

Why? Guiding Principles

At the core of the curriculum reinvention is a core claim: *Focused, broad study in the liberal arts is the best way to provide students with mastery of the capacities they need to be outstanding leaders and citizens; great workers and entrepreneurs; and lifelong learners.*

Our proposal is based on the goal of students putting IDEAs into Action: Identify, Discover, Evaluate, Act:



There are two important evidentiary bases for the proposal. These are the literatures on student persistence and on capacity-based education. Research on student persistence and success suggests that student involvement with their own education is facilitated by structured experiences, particularly early on, alongside flexible high-impact opportunities later. Research on capacity-based education shows that capacities—flexible ways of thinking, analyzing, understanding, and doing that can be used in multiple situations—best prepares students for future lives. These capacities are best taught through experiences in which students encounter similar capacities in multiple different environments throughout their education.

How? Feedback and Revisions (Summary)

- Concern about the feasibility and wisdom of structured first year and III
 - Phase in FYS requirement, III, and e-Portfolios over the first three years
 - Consider moderate-size classes aimed at first year students as a substitute for FYS
- Concern about overly-broad definitions of course content
 - New Focus Capacities list
- Concern about top-down, “heavy-handed” requirements and assessments
 - Committees to work on course autonomy and appropriate assessment recognizing the diversity of course and instructor characteristics

What? Map of the Proposed Curriculum

- Structured first year
 - FYS (or other first-year-focused course)
 - Rhetoric & Composition (ENGL 105)
 - Ideas, Information, and Inquiry
 - 7 additional courses (GE, Elective, Supplemental)
 - Student Services Cohort: Advising, Career Services, Mental Health & Wellness, Life Skills
- General Education courses organized by capacity, not discipline: probably 1 course, 1 Focus Capacity
 - Ethical, Civic, and Democratic Thinking
 - Diversity, Power, and Inclusion
 - Evidence-based Research and Inquiry
 - Engagement with the Human Past
 - Quantitative Reasoning
 - Aesthetic and Interpretive Analysis
 - Creative Expression
 - Natural Scientific Investigation
 - Global Engagement
- Recurring exposures to important capacities in each GE class
 - Diversity of ideas, approaches, viewpoints, and frameworks to allow students:
 - to understand how human difference is related to the topic area; and
 - to evaluate and judge among legitimate debates in the field
 - Changes over time that explain, illuminate, or contextualize the topic area
 - Situation of the topic area in global context
 - Processes of active inquiry, evidence, and discovery
 - Creativity, judgment, and sound conclusions under ambiguity and uncertainty
 - Written, digital, and/or oral communication
 - Collaboration
- Reflection, experiential and global opportunities
 - e-Portfolios
 - Foreign Language to Level 3
 - Campus Life Experience
 - High-Impact Educational Experience
 - Global Guarantee
- Junior/Senior Communication-Intensive Course
- Total credit hours under General Education requirement: 62 (down from current 77)
- Moratorium on additional requirements by majors
- Consider requiring Supplemental Education to be outside Division of the major

Next Steps

Release of revision memoranda, curriculum map, Feasibility & Design committee information: by Nov. 13
New draft of proposal and next public meeting: Dec. 4