

Dukes Engage: A Revised Vision for General Education at JMU

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Executive Summary

The revised general education (Gen Ed) program structure supports the university's mission and existing learning outcomes of the Gen Ed program while moving away from a checklist approach, thereby promoting student engagement, integrative learning, and community-building. It follows a book-ended model beginning with Madison Foundations, developing through thematic Madison Pillars, and concluding with a Culminating Learning Experience. The program comprises 14 courses (42 credit hours) with opportunities for increased double counting.

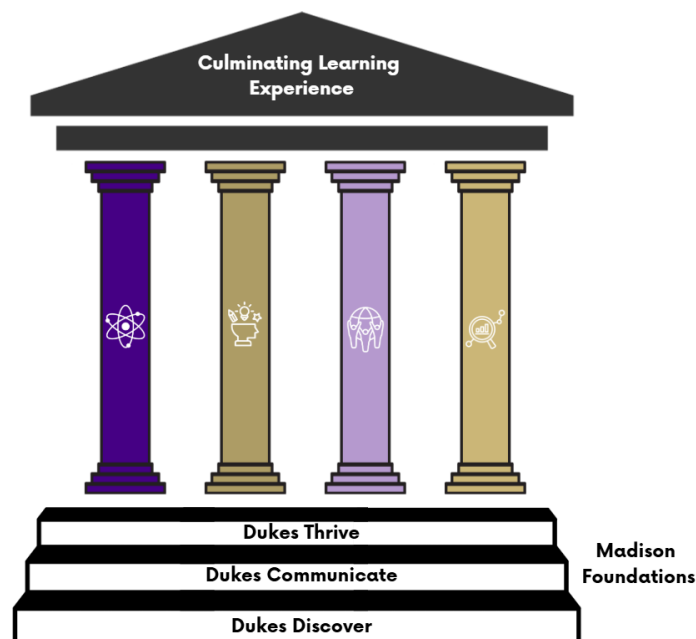


Figure 1 Visual Overview of the Revised Gen Ed Curriculum.

Distinctive Areas of the Proposal

There are two distinctive areas in this revised program. The first is Madison Foundations, a set of four requirements (12 credits) students complete in their first year of attending JMU (the exception being the Dukes Thrive requirement, which students may delay until their second year). These courses give students the foundation from which they will continue their path through thematic pillars, ending with the culminating experience.

The first requirement is **Dukes Discover** (3 credits), a first-year course designed to spark critical inquiry, foster belonging, and support college readiness. For this requirement, small, interactive, discussion-based classes are paired with online modules focused on academic skills and student success.

The following two requirements are **Dukes Communicate** (6 credits), two first-year courses students complete within three communication modes: written, oral, and mediated. These courses share core outcomes (e.g., engaging audiences using multiple communication modes) and emphasize the ethical and effective use of communication tools, including AI.

The final requirement of Madison Foundations is **Dukes Thrive** (3 credits), a first- or second-year course encapsulating a wellness domain (e.g., social, emotional, spiritual, environmental, and financial). Students also complete campus based Thrive activities (comparable to the existing Wellness Passport) in four of eight dimensions of wellness, encouraging holistic development and campus engagement.

The second distinctive area is the **Culminating Learning Experience** in which students take one course (3 credits) to fulfill this requirement as the conclusion of their academic program. The experience requires students to apply knowledge gained throughout their studies to complex issues, encouraging deep thinking and reflection about how much they have grown during their time at JMU and what they want to contribute to the world after graduation. Courses that will fulfill the requirement will focus on real-world, project-based learning across disciplines and will be communication intensive with shared learning outcomes. Double counting with majors/minors is encouraged in this requirement, as it may be fulfilled by major/minor capstone courses, UNST 400 integrative courses, research projects or an honors thesis, study abroad, internships (with faculty involvement), portfolios, artistic performances, or design exhibits.

Summary of Deliverable Guidelines

- **Purpose of the Program:** To provide students meaningful and transformative learning experiences that prepare them to engage with and affect a rapidly changing world.
- **Distinctiveness:** The revised program provides a cohesive structure, bounded by Madison Foundations and a Culminating Learning Experience. Thematic Madison Pillars are supported by foundational courses and lead to the culminating experience. The program is distinct in its connection to the JMU mission statement and its ease of marketing and communication. Where possible, pillar courses shift away from survey of or introduction to classes to focus on topics (e.g., Responding to Natural Disasters). This approach allows for flexibility, which is a key consideration, particularly in recognition of transfer policies. The program is designed to accommodate the variations while preserving the curriculum's overall integrity and intent.
- **What is Different and What Remains the Same:** The revised program strategically changes some elements of the existing program but remains a learning outcomes-based approach. Details are provided later in this proposal.

Dukes Engage: A Revised Vision for General Education at JMU

Purpose of General Education

To provide a universal learning experience that prepares students to be educated and enlightened citizens who lead productive and meaningful lives. Student engagement is key to a robust Gen Ed program. It necessitates guiding students to move beyond thinking about Gen Ed as checkboxes and career-readiness and instead to embracing a broader view of the value of education. We see this as preparing themselves to be not only workers but also educated, enlightened and ethical citizens, with the skills and knowledge to participate fully in the modern world, to understand multiple ways of thinking and problem solving, and to decide for themselves how best to make a difference.

Distinctiveness

The revised program provides a cohesive structure, bounded by Madison Foundations and the Culminating Learning Experience. Thematic Madison Pillars are supported by the foundation and lead to the culminating experience. It is distinct in its connection to the JMU mission statement and its ease of marketing and communication. Key elements include:

- A cohesive visual structure with a foundation, thematic pillars, and a culminating experience and explanations of how each requirement contributes to a greater whole.
- Foundational courses are designed to equip students with essential academic and personal skills for college success. These include critical thinking, effective communication, wellness, and resilience practices. Students will also build college readiness through modules in areas such as Excel and databases, library research, and strategic learning habits such as note-taking and time management. The foundation will help foster connection to the university's academic community specifically through small Discover classes and Thrive Wellness events.
- An increased number of focused courses in the thematic pillars with topics designed not as disciplinary surveys but rather as ways to pique student interest by exposing them to different lenses for understanding the world.

- New requirements for ethical citizenship and information and digital literacy, helping to both explain the WHY of education and give them the skills to navigate the modern world and modern technologies.
- A culminating experience to help draw it all together and show students the ways that their education at JMU has helped develop them into enlightened citizens.
- A broadening of requirements to remove silos and bottlenecks (e.g., the Dukes Communicate area), draw in new faculty to Gen Ed teaching, and create spaces for innovative classes responding to new needs and student interests.

Students will benefit from a more cohesive structure, a first-year experience designed to build academic community and the skills and mindsets necessary to succeed, greater choice in how to fulfill requirements, and classes designed to link Gen Ed to both their own interests and their future goals as citizens in a broader society. In addition, the decrease in bottlenecks should give them the ability to better plan their academic career and truly choose the classes that they find most intriguing rather than simply the ones with available seats.

Faculty will benefit from the opportunity to design topical courses—whether in their specialties or more broadly interdisciplinary—so long as they meet the objectives of the relevant Gen Ed requirement. Broadening the requirements means that most faculty and departments will have the opportunity to choose among several possibilities for Gen Ed classes, rather than being limited to an introductory survey of their discipline. This draws upon the strength of JMU’s long-term commitment to innovative teaching, and the faculty ideas submitted to the Core Curriculum Appraisal Task Force inspired us to make a program that reflects the breadth of their ideas for new courses.

The pressures on specific departments have been reduced, making the Gen Ed teaching load more equitable while allowing room for expansion into new areas as desired. Notably, the Dukes Discover class provides a space for **any** faculty member to teach in a small-class environment built around critical inquiry and active learning.

Faculty can also benefit from relying on a first-year experience that builds a common core of skills in their students, and students’ greater engagement benefits faculty in incalculable ways.

What's Different?

The revised Gen Ed program is a more cohesive structure that will help students understand and stay connected to the vision of the program. It aims to broaden opportunities for faculty and students, reduce bottlenecks, increase collaboration by removing siloing, and update the curriculum. Procedurally,

the revised program will have a new procedural oversight structure that aims to improve faculty representation and two-way communication. The revised program strategically changes some elements of the existing program but remains a learning outcomes-based approach, with credit hours increasing from 41 to 42, but with opportunities for double counting (discussed below).

Madison Foundations

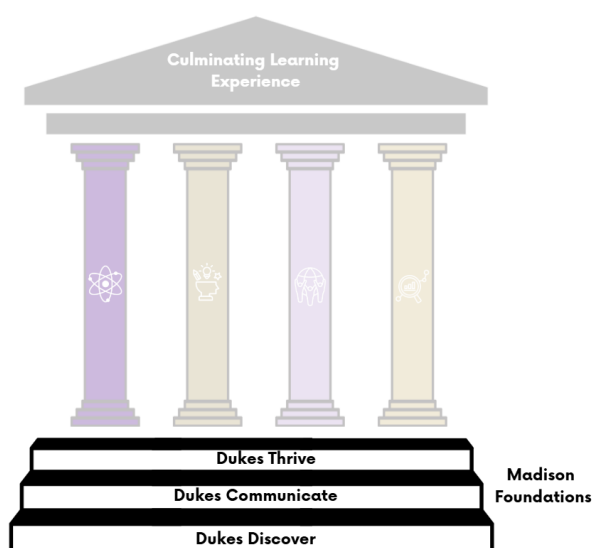


Figure 2 Madison Foundations.

Dukes Discover – The first-year experience is key to building a sense of belonging for incoming students. Dukes Discover will provide a small-class experience (24 students per section) for incoming students and replaces the current Critical Thinking requirement. The Dukes Discover requirement is designed to provide a common-to-all core experience for first year students. The in-person component of the class will be inquiry-based, allowing students to engage in active exploration, problem solving, and critical thinking. By interacting in a small class, they will learn to hear new perspectives, question their own assumptions, and learn scholarly pursuits from close interaction with a faculty member. The course will include an online component of shared college-readiness modules at various levels.

Classes will be developed within a set of broad themes, aligned with the university's mission and central ideas of Gen Ed. These themes are expected to change and evolve (e.g., Community Engagement; Civic Engagement; How Change Happens; Sustainability; Science, Technology and Society; Artistic Expression; Understanding the Global World; Knowledge and Enlightenment). To ease staffing and enrollment, some themed courses will be offered consistently, and others will rotate or be offered occasionally.

Transfer students who enter with a completed VCCS Passport or UCGS will fulfill this requirement by taking a UNST 200-300 level course, designed specifically to support their transition and engagement within the JMU academic community.

The class will be 75% in-person (critical inquiry) and 25% on-line (common pool of college-readiness modules). The in-person sessions will focus on the active-learning/critical thinking component that segues into the online component. The online component will be asynchronous and will consist of a series of modules from a common pool that focus on skill building. Skill building modules (an alternative to remedial courses) will be designed to have students demonstrate or move beyond basic college-readiness skills. The online modules will be designed to identify and create a pathway for skill development. Each module will be entered with a common skill evaluation (e.g., pre-test), which will direct learners to one of three modules (basic, intermediate, or advanced learning) so that all students reach a common baseline, but all students (whatever their prior preparation) learn to push themselves further and take charge of their own learning.

Benefits for Students:

- Having a discussion-based small-class experience that teaches them to be inquisitive, creates a sense of belonging and agency (they choose the theme & the inquiry within it), illuminates the importance of the Gen Ed program, and provides pathways for skill-building. These features align with the goals of JMU's current QEP of "improving retention and closing the equity gap."

Benefits for Faculty:

- Teaching in a small-class environment with students that are new to the college experience; faculty teaching upper-level courses can depend upon students having a common core of skills to build upon, allowing courses beyond the first year to dive deeper.

Benefits for JMU:

- Faculty teaching within the Gen Ed program without being confined to simply disciplinary courses. This will provide a pathway for faculty and departments not traditionally part of the Gen Ed program.
- Potentially increasing student academic engagement in the first year of college.

Dukes Communicate – During the first year, students will fulfill the Dukes Communicate requirement by taking courses in two of the following areas: written communication, oral communication, and mediated communication (such as the current SMAD 150). It is anticipated that more courses will be added.

The addition of mediated (digital and multimodal) communication as an option reflects the way humans communicate today. Some might have concerns that students could avoid a writing course by choosing this option along with oral communication, but the mediated communication course will, by its nature, include writing instruction. Additionally, this more flexible structure will help alleviate bottlenecks and reduce teaching burdens on individual units.

Departments offering courses in Dukes Communicate (e.g., WRTC, SCOM, SMAD) will co-develop outcomes and the courses' structure. Using consistent language and concepts across these offerings will help students understand the broad importance of communication and recognize the distinct features of each communication mode. We suggest using the prefix UNST or COMM for these courses so that they are under the Dukes Communicate umbrella rather than in a specific unit. This will also acknowledge the collaborative, as opposed to siloed, model for the courses.

By attending a one-day workshop each summer, faculty teaching in this area will become familiar with the content of all courses, referring to concepts or skills found in other courses in their own class where appropriate. Course content will reflect the different modes of communication while also acknowledging the unifying nature of communication. Thus, terms will become more standardized across the courses, reflecting the course content/concepts rather than disciplinary. A Dukes Communicate coordinator/committee from represented departments will be needed for program upkeep.

As generative artificial intelligence reshapes the ways we read, write, and communicate, courses in Dukes Communicate will expose students to critical AI literacy, such as engaging with important ethical questions regarding incorporating AI in communication.

Benefits for Students:

- Better understanding the complexity of modern communication.
- Becoming better communicators across different communication modes.
- Learning to use AI responsibly and ethically across multiple dimensions of communication.

Benefits for Faculty:

- Opportunities to collaborate with faculty from different departments on course design.
- Space to address evolving and emerging communication technologies (e.g., AI and LLMs).
- Awareness that students in upper-level classes have a mutual understanding of the ethical uses of those technologies.
- Better understanding of how their area of expertise fits into the broader tapestry of communication.

Dukes Thrive – Completed in the first or second year, but still considered foundational, is Dukes Thrive. Because students *and* faculty requested a greater variety of courses in this area, this new component broadens the current wellness options (health and kinesiology) to include other wellness domains (e.g., social, spiritual, environmental, and financial).

In addition to taking one 3-credit wellness course, students will complete the Thrive Experience by engaging in activities across 4 of 8 wellness domains (modeled after the existing Wellness Passport). The expanded options regarding wellness emphasize holistic student well-being and personal development, topics that will be explored across the courses and experiences offered in this area.

Benefits for Students:

- Expanded course options.
- Expanded access to wellness courses. Receive structured guidance across multiple wellness dimensions, creating balanced personal growth.
- Acquire practical wellness strategies that extend beyond graduation into career and personal life.

Benefits for Faculty:

- Opportunities for Innovation.
- Propose and teach courses aligned with personal expertise.
- Integrate wellness into existing academic frameworks.
- Collaborate across departments on interdisciplinary approaches.
- Professional Development.
- Research opportunities in wellness education.
- Enhanced faculty-student engagement outside traditional subjects.

Madison Pillars

As part of a renewed and future-focused approach to Gen Ed, the Madison Pillars requirements reflect a thoughtful response to the needs of today's students and the challenges of a rapidly changing world. Designed to ensure both disciplinary breadth and deep relevance, the Pillars offer students opportunities to explore *Scientific Inquiry*, *Human Expression*, *Civic Mindedness*, and *Analytical and Information Literacy* through a contemporary lens. These pillars are designed to support the holistic development of our students and prepare them to be "educated and enlightened citizens." Rooted in JMU's enduring values of academic excellence, inclusivity, integrity, and civic engagement, the program equips students with the critical thinking, cultural awareness, and ethical reasoning necessary to navigate complexity and contribute meaningfully to their communities, professions, and the global society.



Scientific Inquiry (six credits total, three credits in each area)

- *Scientific Exploration* (physical or natural sciences: chemistry, biology, earth science)
- *Human Behavior* (social sciences: psychology, sociology, anthropology)

Students can critically engage with and analyze human behavior or social systems through *Human Behavior* courses. This pillar fosters curiosity and exploration of diverse scientific perspectives, allowing students to engage with ideas, question evidence, and understand human differences. It is important to note that classes within the *Scientific Exploration* requirement will be encouraged to be thematic (e.g., Natural Disasters; Earth's Dynamic Systems or Energy and the Environment; Scientific Perspectives on Energy Use) as opposed to introductory survey courses.

What's Different: Within the *Scientific Exploration* component of Scientific Inquiry, a traditional separate science lab component will not be required. Many physical and natural science courses are presently being redesigned to embed the scientific method and experiential learning directly within the course curriculum. It will be a requirement of courses fulfilling the *Scientific Exploration* component to actively engage with scientific inquiry, data analysis, and experimentation. While certain majors may require traditional labs, the lab will not be a Gen Ed requirement. A second notable difference is that there is only one science course requirement instead of two.

**Human Expression** (six credits total, three credits in each area)

- *Creative Arts* (art appreciation, music, theatre, dance)
- *Humanistic Inquiry* (literature and humanities courses: world texts and transitions, culture and change, questions in the humanities, ideas across civilizations)

Students will explore and interpret the diverse ways humans create meaning, reflect on experience, and engage with culture. By completing a course in the *Creative Arts*, students will develop aesthetic appreciation and creative thinking by examining the rich ways humans use the arts to reflect lived experiences. Through *Humanistic Inquiry* of literature and the humanities, students can explore both contemporary and historical cultures, foster empathy, critical reflection, and ethical awareness to better engage the world in which they live.

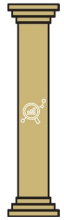
What's Different: The *Humanistic Inquiry* component of Human Expression includes courses in humanities and literature, instead of having a separate requirement for each.

**Civic Mindedness** (nine credits total, three credits in each area)

- *Historical Inquiry* (world history, US history, archaeology and the human story, gender in history)
- *Global Understanding* (global politics, cultures of the world)
- *Ethical Citizenship* (issues in US government, ethical reasoning, media and ethics, social problems and values, history of race, issues in US history)

Students will engage thoughtfully and responsibly in the complex social, political, and ethical challenges facing our local, national, and global communities. The aim is to have students who are engaged citizens, educated on historical and global concepts, and enlightened to obtain a reflective and informed viewpoint. The first component, *Historical Inquiry* will encompass more than simply “history” and will revolve around the study of the past to understand the complex forces, cultures, and events that have shaped human societies over time. Another component, *Global Understanding*, will enhance students' world views and increase their cultural competence. This pillar also includes a new requirement of *Ethical Citizenship*: by engaging in civic issues and ethical challenges, students will be prepared to make sense of and contribute positively to their communities and professions. These classes challenge students to investigate their own assumptions and give them the knowledge and understanding necessary to define and pursue their own vision of citizenship. Reflected in JMU's commitment to build students for lives of integrity, purpose, and social responsibility, classes in ethical citizenship will engage constructively with complex social, cultural, and moral challenges.

What's Different: In response to faculty mentioning the importance of ethical citizenship as a life skill and to meet the needs of students, the new *Ethical Citizenship* requirement further connects Gen Ed to JMU's mission statement. The goal is to help students understand what it means to be a member of society in the 21st century by giving them the tools to build their own path forward.



Analytical and Information Literacy (six credits total, three credits in each area)

- *Mathematics/Data Analytics* (calculus, nature of mathematics, statistics, intro to data science)
- *Information and Digital Literacy* (digital citizenry, information in a digital age, research for inquiry, technology and society, making sense of the news)

Students can gain skills in working with and analyzing quantitative and qualitative information. By broadening the quantitative component to *Mathematics/Data Science*, students can choose a mathematics, statistics, or data science course. Including data science is relevant and future-oriented, providing students with skills necessary to apply mathematical concepts in the real world. By incorporating an *Information Literacy* requirement, students learn to function in the sea of misinformation that characterizes the modern online world, learning ways to evaluate the authority and legitimacy of the sources and syntheses they find. They thus gain valuable knowledge for today's digital world in areas such as digital citizenry, technological literacy, and evaluating data for decision making.

What's Different: The new *Information Literacy* requirement is a deep dive into critical questions about how information travels and how to respond to the increasing amount of information (and mis- and disinformation) students face today. The requirement was added to equip students with essential skills that will help them navigate the increasingly fraught digital environments in which they live. Courses can be double counted within majors depending on newly established learning outcomes.

Culminating Learning Experience

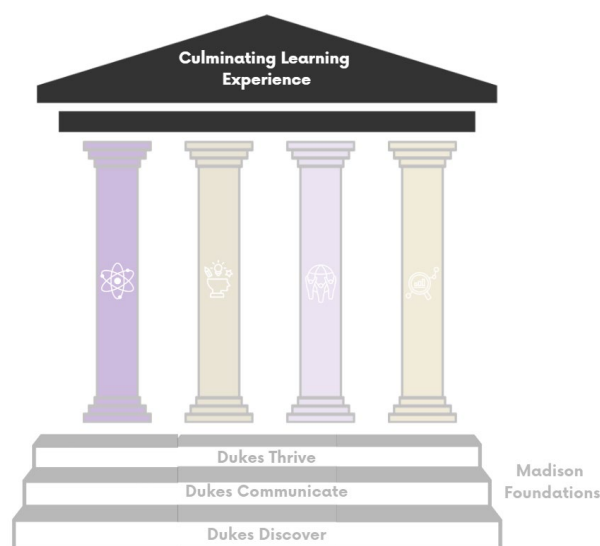


Figure 3 Culminating Learning Experience.

All experiences included in the culminating experience will be communication-intensive and include a common set of learning outcomes. Real-world, project-based learning can take many forms and will include capstone courses within a major or cross-disciplinary minor, UNST-400 integrative courses, research experiences, and honors theses. Other project-based learning may also be eligible for inclusion (e.g., study abroad, portfolios and internships that involve faculty collaboration, artistic expression or design (e.g., performance or exhibit based)) but note that caution should be taken to maintain fidelity to learning outcomes when experiences outside of 400-level courses are considered for inclusion. The current General Education Conference will also be expanded to give students a place to communicate their culminating project to a broader audience if an opportunity is not available within their major or minor (e.g., exhibit, symposia, etc.).

Double counting with majors and minors will be encouraged. To ensure that the experience represents the culmination of their learning experience at JMU, students will be eligible for enrollment after 75 credit hours are completed. The culminating experience will be overseen by an area coordinator, and new learning outcomes will need to be developed by the corresponding committee. To prevent drift and maintain fidelity in this decentralized approach, students will also write a reflection of their experience that will be assessed by a designated faculty member in their major or minor. This designated faculty member will provide oversight to ensure that projects continue to align with learning outcomes, and they will receive sufficient teaching credit for this instruction.

What's Different: Although many departments have culminating experiences for their majors and/or minors, the existing Gen Ed program does not have a culminating experience. Culminating experiences are considered a High Impact Practice by the AAC&U and provide students with a real-world experience as they prepare to depart the university and become citizens who impact their communities and contribute to the workforce.

Program's Procedural Oversight

A representative council will be created with faculty elected from within each department, with the potential for reappointment within term limits for the duration of service so that new voices are heard. Each program area (e.g., first-year experience, each pillar, culminating experience) will have a coordinator elected from within the council to chair a sub-committee of council members. Because area coordinators require specialized training to effectively handle the nuances and complexities of procedures within an area, they may serve longer terms if re-elected. Each program area will revise learning outcomes for their part of the program, review course proposals (ensuring that all courses map to the learning outcomes), and oversee an assessment process. The governance committee will build-in two-way communication with faculty (e.g., dedicated time at departmental meetings and reporting out to stakeholders).

What Remains the Same

Accreditation Considerations

The proposed Gen Ed program is fully aligned with the guidelines and expectations of SACSCOC and reflects the best practices promoted by AAC&U. In accordance with SACSCOC Standard 9.3, the program includes a broad and coherent foundation in Gen Ed across the key knowledge areas of humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics, totaling a minimum of 30 credit hours. The program ensures both breadth of knowledge and college-level competencies in critical thinking, written and oral communication, quantitative reasoning, ethical reasoning, and information literacy.

Ensured Transfer Pathways

The revised program is also in alignment with VCCS transfer pathways, ensuring that transfer students can transition smoothly into JMU's academic environment while receiving full credit for foundational coursework. By building on the structure and content areas in the VCCS Passport and Certificate of General Studies (UCGS), the program maintains a high degree of credit transferability while honoring the academic rigor and integrative learning valued at JMU. We also anticipate that incoming transfer credits will increase—thus decreasing the demand for some Gen Ed courses—with the roll out of Virginia's College and Career Readiness program (22.1-237.3), which requires all high schools to offer dual enrollment in fulfillment of the passport or UCGS.

Learning Outcomes

Learning outcomes will be developed by governance council members of each program area. Below is an example of learning outcomes—many borrowed from existing areas of the current Gen Ed program—for the Dukes Discover component.

Critical Thinking (4 of 4):

- Identify the basic components of argument, including premises, supporting evidence, assumptions, conclusions, and implications.
- Evaluate claims and sources for clarity, credibility, reliability, accuracy, and relevance
- Evaluate arguments for soundness, strength, and completeness.
- Demonstrate an intellectual disposition to be fair-minded in considering evidence, arguments, and alternative points of view in small group discussions.

Human Communication (3 of 4):

- Construct messages consistent with the diversity of communication purpose, audience, context, and ethics.
- Respond to messages consistent with the diversity of communication purpose, audience, context, and ethics.
- Utilize information literacy skills expected of ethical communicators.

Information Literacy (4 of 6):

- Identify gaps in their own knowledge and formulate appropriate questions for investigations in academic settings.
- Evaluate the quality of information and acknowledge expertise.
- Use information effectively in their own work and make contextually appropriate choices for sharing their scholarship.
- Use information ethically and legally.

Human Questions and Contexts (1 of 5):

- Question their own and others' opinions about and responses to the world.

Implementation Considerations***Course Development***

The structure of the revised program is designed to provide more opportunities for new offerings in Gen Ed, with the ideas proposed here used as a starting point that will expand over time. This pathway for broadening course offerings and building in innovative pedagogy was inspired by faculty ideas for new courses submitted in response to the solicitation by the Core Curriculum Appraisal Task Force (CCATF). By broadening course offerings, bottlenecks will be alleviated, and students will get through the program with fewer delays. All classes (existing and new) must petition to be included in the revised program and must clearly map to revised learning outcomes, demonstrating a student-centered approach. To invite new courses into each area, a call for proposals will be open to all faculty and departments for course development, and the faculty ideas submitted to CCATF will be revisited. Departments will not own specific areas of the program, and emphasis will be placed upon expanding opportunities for faculty and students.

The program will move away from traditional survey classes and move towards inquiry-based courses. In the sciences, this will compensate for the removal of the lab requirement. More generally, it will allow classes to be responsive to student and faculty interests. The goal is to improve student engagement by wrapping topics into an inquiry (e.g., Mission to Mars vs. a survey of astronomy/physics topics; or Understanding Empires vs. a survey of modern world history).

Additional double counting and enhanced transfer pathways will also be developed. Faculty members teaching in the revised program will meet each summer for a one-day workshop to build

cohesion into each program area and create a sense of community, collaboration, and dialogue. Courses for inclusion into each area will be vetted by area coordinators, with a continuing pathway for course evaluation and not a one-time opportunity. To maintain long-term fidelity to the program's mission and avoid unintentional drift, a peer-evaluation of teaching and/or a plan for periodic evaluation of syllabi will be created.

Program Marketing & Messaging

The university will make the Gen Ed program prominent in marketing and include it as part of the institution's identity (e.g., it will be a part of Choices and other recruiting events). Advising will also be simplified, and the cohesive program structure will make clear the reasoning behind requirements instead of using a checklist.

Resources Needed

All Program Areas

Each program area—Madison Foundations, Madison Pillars, and the Culminating Learning Experience—will need resources to support an initial week-long intensive summer program (like JMUdesign) to identify learning outcomes, aid in course development, create an assessment plan and build a community of practice. Participants will receive stipends to compensate for faculty time. After the first year, a facilitator will be needed for a one-day workshop each summer, specific to each program area. Ongoing program oversight (training and maintaining a coordinator for each program area), and assessment creation and implementation will also be needed.

Dukes Discover

In-person instruction: As Dukes Discover will feature small class sizes (enrollment cap of 24 students), we propose removing the science lab requirement (also a small class but restricted to specific departments for staffing and typically taken during the student's senior year because of enrollment limitations) to create a resource-neutral program. This change will require all science courses fulfilling the Gen Ed requirement to incorporate active learning and inquiry-based instruction. By eliminating the lab component, we can address existing bottlenecks and redirect resources to support smaller class sizes within Discover, offering students a more personalized and engaging educational experience during their first year.

On-line instruction: Resources will be needed for development and beta-testing for each of ten modules with three tiers of skill building. Development of the modules will draw upon expertise from

across campus (e.g., experts in programming and motivational theory, Libraries, Student Success, graphic design). Continued oversight, coordination, and revision of on-line modules will require one dedicated faculty member.

Culminating Learning Experience

Additional UNST integrative courses may be needed, and this element of the program will need departmental reviewers earning instructional credit.