

Curriculum Definitions and Limitations

AAC&U Guidelines:

Educational Best Practices for General Education

<https://www.aacu.org/resources/high-impact-practices>

- Integrated (To the Discipline)
- Interdisciplinary (Commonality of all Learning)
- Emphasizes Soft Skills
 - Critical Thinking (Reflection and Discussion)
 - Collaboration (Group Work)
 - Communication through Presentations in all Formats
 - Writing in Multiple Formats
 - Appreciation of Diverse Thinking and Cultures
 - Intellectual Adaptability (establishing life-long learning)
- Establishes a Cohort (Learning Community)
- Utilizes a 'Scaffold Approach'
 - (Cohort is drawn together over several points in the academic career)
- Meaningful (Clear Intention & Focus)

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

University of Idaho Guidelines for Developing Institutionally Designated GenEd:

Vision & Values:

<https://www.uidaho.edu/about/mission-vision-values>

- Excellence (Academic & Civic)
- Respect (Cultural Diversity)
- Integrity (Ethics & Morals)
- Perseverance (Discipline & Entrepreneurial Spirit)
- Sustainability

Institutional Learning Outcomes

Any general education course not in the Ways of Knowing should address at least two (2)

Or more of the following learning outcomes:

- Learn & Integrate
- Think & Create
- Communicate
- Clarify Purpose & Perspective
- Practice Citizenship

NWCCU Accreditation Standards for General Education

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

National Association of Colleges & Employers (NACE)

Career Readiness Competencies:

- Critical Thinking / Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

Other Potential and/or Real Internal Limitations

Factors to Consider in Developing Institutionally Designated GenEd

- Cost / Funding
- Faculty Resources
- Sustainability
- Integration into the Major
- Meaningfulness to Students & Faculty
- Assessment Mechanism