

To: Todd Hodgkinson, University Curriculum Committee Chair, and Members of the UCC
From: UCC Subcommittee #4 (Todd Hodgkinson, Danielle Shelton, and Joanna Mosser)
Date: December 2, 2013
Re: Preliminary Report

I. Charge to Subcommittee #4

Subcommittee #4 was charged with “gathering information and reporting on alternative models/approaches to general/liberal education.”

Questions relevant to this charge include:

- 1) What are some alternative approaches to liberal/general education?
- 2) How are these approaches organized?
- 3) What are the purposes of each model/approach?
- 4) What learning outcomes (knowledge, skills, values, and behaviors) are targeted in each model?
- 5) How are these learning outcomes achieved?
- 6) What resources are needed to implement such models?

II. Content of the Report

The following pages provide responses to Questions #1-5 (above), relative to 12 different models of/approaches to general education. Each model was selected for its reputation vis-à-vis “best practices,” “promising” practices, and/or “innovative approaches” to liberal/general education, but this list is meant to be suggestive and broadly illustrative, not fully inclusive or exhaustive.

Each model is described/captured relative to the following:

- 1) Relevant general information about the college/university.
- 2) Purpose of the model/approach to general/liberal education embraced by the college/university.
- 3) Learning outcomes targeted by the model/approach.
- 4) The ‘how’ of the model/approach—organization, achievement of learning outcomes.
- 5) A statement of the model’s/approach’s distinctive features (in some cases).

Each model is described/captured in brief to 1) identify the key/distinctive contributions of a range of alternative models of/approaches to general education, 2) sharpen and clarify potential points of comparison and contrast between Drake and the alternatives featured in this report, and 3) provide a foundation for future in-depth study. Members are invited to follow the links provided for additional information, detail, or clarification.

III. Alternative Models of/Approaches to General/Liberal Education

The report features the following colleges/universities (in alphabetical order):

Carnegie Mellon University, pg. 3
CUNY Brooklyn, pg. 4
Elon University, pg. 5-6
Fairleigh Dickinson University, pg. 7-8

Grand Valley State, pg. 9
Indiana University/Purdue University Indianapolis (IUPUI), pg. 10
Ithaca College, pg. 11-12
Olivet College, pg. 13-14
Portland State University, pg. 15
St. Joseph's College, pg. 16
UCLA, pg. 17
University of Charleston, pg. 18
University of Southern California, pg. 19

IV. Key Themes and Items of Interest

Recognizing the selective/limited scope of our study, we nonetheless note some interesting themes, trends, and considerations that emerged in our study of alternative models of general education:

- 1) **A trend away from strictly disciplinary, distributive models of general education.** While this approach to general education does reveal itself in requirements for coursework in the 'traditional' liberal arts and sciences disciplines, such distributional requirements tend to come packaged with stronger emphases on cross-disciplinary skills development and cross-disciplinary integration/application of knowledge. Such distributional requirements tend, as well, to be focused on 'ways of knowing' (i.e., fostering students' ability to 'think historically,' 'think aesthetically,' and 'think scientifically').
- 2) **Integrative courses**, particularly in the junior and senior years, that enroll students from a range of academic disciplines and invite cross-disciplinary reflection and action upon a common theme or problem.
- 3) **Linked/clustered courses** that invite students to engage a common theme from different disciplinary perspectives.
- 4) **Sequenced curricula designed** to span a student's four-year experience.
- 5) **Integration of academic skills development across the curriculum.**
- 6) An emphasis on **fostering students' ability to think and act across disciplinary boundaries**—to be flexible, adaptable, and creative thinkers who think in nuanced ways about 'real world' problems.
- 7) An emphasis on **outcomes-based assessment** targeting identified learning outcomes.

Carnegie Mellon University (Pittsburgh, PA)

- Comprehensive (seven schools) university
- 12,000 students (6,200 undergraduate), 1400 faculty
- General Education website: www.hss.cmu.edu/gened/requirements.html

Purpose:

- Designed to help students “maintain and enhance [their] intellectual breadth in ways tailored to [their] interests.”
- Facilitate students’ development of “foundational skills essential to effective learning” in college.

Requirements and Learning Outcomes:

- *Year One: Skills development. One course each in:*

- 1) Statistics (“Statistical Reasoning and Argument”)
- 2) Academic writing (“Interpretation and Argument” or “Reading and Writing for an Academic Context”)
- 3) Computing skills workshop (1 credit course)
- 4) Social analysis (“Global Histories”)
- 5) Freshman Seminar

- *Years Two through Four:*

- 1) Communicating (two courses): “Study of language as interpretation, expression and argument within and across multiple discourses. Students examine language for its internal logics and structures. They also explore its rhetorical, historical, cultural, or philosophical dimensions, assessing how it functions while expanding their writing skills and sharpening their analytical abilities.”
- 2) Reflecting (two courses): “Study of history, society, and culture from local and global perspectives.”
- 3) Modeling (three courses): “Courses that emphasize mathematical (formal) theories and experimental work.”
- 4) Deciding (two courses): “Exploration of cognitive, behavioral and ethical dimensions of decision-making on both the individual and social level. Making decisions requires a broad understanding of human rationality and social interaction. Some courses examine also the critical collection and analysis of data for achieving such an understanding, whereas others emphasize the historical development of policies and values, which form the matrix for decision-making.
- 5) Creating (two courses): Creation of artifacts in the humanities, arts, sciences, or engineering or analysis of said artifacts.
- 6) Two additional courses in any of the above categories.

Distinctive features:

- Program is structured to span the student’s four years at CMU.

City University of New York (CUNY), Brooklyn

- 16,000 students (13,000 undergrads)
- General education curriculum (“CUNY Pathways”) website:
<http://www.brooklyn.cuny.edu/web/academics/general/pathways.php>

Purpose:

Facilitate students’ ability to “think critically and creatively, effectively express [their] thoughts, make sound ethical judgments, integrate knowledge from diverse sources, and become an informed and responsible citizen of the world.”

Requirements:

- *Required Core* (four courses)
 - 1) English Composition
 - 2) Math/Quantitative Reasoning
 - 3) Life Science
 - 4) Physical Science
- *Flexible Core* (six courses, at least one from each area):
 - 1) World Cultures and Global Issues
 - 2) U.S. Experience in Diversity
 - 3) Creative Expression
 - 4) Individual and Society
 - 5) Scientific World
 - 6) Student’s Choice
- *College Option* (four courses), defined/required by (and specific to) each college in the CUNY system.

Distinctive features:

CUNY Pathways core is complemented by a “college option” (four courses) defined by, and specific to, each college in the CUNY system.

Elon University (Elon, North Carolina)

- 5,300 undergraduates, 672 graduate students
- 385 full-time faculty
- Six schools
- Link to Elon's General Studies curriculum: <http://www.elon.edu/e-web/academics/generalstudies/>

Purpose:

- Introduces students to “the liberal arts and sciences so important to Elon’s mission and so vital for globally engaged citizenship in a democratic society.”
- Provides students with “an opportunity to explore ideas and expand [their] worldview” and provides “lifelong benefits of complexity of thought, personal fulfillment, economic opportunity, and global awareness.”

Mission and Program Goals:

“The mission of the General Studies Program is to help students cultivate the intellectual curiosity, abilities, and knowledge required for lifelong learning as global citizens. To fulfill this fundamental mission of a liberal arts education, the General Studies Program is organized around three broad domains—*inquiry, knowledge and communication*—with specific goals for each. Further, this educational mission is deepened through intellectual reflection and practical engagement and is guided by two fundamental principles. First, ethical reasoning must guide the pursuit and use of knowledge. Second, personal and social responsibility must be fostered to encourage students to commit themselves to an intellectual life in the service of their community, country and the world beyond them.”

Requirements:

- *First Year Core* (three courses):
 - 1) “The Global Experience” (personal and social responsibility in local and global contexts, development of writing, critical thinking, creative thinking)
 - 2) “Writing: Argument and Inquiry”
 - 3) “General Statistics”
- *Experiential Learning Requirement* (two units): Must facilitate students’ development of critical thinking and communication skills beyond the classroom. May include internships, studying approach, independent research, service-learning, or holding a leadership position on/off campus.
- *Foreign Language* (multiple ways to satisfy, including AP language exams, placement into an upper-division language course upon arriving at Elon, and completion of a language course at Elon or during a study-abroad course)
- *Studies in the Arts and Sciences* (two courses in each area):
 - 1) Expression (literature, philosophy, fine arts)
 - 2) Civilization (history, foreign language, religious studies)

3) Society (economics, geography, political science, psychology, human service studies, sociology, anthropology)

4) Science (math, science, computer science; one must be a lab science)

- *Advanced Studies* (two upper-division courses in one of the “Studies in the Arts and Sciences” (above) areas.

- *Interdisciplinary Capstone*: topical, interdisciplinary seminars that emphasize ethical reasoning, personal and social responsibility and global citizenship; writing intensive; enroll students across majors.

Distinctive features:

- Four-year experience

Fairleigh Dickinson University (Hackensack, NJ)

- 8,500 undergraduates, 3500 graduate students
- 262 full-time faculty
- Link to general education curriculum: <http://view.fdu.edu/default.aspx?id=8810>

Purpose:

- To “prepare future leaders to work effectively in a global environment, regardless of profession. Our wide array of programs is strongly grounded in the liberal arts, recognizing that professionals in all fields require a multidisciplinary and multicultural perspective to be successful.”

Requirements:

- *Competencies*

- 1) Written Communication (two classes)
- 2) Oral Communication (one course)
- 3) Quantitative Analysis (one course, emphasis on application to ‘real world’ problems)
- 4) Ethical and Moral Analysis (one course)
- 5) Scientific Analysis (two courses, both with a lab)

- *Liberal Arts Distribution*

- 1) Language and Culture (two courses)
- 2) Social and Behavioral Sciences (two courses)
- 3) Arts & Humanities (two courses)

- *University Requirements*

- 1) Freshman Seminar (one credit, emphasis on transition/adjustment to college life
→ academic support, diversity, drug and alcohol awareness sexual assault awareness, health/wellness)
- 2) Perspectives on the Individual (Core 1001): “Stimulate personal reflection by carefully examining situations in which individuals struggle to come to grips with some very important features of self--integrity, purity of heart, the ability to make choices. Individuals seek to find meaning in their consciousness of their own mortality and to forge understandings of themselves through consciousness of their relation to nature. The effects of genetics, internal conflict, the totalitarian state and social prejudice pose challenges to the very survival of the individual self, but the challenges show individuals' courage to grow and to survive. Readings include Plato's Apology and Crito, Gilgamesh, Freud's Civilization and Its Discontents, Atwood's The Handmaid's Tale, Wiesel's Night and Haley's The Autobiography of Malcolm X.”
- 3) The American Experience (Core 2002): “Citizens of the United States have had, since the country’s beginning, a vision of the future which has in its various meanings come to be called The American Dream. This course explores this idea through four questions. Who is to be included in and who is excluded from the

Dream? Can the individual's pursuit of the Dream be harmonized with the claims of the state? Does American art expose a melancholy tension in the American Dream, a tension between nostalgia for the past and a lust for innovation? Lastly, how do the aspects of the Dream that stress wealth, fame and power affect the polity and image of America in the world? Texts include the U. S. Constitution, Franklin's Autobiography, selections from de Tocqueville's Democracy in America, Narrative of the Life of Frederick Douglas, The Great Gatsby and selections of the artwork from the Whitney Museum of American Art's collection, The American Effect."

4) Cross-Cultural Perspectives (Core 2003): "Our practices seem natural to us. Using sources from anthropologists, historians, sociologists, and philosophers, this course seeks to produce an awareness of one's own being as being in-culture(s). The course will teach students to describe and analyze cultural phenomena in their own lives. Through a study of samples from a variety of cultures, students will examine the fluidity and multiplicity of cultural identities and borders. Ways in which cultures change, how cultures shape and are shaped by individuals, how misunderstandings and tensions arise between cultures and how those differences evolve are central to the course. Understanding some of the dynamics of cultural identity and difference is essential for becoming a global citizen."

5) Global Issues (Core 3004): "This capstone course of The University Core sequence examines three topics- global economics, the environment, and world governance/ citizenship. Critical thinking skills are brought to bear on values at issue in each of these areas."

Distinctive Features:

- four-year curriculum
- combines a common university core with a 'menu' of distribution requirements that can be tailored to students' individual interests.

Grand Valley State (Michigan)

- 21,000 undergraduate, 3,200 graduate students
- 1,600 faculty
- Link to general education program: <http://www.gvsu.edu/gened/handbook-and-quick-guide-108.htm>

Purpose:

- “educates students to shape their lives, their professions, and their societies.”
- “fosters critical thinking, creative problem-solving, and cultural understanding for the benefit of lifelong learning and global citizenship.”
- “provide students with an education that balances depth with breadth,” “helps students become literate in a sophisticated way in a number of disciplines,” and “fosters [students’] ability to make connections across various domains of knowledge.”

Requirements:

- *Foundations*

- 1) Arts (one course)
- 2) Humanities: philosophy and literature (one course), historical perspectives (one course)
- 3) Mathematical sciences (one course)
- 4) Natural sciences: physical science (one course), life science (one course); one must be with a lab.
- 5) Social and behavioral sciences (two courses, two different disciplines)
- 6) Writing (one course)

- *Cultures*

- 1) A “World Perspectives”-designated course.
- 2) A “U.S. Diversity”-designated course.

- *Issues and Themes:* Two courses at the junior level that enroll across majors and invite students to engage in working/thinking across disciplinary boundaries.

Indiana University/Purdue University Indianapolis (IUPUI)

- 22,000 undergraduates (8100 graduate students)
- only 1,200 residential students
- Link to general education curriculum: <http://uc.iupui.edu/UndergraduateEducation/GeneralEducationCurriculum/GeneralEducationCore.aspx>

Purpose:

Facilitate students' development vis-à-vis core competency areas: core communication, analytical reasoning, cultural understanding, life and physical sciences, arts/humanities, and social sciences.

Requirements:

- *First Year Seminar*: Team taught (faculty member, librarian, student peer mentor) course.
- *Foundational Intellectual Skills*:
 - 1) Core Communication (two courses)
 - 2) Analytical Reasoning (two courses)
 - 3) Cross-Cultural Understanding (one course)
- *Intellectual Breadth and Adaptiveness*:
 - 1) Life and Physical Sciences (two courses)
 - 2) Arts (one course)
 - 3) Humanities (one course)
 - 4) Social Sciences (one course)

Distinctive features:

Designed to be a two-year curricular experience (i.e., completed by the end of the student's second year)

Ithaca College (New York)

- 6,100 undergraduate, 430 graduate students
- five schools
- 490 full-time faculty
- Link to general education curriculum (“Ithaca Integrative Common Core”):
<http://www.ithaca.edu/icc/>

Purpose:

- To provide “a set of thought set of thought-provoking academic experiences that will connect you to your peers across campus, and connect your thoughts and ideas across disciplines to help you shape your understanding of the world.”
- Targets the creation of “innovative, holistic, visionary thinkers [that] are in high demand in today’s fast-paced, interconnected world.”
- Each course is designed to “expand [the student’s] point of view, challenge [the student] to think differently, and help [the student] build valuable analytical and problem-solving skills that are critical to future success.”

Requirements:

- *Select a theme among (for 2013-14):*

1) Identities: How do communities and individuals form identities? What is the political nature of collective identities? What causes individual and collective identities to change over time? How do individuals and groups express their identities?

2) Inquiry, Imagination, and Innovation: How do we know what we know? How is knowledge discovered? How is it transformed? How do we interpret? How can we integrate knowledge from different perspectives to new, more holistic understanding?

3) Mind, Body, Spirit: What does it mean to be a balanced person? How does the mind work? How does the body work? What is the spirit? What are the challenges to creating healthy communities? How can we foster harmony among mind, body, spirit?

4) Quest for a Sustainable Future: How do we sustain a growing population with limited resources? What does it mean to live sustainably? Is it attainable? How do we tell stories about consumerism, economic inequality, environmental change and degradation? How have values systems in different times and places shaped our economic, social, and ecological behavior? To what extent is sustainability a scientific problem versus a social problem?

5) A World of Systems: How do people make sense of and navigate complexity? How have different systems of thought shaped the values we live by? What are the key social, political, and economic systems that affect our lives? How do our systems of communicating and organizing information affect our lives?

6) Power and Justice: How are they related, and how can they be balanced? How have power and justice been theorized, described, explained? How is power

generated, distributed, transformed, expressed, mobilized? How do sexualities, class, race, ethnicity, and sustainability affect and reflect structures of power?

- *Each theme is addressed in four courses, one from each of the “perspectives” below:*

- 1) Creative Arts
- 2) Humanities
- 3) Natural Sciences
- 4) Social Sciences

- *A course with a “diversity” designation (DV).*
- *A course with a “quantitative literacy” designation (QL).*
- *A course with a “writing intensive” designation (WI).*
- *First-Year Composition*
- *12 additional hours of “complementary liberal arts” (CLA) coursework, defined by the student’s school or degree program.*
- *Capstone Experience:* Students must produce a “reflective artifact” that addresses the following question: “What has my learning in the Integrative Core Curriculum contributed to my education, and how is that learning related to what I’ve learned in my major and through other learning experiences?”
- *Electronic portfolio.*

Olivet College (Michigan)

- 1100 students
- 92 faculty
- Link to general education curriculum (The Olivet Plan): http://www.olivetcollege.edu/about/olivet_plan.php

Purpose:

- Integrates learning inside and outside of the classroom and supports the college's mission of individual and social responsibility.

Requirements:

- *Liberal Arts Core:*

1) Writing and Rhetoric I and II: Developing effective writing skills is the main focus of these courses. Reading, speaking and listening are approached as skills necessary in the communication process and in the process of critical thinking from which writing is developed.

2) Civilization Studies: This course provides training in research and geography with the study of major ideals, events and personalities from recorded history. The examination of social institutions is designed to enhance student skills in political analysis and critical thinking in the context of the study of world civilizations.

3) Self and Community: In this course, students engage in self evaluation and the process of socialization. The course covers individual and social responsibility, ethical/moral character, spiritual/philosophical self-awareness, social identity groups, and the role of diversity in the world. This course assists students in becoming more sophisticated about themselves and the world.

4) Mathematics: Students successfully complete a course in mathematics at the 120 level or higher, or a course in another department which has a substantial quantitative component and has been pre-approved by Mathematics and Computer Science Department faculty.

5) The Natural World: Students enroll in a science course engaging critical thinking via the scientific method, selected from a list of courses.

6) Creative Experience: Students have the opportunity to participate in an experiential course, selected from a list of courses, in one of the humanistic disciplines of literature, music, theatre or visual art.

7) Global Diversity: Students choose any six semester hours of courses from a list which allow them to explore diversity in a global context, including cross-cultural studies, language studies, and immersion experiences in cultures beyond the predominant cultural environment of the United States, as well as explorations of diversity within our pluralistic society.

- *Electronic Portfolio*: Ongoing self-assessment, planning, goal-setting, and presentation of evidence re: learning, competency, and achievement. One-credit course throughout the student's Olivet experience. Faculty evaluate the portfolios each semester.
- *Senior Experience*: Rooted in the major. The Senior Experience includes: 1) A clear demonstration of the link between general education and major course of study; 2) Preparation for the transition from college (student teaching and professional experience will meet this requirement); 3) Clear articulation of how the student explored the issue of individual and social responsibility during their entire college experience. Students must speak to these outcomes in their portfolios.
- *Service learning*: one three-credit hour service learning course required (a minimum of 40 hours serving community needs).

Portland State University (Oregon)

- 23,000 undergraduate, 6,100 graduate students
- 1700 faculty
- Link to general education curriculum (“University Studies”): www.pdx.edu/unst

Purpose:

Provides “an integrated, connected learning experience that lays the foundation for lifelong intellectual development.” Teaches students “how to think critically, communicate effectively, and gain a broad awareness of the human experience to instill a deep sense of responsibility to self, peers, and community.”

Requirements:

- *First Year: Freshman Inquiry (FRINQ)*. Year-long (three quarters) course that introduces students to different modes of inquiry and the skills/tools to succeed in upper-division college work (writing, speech, visual/graphics skills, information technology, critical habits of mind, thinking and action across disciplinary boundaries). Faculty are paired with an upper-division peer mentor who leads discussion sections.
- *Second Year: Sophomore Inquiry (SINQ)*: Three different courses. Each functions as a ‘gateway’ course to an upper-division, junior-year cluster.
- *Third Year*: Three courses, thematic/interdisciplinary “cluster” of courses in different disciplines linked by a common theme.
- *Fourth Year*: Interdisciplinary, applied, problem-based, and community-based capstone course. Enrolls students from across the University.

Distinctive features:

- Clustered/thematically linked courses in third year.
- Four-year curriculum.
- Applied, problem-based, community-based, interdisciplinary capstone seminar.

St. Joseph's College (Indiana)

- 1200 undergraduates
- Link to general education program: <http://www.saintjoe.edu/core-program>

Purpose:

To “develop [students’] cognitive and communication skills,” “build a community of seekers after truth,” “expand awareness of the many dimensions of reality” (develop interdisciplinary skills), “cultivate integrative habits of mind,” facilitate students’ “formulation of, enthusiasm for, and commitment to values,” and facilitate students’ ability to “formulate a synthesis of their faith” and “bear witness to that faith in their profession.”

Requirements:

- 10 core courses: each interdisciplinary, all skills-based (analysis, critique, synthesis, speaking, writing, reading); each combines large-group lecture and small-group discussion sections.
- Sample core courses for 2013-14:
 - 1) The Contemporary Situation
 - 2) The Modern World
 - 3) Roots of Western Civilization
 - 4) Christian Impact on Western Civilization
 - 5) Humanity in the Universe I
 - 6) Humanity in the Universe II
 - 7) Intercultural Studies I (India)
 - 8) Intercultural Studies II (China)
 - 9) Toward a Christian Humanism
 - 10) Seminar in Christian Humanism

UCLA

- 26,000 undergraduate, 11,000 graduate students
- 2,000 faculty
- Link to general education curriculum: <http://www.ugeducation.ucla.edu/counseling/education-requirements.html>

Purpose:

“A program of study that (1) reveals to students the ways that research scholars in the arts, humanities, social sciences, and natural sciences create and evaluate new knowledge, (2) introduces students to the important ideas and themes of human cultures, (3) fosters appreciation for the many perspectives and the diverse voices that may be heard in a democratic society, and (4) develops the intellectual skills that give students the dexterity they need to function in a rapidly changing world. This entails the ability to make critical and logical assessments of information, both traditional and digital; deliver reasoned and persuasive arguments; and identify, acquire, and use the knowledge necessary to solve problems.”

Requirements:

- *Foundations of Arts and Humanities:*

- 1) Literary and Cultural Analysis (one course)
- 2) Philosophical and Linguistic Analysis (one course)
- 3) Visual and Performance Arts, Analysis and Practice (one course)

- *Foundations of Society and Culture:*

- 1) Historical Analysis (one course)
- 2) Social Analysis (one course)
- 3) A third course from either subgroup, above.

- *Foundations of Scientific Inquiry:*

- 1) Life Science (two courses)
- 2) Physical Sciences (two courses)

- *At least one course within each 'Foundation' group must be flagged as writing-intensive and/or lab-based.*

University of Charleston

- 1090 undergraduate, 295 graduate students
- 300 full-time faculty
- 5 schools
- Links to general education curriculum: <http://www.ucwv.edu/LYW/>
http://www.ucwv.edu/uploadedFiles/University_of_Charleston/Academics/UC_Academic_Catalog_2013-2014.pdf

Purpose:

To be an educated citizen in the 21st century and engage in “enlightened living,” a student must be able to communicate effectively, understand scientific principles and use technology, act ethically, respond aesthetically, and engage in creative thought in his or her professional and personal life. He or she must also be able to think critically and analytically, and possess skills for locating information necessary to the pursuit of lifelong learning.

The University of Charleston has developed a curriculum with a solid foundation in the liberal arts to help students develop or acquire these qualities. Students must demonstrate core competencies to achieve learning outcomes in six areas:

- Citizenship
- Communication
- Creativity
- Critical Thinking
- Ethical Practice
- Scientific Inquiry

Requirements:

- Students must demonstrate core competencies to achieve learning outcomes in six Liberal learning Outcome areas: Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice, Scientific Inquiry. The Liberal Learning Outcomes (LLOs) are equivalent to approximately 50 credits of general education courses.
- Students may achieve these learning outcomes through: a) prior learning, b) standardized assessment, C) completion of coursework, c) demonstration of outcomes in a portfolio.
- Students are required to participate in standardized examinations during their freshman, sophomore, and senior year as a condition for graduation, in addition to the comprehensive assessment done by the student’s major discipline or program. These assessments target the Liberal Learning Outcomes.
- Students are encouraged to complete one or more external learning activities within the major course of study while at the University of Charleston. Job shadowing or internships provide insight into or practical experience in the student’s chosen field of productive work, as well as an opportunity to demonstrate skills and potential to prospective employers.

University of Southern California

- 18,000 undergraduate, 21,000 graduate students
- 3,500 full-time faculty
- 22 schools
- Link to general education curriculum: <http://dornsife.usc.edu/usc-core/>

Purpose:

- Provides “a coherent approach to the skills [a student] will need to become a generally well educated person, [and] an informed and productive citizen.”
- Designed “to help students understand the cultural and historical context of present-day life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively.”
- Provides “a basis for lifelong learning.”

Requirements:

- *Foundations*: Courses that “help students locate themselves culturally, historically, and intellectually in an increasingly complex world.” Courses that provide students with “a broad conceptual base for their further studies and their roles as informed citizens in the world of the future, training them to think critically and analytically about ideas and events, sharpening their ability to assess arguments and information, and engaging them with the principles of scientific inquiry and primary works of culture and civilization.”

- 1) Western Cultures and Traditions
- 2) Global Cultures and Traditions
- 3) Scientific inquiry (lab or field experience required)

- *Case Studies*: Students “learn to think critically through a focused inquiry into a particular area of knowledge.”

- 1) Science and Its Significance
- 2) Arts and Letters
- 3) Social Issues

- *Writing Requirement* (two courses → one during the first year, the second during the junior year).

- *Diversity Requirement*: Satisfied by taking a course that carries the “m” (multicultural) designation. Introduces students to “issues arising from different dimensions of human diversity, such as age, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class.”

