Dietrich General Education Program

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Agenda

- Dietrich General Education Program Overview
- Ways to Contribute to and Benefit from the GenEd Program
- Brainstorming Activity & Q/A
- Resources
1. Dietrich General Education Program Overview
offer a reflective understanding of various fields
15 Learning Areas in total:
The yellow, green, and blue Learning Areas are targeted from GenEd courses
The red Learning Areas are woven throughout student experience in and out of classroom
Example: Self-Directed Learning

SDL1: Proactively explore academic outcomes and extracurricular learning opportunities.
SDL2: Assess their own capabilities and progress.
SDL3: Seek and integrate guidance and feedback.
SDL4: Challenge themselves to venture beyond their comfort zones.
SDL5: Reflect on and articulate the skills they have acquired in academic and experiential contexts.
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Program Assessment

- Will address all learning areas
- Target outcomes broadly
- Gathered/administered outside of courses

DATA SOURCES

- Institutional and college analytics related to course enrollment and experiential learning
- Direct standardized measures of student knowledge and skill
- Student surveys aligned with General Education outcomes
- Student artifacts from General Education courses
- Quantitative and qualitative data from alumni regarding their Dietrich College experience
- Will address learning areas addressed in courses
- Deep dive into learning targets
- Gathered/administered in partnership with course instructors
2. Ways to Contribute to and Benefit from the GenEd Program
Experiential Learning

- Consider a range of experiential options, such as engaging in research, internships, summer programs, study abroad, etc.
- Offer interested students research positions for money or credit (including as possible capstone choices).
- Mentor students in research with relevant learning areas transparent and explicit throughout the experience.
Advising

● Intentionally adopt the learning areas and related outcomes vocabulary as part of the Dietrich culture.

● Proactively talk with students about the rationale for their choices as ways to advance toward the outcomes while pursuing their interests.

● Reflect on advances and challenges for students and suggest ways to improve advising and/or the general education program accordingly.
Teaching

● For all courses, consider both pedagogy and content that supports progress in the learning areas.
● Provide artifacts for program assessment and leverage program assessment findings in your courses.
● Utilize CMU/Dietrich resources to support teaching and learning.
● Orient for courses already accepted as Gen Ed.
● Consult for courses new to the Gen Ed.
GenEd Courses Needed
GenEd Course Approval Process

Step 1: Department proposes course for the GenEd
Step 2: Workshop orients faculty to GenEd category
Step 3: Faculty completes course alignment overview independently
Step 4: Faculty reviews course alignment document with Associate Dean
Step 5: Steering Committee reviews and votes on course
Step 6: College Council reviews and votes on course
GenEd Course Approval Process

GenEd Steering Committee Representatives:
John Gasper - Economics
Doug Coulson - English
Ricky Law - History
John Chin - IPS
Sara Moussawi - IS
Gang Liu - Modern Languages
Joel Smith - Philosophy
Chante Cox-Boyd - Psychology
Danny Oppenheimer - SDS
Zach Branson - Statistics/Data Science
The **Equity and Justice** Seminars will reinforce learning outcomes for Diversity, Equity, and Inclusion, Complex Problem Solving, and Interdisciplinary Perspectives, plus others as appropriate for the course topic and pedagogy. They should address at least two (2) learning outcomes within each of the following learning areas. They should also provide related student artifacts to support program assessment:

Upon graduation from Dietrich College, students should be able to ...

### 3. Diversity, Equity, and Inclusion

| DE11 | Describe how social construction of identities influences perception of self and others. |
| DE12 | Evaluate how and why perspectives and experiences of people from marginalized groups and majority groups differ. |
| DE13 | Analyze how systems and institutions of privilege and power have influenced inequality. |
| DE14 | Critically examine individual and collective responsibility to address systemic inequality. |

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<th>3. Diversity, Equity, and Inclusion Objectives</th>
<th>Related Assessment Artifacts</th>
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GenEd Courses - Benefits for Instructors

- Pedagogical support and consultation on course design
- Frequent program assessment insights to inform one’s teaching
- TA support and training
- Student outreach (e.g., majors/minors, support with future research projects)
- Networking with colleagues sharing content and pedagogical interests
Grand Challenge Seminar (GCS) proposals

The Dietrich College of Humanities and Social Sciences seeks proposals for Spring/Fall 2023 and Spring/Fall 2024 Interdisciplinary Grand Challenge Seminars

- Focused on real, complex global problems in the 21st century (e.g., climate change, racism).
- Co-taught by 2-3 faculty members, with at least one in Dietrich College.
- Up to $3,000 per faculty member for designing a course.
- Up to $2,000 per faculty member for revising the course for future iterations.
- Up to $3,000 per course iteration for guest speakers, field trips, community building, etc.
- Ongoing pedagogical support and undergraduate TA support available to teaching teams.


For assistance on proposed course design or feedback on proposal drafts, please consult Nuria Ballesteros Soria (nballest@andrew.cmu.edu). Final submissions should be emailed to Sharon Carver (scc@andrew.cmu.edu).

Phase 1
Short letters of intent due by the second Friday in January.
Department Head approval required.

Phase 2
If selected, full proposal (4-5 pages) due by second Friday in February.
Topic relevance, disciplinary synergy, feasibility of the implementation plan, and appropriateness for first-year undergraduates

Carnegie Mellon University

Scholars at Carnegie Mellon University
Find CMU experts and discover potential collaborators. Search for scholars and researchers by entering names, keywords, or disciplines.

a great resource for finding collaborators/co-instructors!
Grand Challenge Seminars - Benefits for instructors

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- Opportunities to look at one’s area of expertise through different lenses
- Relationship with co-instructor sharing passion for the topic
- Extra funding for experiential learning activities
- Teaching innovation merits
- Research, publication, and future collaboration opportunities with faculty from other fields/disciplines
Provide Feedback!

Steering Committee Representatives:
John Gasper - Economics
Doug Coulson - English
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John Chin - IPS
Sara Moussawi - IS
Gang Liu - Modern Languages
Joel Smith - Philosophy
Chante Cox-Boyd - Psychology
Danny Oppenheimer - SDS
Zach Branson - Statistics/Data Science
3. Brainstorming Activity & Q/A
1. In this link shorturl.at/CJT38 you will find several reflection prompts. Please take a couple of minutes to respond to the ones that apply to you the most.

2. After that, we will discuss as a group and answer any questions you may have.
4. Resources
Dietrich General Education Program Overview
- Curriculum and Learning Outcomes
- Course Search

GenEd Courses
- Sample alignment document (for Equity and Justice category)

Grand Challenge Seminars
- Grand Challenge Seminar page
- Call for proposals
- Scholars@CMU (a great resource for finding collaborators/co-instructors)
- Course alignment document

Faculty development resources
- DC workshops and seminars
- Eberly resources

Feedback
- GenEd Website
- Steering Committee Department Representatives
- Dietrich College Academic Advisors
Thank you for your attention. Stay in touch!

Sharon M. Carver (sc0e@andrew.cmu.edu)

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