistry class, and the teacher that I was assigned to, I didn’t go to class, because I didn’t have to, because his tests were verbatim from the book, and like 30 questions each time. So I didn’t even learn anything in my chemistry class, but I made an A. So how is that beneficial to me?”

(public 4-year college student, Dallas area)

Source: “Key Findings from Focus Groups with College Students, AAC&U and Hart Research Associates, 2015
What Students Say

“I don’t think you can put that [senior project] on your resume, can you?”

“You’re not supposed to.”

(private 4-year college students, Boston area)

Source: “Key Findings from Focus Groups with College Students, AAC&U and Hart Research Associates, 2015
General Education Maps and Markers

Redesign general education around core principles of:

- Proficiency (aligned with Essential Learning Outcomes)
- Agency and Self-Direction
- Integrative Learning and Problem-Based Inquiry
- Equity
- Transparency and Assessment

*General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement (AAC&U 2015)*
GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course
- Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D), LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248; CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 335(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D), 317(D), 318(D).

Language/Culture (FC): 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 112, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

Letters (L): 6 credits
- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 150(D), 160(D), 171(D), 172(D), 180(D), 204, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204(D), 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D).

Mathematics (MQ): 3 credits satisfied by MTH 141

Natural Sciences (N): 6 credits; satisfied by PHY
- APS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113.

Social Sciences (S): 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D); WMS 150(D).
The LEAP Challenge: Every Student Should Do Signature Work

For more information, see http://www.aacu.org/leap/challenge
The LEAP Challenge

“It is high time to break free of the old ‘breadth first, depth second’ model for college learning. Instead, we need guided pathways to integrative and adaptive learning. We must ensure that all students are given opportunities to tackle complex questions—from first to final year.”

Carol Geary Schneider, president, AAC&U

The LEAP challenge is to make integrated, problem-based Signature Work a goal for all students—and the expected standard of quality learning in college. (consistent with RIT Objective I.2.6)
LEAP Vision reflects and builds on trends in US higher education, economic trends, and trends in practices at AAC&U member institutions

Key findings from a survey among 325 Chief Academic Officers or designated representatives at AAC&U member institutions, conducted July 15 to October 13, 2015, by Hart Research Associates for the Association of American Colleges and Universities
Three Reports on CAO Survey

• *Bringing Equity and Quality Together: Institutional Priorities for Tracking and Advancing Underserved Students’ Success* (November, 2015)

• *Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches* (January 2016)

• *Trends in Learning Outcomes Assessment* (February 2016)
Most AAC&amp;U member institutions have a common set of learning outcomes for all of their undergraduate students.

Does your institution have a common set of intended learning goals or learning outcomes that apply to ALL undergraduate students?

- Yes, have common set of intended learning goals/outcomes
- No, do not have

**November/December 2008**
- 78% Yes
- 22% No

**July – October 2015**
- 85% Yes
- 15% No
AAC&U members with common learning outcomes have outcomes that apply to a broad range of skills and knowledge areas; significant consensus exists on outcome areas.

Proportions saying their institution has learning outcomes for ALL undergraduate students that address specific skills and knowledge areas*

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Critical thinking and analytic reasoning skills</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Quantitative reasoning skills</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Knowledge of science</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Knowledge of mathematics</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>Knowledge of humanities</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Knowledge of global or world cultures</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>Knowledge of social sciences</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Knowledge of the arts</td>
<td>85%</td>
<td>N/A</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>Intercultural skills and abilities</td>
<td>79%</td>
<td>79%</td>
</tr>
</tbody>
</table>

(continued)

* Among members at institutions that have a common set of learning outcomes for all undergraduate students
Many institutions are implementing evidence-based practices, and they are most likely to require those that support the successful transition to college.

What approach is your campus taking with regard to these types of learning practices?

<table>
<thead>
<tr>
<th>Category</th>
<th>All students are required to do this</th>
<th>This is offered as an option</th>
<th>Total offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year experiences that support transition to college</td>
<td></td>
<td>60%</td>
<td>91%</td>
</tr>
<tr>
<td>First-year academic seminars</td>
<td></td>
<td>52%</td>
<td>82%</td>
</tr>
<tr>
<td>Global/world culture studies</td>
<td></td>
<td>52%</td>
<td>93%</td>
</tr>
<tr>
<td>Orientations to liberal education, purpose/value</td>
<td></td>
<td>42%</td>
<td>65%</td>
</tr>
<tr>
<td>Diversity studies/ experiences</td>
<td></td>
<td>34%</td>
<td>87%</td>
</tr>
<tr>
<td>Service learning in courses</td>
<td></td>
<td>14%</td>
<td>93%</td>
</tr>
<tr>
<td>Learning communities</td>
<td></td>
<td>12%</td>
<td>71%</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td></td>
<td>9%</td>
<td>96%</td>
</tr>
<tr>
<td>Practicums and supervised fieldwork</td>
<td></td>
<td>7%</td>
<td>97%</td>
</tr>
<tr>
<td>Internships</td>
<td></td>
<td>6%</td>
<td>98%</td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
<td>2%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Nearly all AAC&U member institutions offer significant applied learning projects for at least some students; fewer than one in four require all students to participate.

Some campuses are exploring ways to engage students in more problem-based learning. For instance, institutions are providing opportunities to students to do significant learning projects that are integrative and/or applied and that take a semester of study or longer. These projects may be conducted within capstone courses, research projects, or in field-based activities or internships.

Which describes your campus’s current approach to significant learning projects like these?

- Required for all students: 23%
- Offered option for all students: 11%
- Offered option for some students: 10%
- Not a current option: 6%
- Required for some students: 50%
Only minor shifts have occurred since 2008 in the required number of general education credits at AAC&U member institutions.

**How many total general education credits are required at your institution for this degree?**

<table>
<thead>
<tr>
<th>Bachelor’s degree*</th>
<th>Associate’s degree*</th>
</tr>
</thead>
</table>
| **Mean:** 46.6  
**Median:** 44 | **Mean:** 33.5  
**Median:** 29 |
| **Mean:** 44.6  
**Median:** 42 | **Mean:** 35.1  
**Median:** 33 |

### Nov/Dec 2008
- Bachelor’s degree: 24% More than 50 credits, 47% 31 to 50 credits, 9% One to 30 credits, 1% No credits
- Associate’s degree: 5% More than 50 credits, 44% 31 to 50 credits, 36% One to 30 credits, 4% No credits

### July–Oct 2015
- Bachelor’s degree: 19% More than 50 credits, 58% 31 to 50 credits, 10% One to 30 credits, 1% No credits
- Associate’s degree: 5% More than 50 credits, 32% 31 to 50 credits, 18% One to 30 credits, 13% No credits

* Among members in institutions that grant bachelor’s degrees or higher

* Among members in institutions that grant only associate’s degrees
Institutions are placing greater emphasis on integration of knowledge, skills, and application than on broad knowledge acquisition in their general education programs.

Proportions saying their institution is placing more emphasis on each practice in their general education program:

- Integration of knowledge, skills, and application: 67%
- Applied learning experiences: 61%
- Cross-cutting skill development: 51%
- Broad knowledge acquisition: 32%
Large majorities describe their general education programs as “having clear learning outcomes,” “assessing achievement of learning outcomes,” and “having requirements linked to outcomes.”

Proportions saying each describes* their institution’s general education program

- **Clear learning outcomes**
  - 2008: 76%
  - 2008: 63%

- **Assess student achievement of learning outcomes**
  - 2008: 68%
  - 2008: 49%

- **Has requirements linked to outcomes**
  - 2008: 66%
  - 2008: 62%

- **Ensures all develop ability to integrate/apply learning to complex questions**
  - 2008: 53%
  - 2008: N/A

* 4 + 5 ratings on a five-point scale, 5 = describes the program very well
Few institutions describe their general education programs as coherent or having structured pathways.

Proportions saying each describes* their institution’s general education program

Coherent sequence of courses and/or educational experiences

- 2008
  - 44%

Structured pathways that progressively develop proficiencies in key areas

- N/A
  - 29%

* 4 + 5 ratings on a five-point scale, 5 = describes the program very well
AAC&U member institutions report similar curricular patterns for their general education programs today as in 2008

Proportions saying each describes* their institution’s general education program

- Includes global courses: 70% (2008: 60%)
- Includes first-year seminars: 63% (2008: 58%)
- Includes diversity courses: 60% (2008: 56%)
- Includes interdisciplinary courses: 55% (2008: 51%)
- Includes service learning opportunities: 46% (2008: 38%)
- Includes civic learning or engagement activities: 42% (2008: 38%)
- Requires experiential learning opportunities: 36% (2008: 36%)

* 4 + 5 ratings on a five-point scale, 5 = describes the program very well
Institutions incorporate various general education program design elements.

Proportions saying each is included as part of their institution’s general education program

- **Distribution model**: 76%
- **Capstone or culminating studies (taken in major programs)**: 60%
- **Upper-level general education requirements**: 46%
- **Core curriculum**: 44%
- **Thematic required courses**: 42%
- **A common intellectual experience**: 41%
- **Capstone or culminating studies (taken as part of general education)**: 26%
- **Learning communities**: 22%
The majority of institutions use a distribution model with additional integrative features. Fewer use only a distribution model in 2015 than did so in 2008.

Which of these features are part of your institution’s general education program?

- Common intellectual experience
- Thematic required courses
- Upper-level requirements
- Core curriculum
- Learning communities

November – December 2008
- Distribution model only: 15%
- Distribution model with other features: 64%
- One or more other features only: 18%

July – October 2015
- Distribution model only: 8%
- Distribution model with other features: 68%
- One or more other features only: 24%
A Twenty-First-Century Liberal Education

Source: General Education Transformed (Gaston, 2015)
“Sometimes I think the collaborative process would work better without you.”

Collaboration is Hard—It Doesn’t Come Naturally
LEAP Challenge Curricular Pathway Model

- First-Year Inquiry and College Writing
- Creative & Artistic Inquiry
- Cultural/Historical Interpretation
- Science Explorations
- Socio-Economic Analysis
- Cross-Cultural and Global Studies
- Quantitative Reasoning

Thematic Course Clusters:
- Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

- Second-Year Inquiry Seminar
  - Cross-disciplinary questions and student signature project

- Thematic Course 1
- Thematic Course 2
- Thematic Course 3

Signature Work:
- A student's best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research)

E-Portfolio Shows Student's Problem-Based Learning and Proficiencies Over Time

- Diversity and global learning courses
- High-Impact Practices (HIPs)
- Courses related to major field
- Writing intensive
- Intensive in quantitative analysis
- Both writing intensive and intensive in quantitative analysis

*For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.
Vertically Integrated Undergraduate Education at UNLV

First-Year Seminar
2-3 credits

Second-Year Seminar
3 credits

Milestone Experience

Upper-Division Major Requirements

Culminating Experience

University Undergraduate Learning Outcomes
• Intellectual Breadth and Lifelong Learning
• Inquiry and Critical Thinking
• Communication
• Global/Multicultural Knowledge and Awareness
• Citizenship and Ethics

University Learning Outcomes
• English Composition: 6 credits
• US and Nevada Constitutions: 4-6 credits
• Mathematics: 3 credits
• Distribution (outside major): 18-19 credits
  • Fine Arts & Humanities
  • Social Sciences
  • Life and Physical Sciences and Analytical Thinking
• Multicultural and International

Color code: Gen Ed | Gen Ed/Major | Major

http://generaled.unlv.edu/
**Coll 100**
(FYE—big questions, intro to ways of knowing, oral/written comm

**Coll 150** (FYE—disc. Methods; writing and research skills

**Coll 200** (12 credits, disc. Approaches to problem solving, Natural World, QR, Culture, society and the Individual, Arts, Letters and Values

**Coll 300** (intercultural, global, diversity)

**Coll 400** (Capstone in the Major)
AAC&U LEAP Resources

Why Do I Have To Take This Course? A Student Guide to making Smart Educational Choices

What Will I Learn in College? What You Need to Know Now to Get Ready for College Success

(available in print; bulk prices available)

What is a Liberal Education? and Why is it Important to My Future?

(available in bulk; 500 minimum order)

General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement (January 2015)

General Education Transformed: How We Can, Why We Must (forthcoming)
Questions?

• humphreys@aacu.org

• www.aacu.org