



FROM GENERAL TO

CORE EDUCATION

THE CORE OREGON EXPERIENCE

CORE ED - BRIEF HISTORY

1998	First revision to Gen Ed since 1981. Established "Purpose of General Education" document.
1999-2004	Slight revisions to 1998 requirements
2007	Recommendation from regional accreditor to establish and assess student learning outcomes across the curriculum
2013	Recommendation from regional accreditor to establish and assess general education learning outcomes
2014	New UO Mission Statement adopted
2015	Strategic Plan calls for comprehensive review of undergraduate educational experience
2015-17	VP and Dean for UG Studies establishes group to research the undergraduate experience on campus. Group engages stakeholders across campus.
2015-17	Accreditation Project focused on general education assessment launched - includes comprehensive review of literature on undergraduate education.
2017	Accreditation Project successfully completed with recommendations for revitalizing general education, now called core education.

WHY NOW?

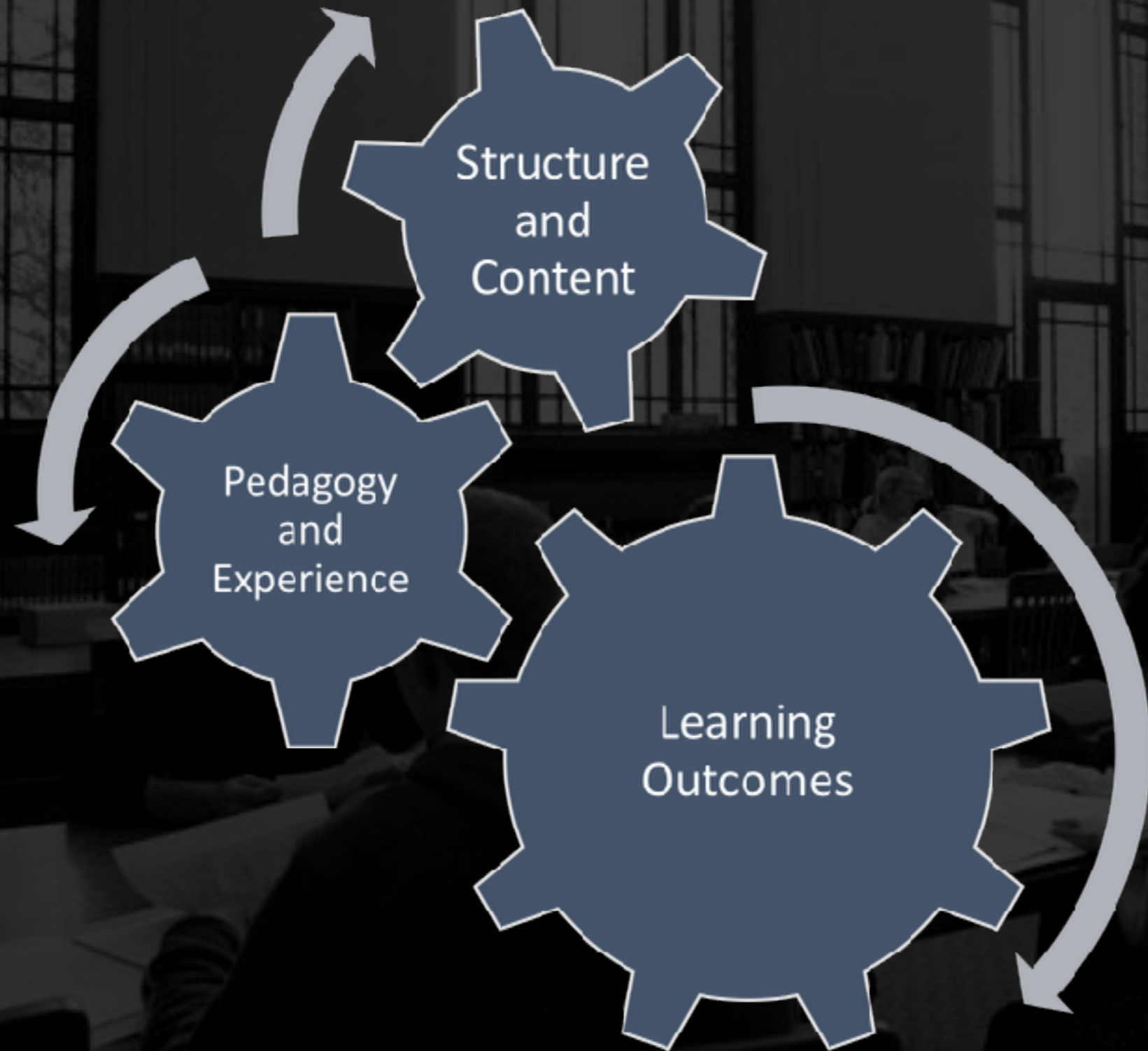
- * Accreditation project revealed need to update and align with standards
- * Unnecessarily complicated
- * Bloated and unfocused
- * Need foundation to innovate

NEEDS

Core Ed should:

- * Derive from mission
- * Contain clear group distinctions and desired learning outcomes
- * Promote Student Success
- * Provide a distinct UO experience
- * Have continuous faculty review and oversight

ELEMENTS OF CORE ED



UNIVERSITY OF OREGON
CHANGES

1. Streamline requirements
2. Clarify group distinctions
3. Establish and assess learning outcomes
4. Governance
5. Innovate
6. Incorporate evidence-based practices

1. STREAMLINE REQUIREMENTS



CURRENT GEN ED



Composition

Multicultural

Arts & Letters

Social Sciences

Natural Sciences

BA/BS

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SIMPLIFICATION

Proper Course Grouping

A minimum of 15 credits in approved group-satisfying courses in each group. Each group must include courses from at least two subjects.

Each group must include:

- (a) at least two courses in one subject and
- (b) at least one course in a different subject.

Total Minimum Credits: 45 (no more than 3 courses from one subject)

All degrees: No more than one course within the same subject code of the major.

2. CLARIFY GROUP DESCRIPTIONS



ACCREDITATION STANDARD

2.C.9: "The General Education component of undergraduate programs (if offered) demonstrates an **integrated course of study that helps students develop the breadth and depth** of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Baccalaureate degree programs and transfer associate degree programs include **a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences."**

NEW GROUP DESCRIPTIONS

The proposed descriptions were established by the state's Joint Boards' Articulation Committee in 2009-10 as a way to establish principles for general education in Oregon. They were developed by faculty from institutions across the state, including several from UO.

The descriptions for the general education categories are what UO currently uses in evaluating the AAOT and are being proposed for use in the new statewide foundational curriculum for Oregon colleges and universities required by HB2998.

CURRENT GEN ED

Arts & Letters

Social Sciences

Natural Sciences

UOCC guidelines - Outcomes

As a result of taking General Education Arts & Letters* courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

** "Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.*

CURRENT GEN ED

Arts & Letters

Social Sciences

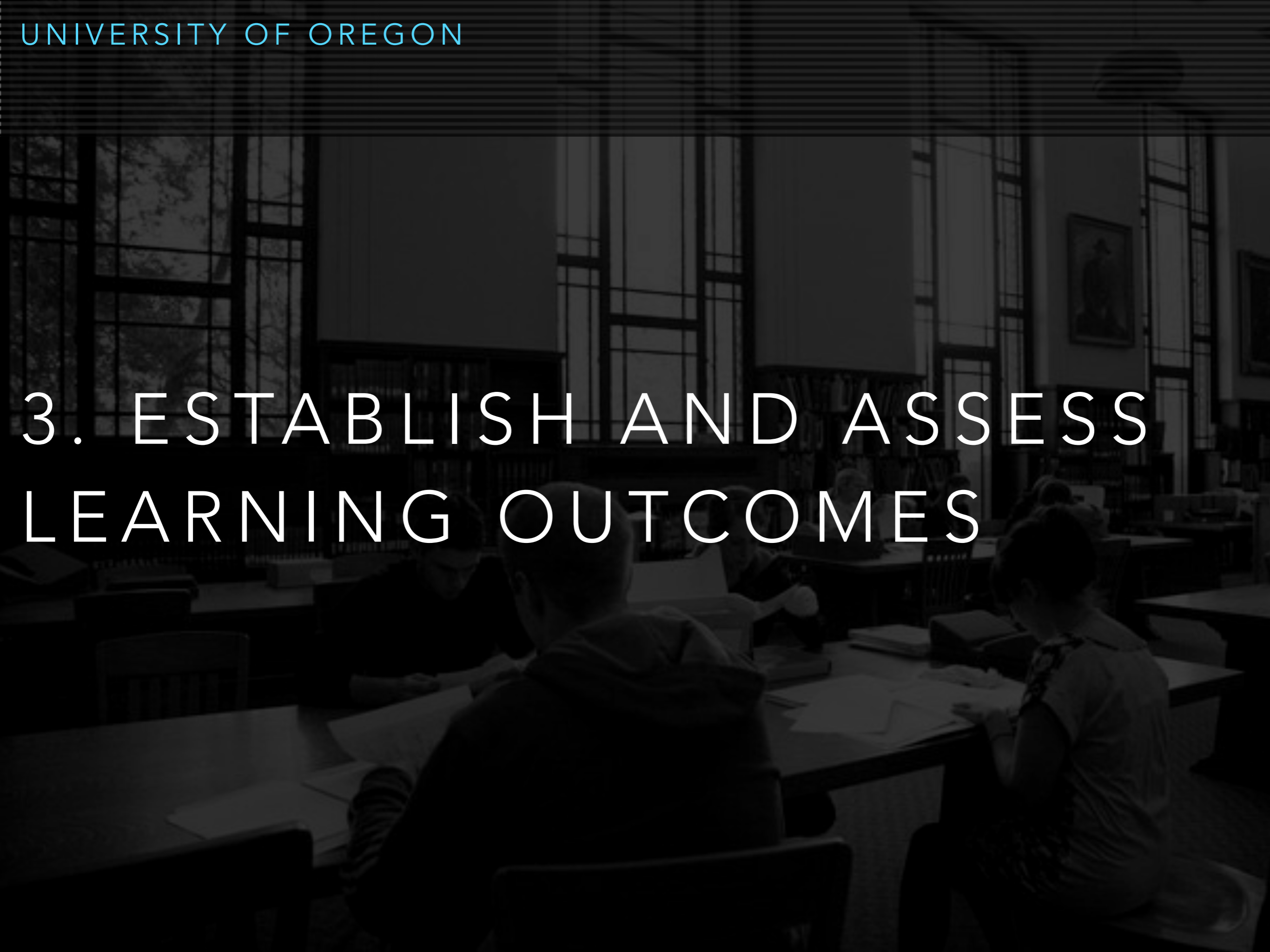
Natural Sciences

UOCC guidelines - Criteria

A course in Arts & Letters should:

- 1) Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
- 2) Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
- 3) Explore the conventions and techniques of significant forms of human expression.
- 4) Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
- 5) Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

3. ESTABLISH AND ASSESS LEARNING OUTCOMES



ACCREDITATION STANDARD

2.C.5: "Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum and have an active role in the selection of new faculty.

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes."

ACCREDITATION STANDARD

2.C.10: "The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) **have identifiable and assessable learning outcomes that are stated in relation to the institution's mission** and learning outcomes for those programs."

ACCREDITATION STANDARD

4.B.2: “The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.”

AACU ESSENTIAL LEARNING

OUTCOMES AND VALUE RUBRICS

The AACU Essential Learning Outcomes emerged from a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning, analysis of recommendations from the business community about career ready skills, and analysis of professional accreditation standards.

The VALUE rubrics were developed in 2007-09 as a basis for assessing the essential learning outcomes. The VALUE initiative involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months. Drafts of each rubric were then tested by faculty on their own students' work on over 100 college campuses.

The VALUE rubrics have been approved for use in meeting national standards for accountability established by the Voluntary System of Accountability, and are used in all regional and some professional self-study reports and reviews for accreditation.

As part of our accreditation project, UO participated in the Multi-State Collaborative to investigate the use of the VALUE rubrics across campuses. That work is discussed in "On Solid Ground", a report on the project. (Press Release: <https://goo.gl/3tXErB>).

<https://www.aacu.org/leap>

UNIVERSITY OF OREGON

MISSION

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas.

As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

UNIVERSITY OF OREGON

MISSION LITE

As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.



UNIVERSITY OF OREGON

MISSION ULTRA LITE

question critically

think logically

reason effectively

act creatively

communicate clearly

live ethically

MISSION

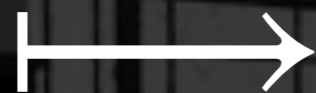


AACU OUTCOMES

question critically

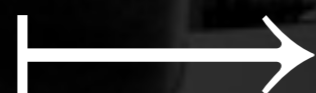
think logically

reason effectively



critical thinking

act creatively



creative thinking

communicate clearly



written communication

live ethically



ethical reasoning

UNIVERSITY OF OREGON

MISSION → OUTCOMES

critical thinking

creative thinking

written communication

ethical reasoning

MISSION → OUTCOMES

critical thinking

creative thinking

written communication

ethical reasoning

Comprehensive exploration of issues, ideas and events in the formulation of an opinion or conclusion.

OUTCOMES → ASSESSMENT

critical thinking

creative thinking

written communication

ethical reasoning

1. Explanation of issues
2. Evidence
3. Influence of context and assumptions
4. Student's position
5. Conclusions and implications

OUTCOMES → CATEGORIES

critical thinking

creative thinking

written communication

ethical reasoning

		A&L	SSC	NAT
		A&L	SSC	NAT
WR	MC	A&L	SSC	NAT
WR	MC	A&L	SSC	NAT

OUTCOMES → CATEGORIES

critical thinking

creative thinking

written communication

ethical reasoning

WR	MC
WR	MC

A&L	SSC	NAT
A&L	SSC	NAT
A&L	SSC	NAT
A&L	SSC	NAT

OUTCOMES → CATEGORIES

critical thinking

creative thinking

written communication

ethical reasoning



A black and white photograph of an interior space, possibly a library or a study. In the foreground on the left, a bust of a man in profile sits on a dark wooden pedestal. Behind it, a large, framed picture or map hangs on the wall. In the background, several people are seated at long tables, appearing to be working or studying. The room is filled with books and papers, suggesting a place of learning or research. The overall atmosphere is quiet and focused.

GOVERNANCE

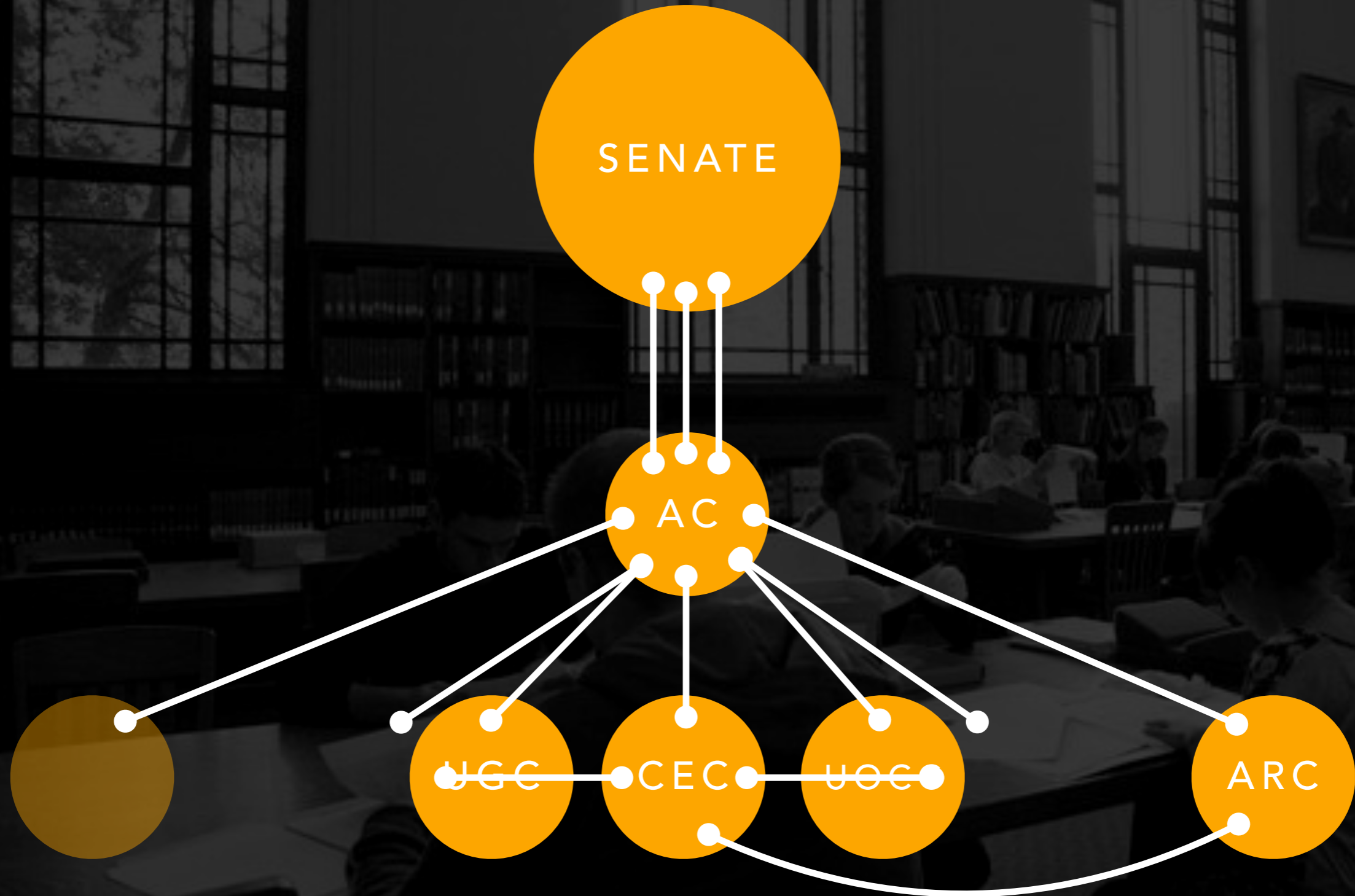
CORE ED COUNCIL

draft

The Core Education Council shall oversee that part of the University curriculum which is required of all undergraduate students. Currently that includes but is not limited to:

- * Group satisfying courses
- * Multicultural requirement
- * Writing requirement
- * Requirements distinguishing BA/BS degrees
- * Curriculum of shared experiences
- * Assessment of learning outcomes

CURRENT GOVERNANCE



CORE ED COUNCIL

draft

The Core Education Council shall:

- A. Convene an ongoing **campus dialog** on the purpose, value, assessment, evaluation and improvement of the core education at the university.
- B. **Establish**, review and revise the **goals**, objectives and assessable **learning outcomes** of the core education.
- C. **Establish**, review and revise **policies** and processes to ensure an effective, regular and comprehensive system of **assessment** of student learning outcomes in core education.
- D. Review and **recommend** to the Senate proposals and **policies concerning** core education **requirements**;
- E. Establish **guidelines** and criteria **for courses** which satisfy core education requirements;
- F. **Serve as a resource on core education** for campus stakeholders including, but not limited to, the Provost, the Dean of Undergraduate Education, the University Committee on Courses, the Undergraduate Council, the Academic Requirements Committee and the Scholastic Review Committee, curriculum committees in schools and colleges.
- G. **Interpret** existing core education **policy** in the general sense (i.e. provide guidance on the interpretation of the goals and objectives of core education, but not on whether specific courses meet the requirements to be listed as satisfying one of the core ed requirements).



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CORE EDUCATION

THE CORE OREGON EXPERIENCE

STATUS

- * Senate has convened the Core Education Task Force
- * Core Ed Task Force has drafted the proposed charge
- * Core Ed Task Force has drafted proposed membership
- * Preliminary conversations with Undergraduate Council, Committee on Courses, Academic Council and the Senate
- * Expected to pass through the Senate in winter quarter for convening in Fall 2018.
- * Core Ed Task Force will establish preliminary goals and objectives in alignment with the university mission.