23 Update: Online Survey on Structure Elements of Gen Ed Sent to Campus on May 1, 2019

University of Northern Iowa. General Education Re-envisioning Committee.

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GenEd Structure Elements

Start of Block: Default Question Block

Q1.1 The General Education Revision Committee would appreciate your feedback about structural elements in a revised GenEd curriculum at UNI. This is not about which courses are included in the GenEd, but how the curriculum is organized. The committee plans to return to campus in the fall with more details and choices about the structure of GenEd. Your feedback will help inform those options.

Your responses to this survey are completely anonymous.

Q1.2 Below are individual structural elements. Please consider how much you would like each as part of a GenEd curriculum.

Q1.3 Interdisciplinary Certificate: Students complete 12-15 credit hours in courses across several disciplines addressing a common theme proposed by faculty.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)

Q1.4 Comments on Interdisciplinary Certificate:

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Q1.5 **High Impact Educational Practice**: Students participate in any one or more of the high impact educational practices as identified by the American Association of Colleges and Universities.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)

Q1.6 Comments on High Impact Educational Practices:

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Q1.7 **1st Year/Transfer Student Seminar**: Students are required to take a course their first year on campus that would meet a common set of learning outcomes.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)

Q1.8 Comments on 1st Year/Transfer Student Seminar:

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Q1.9 **Developmental Sequencing**: Courses are arranged such that fundamental skills are taught first and then reinforced in later courses that may address more complex issues.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)
Q1.10 Comments on Developmental Sequencing:

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Q1.11 Multidiscipline Courses: Individual courses addressing complex issues team taught by instructors from multiple disciplines.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)

Q1.12 Comments on Multidiscipline Courses:

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Q1.13 **Credit/No Credit Courses**: One or more courses are not traditionally graded but instead result in narrative feedback and credit/no credit for the student.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)

Q1.14 **Comments on Credit/No Credit Courses**:

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Q1.15 **Major Courses**: One or more courses completed in the major can be used to satisfy GenEd learning outcomes requirements.

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)
Q1.16 Comments on Major Courses:

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Q1.17 What other elements would you like for structuring GenEd?

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End of Block: Default Question Block

Start of Block: Model Concepts

Q2.1 Below are some general concepts on structuring the delivery of General Education. We are interested in your perceptions of the general approach (rather than specific details) of these structures.

Q2.2 In a **distribution structure**, one or more courses populate each category within the general education requirements. Categories are established to address one or more student learning outcomes (SLOs). There are no courses that must be completed as prerequisites for other courses within the structure.
Q2.3

Distribution Model

In a distribution structure, one or more categories are established to address student learning outcomes (SLOs). These categories are organized in a structure that must be completed as prerequisites within the structure.

Q2.4 How much do you like this structure?

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)
Q2.5 Comments on the distribution structure:

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Q2.6 In a **progressive structure**, one or more courses addressing foundational student learning outcomes (SLOs) are taken first. Students then take a larger number of courses across disciplines that address all SLOs. One or more courses are taken at the capstone level to complete the program.
Progressive Model

In a progressive structure, one or more foundational student learning outcomes (SLOs) are taken first. Students then take a series of courses across disciplines that address these SLOs, or more courses are taken at the capstone level to complete the program.

Q2.8 How much do you like this structure?

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)
Q2.9 Comments on the progressive structure:

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Q2.10 A hybrid structure combines elements of the previous two models. One or more courses addressing one or more student learning outcomes (SLOs) populate each category within the foundational general education requirements. After completing foundational courses, a student completes a structured sequence of courses revisiting a selected subset of SLOs.
A hybrid structure combines elements of different models. One or more courses address student learning outcomes (SLOs) prior to completion of all foundational general education courses, and then completes a structured sequence of selected subset of SLOs.

Q2.12 How much do you like this structure?

- Like a great deal (1)
- Like somewhat (2)
- Neither like nor dislike (3)
- Dislike somewhat (4)
- Dislike a great deal (5)
Q2.13 Comments on the hybrid structure:

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End of Block: Model Concepts