

Essential Studies Conceptual Model

General Education Review Task Force

Principles

1. Clear outcomes connected to current content areas of general education
2. Keep valuable elements of current model
3. Scaffolded model with a developmental approach to ensure a strong foundation and support along the way to help students acquire knowledge and skills needed at exit
 - a. Practice and reinforce outcomes
 - b. Essential Studies is the responsibility of all
4. Transferability
5. We trust faculty and their recommendations and honor the process that has been established
6. ESLO subcommittees specify the criteria for and approval of Essential Studies courses
7. Essential Studies program is designed to be sustainable
 - a. Adaptable to change
 - b. Maintained and supported over time
8. Build a culture of Essential Studies as a trademark of an Oregon Tech education

Essential Studies Model

Orientation to Essential Studies—students can explain Essential Studies and their own responsibility for their education

- Student affairs orientation
- Advising of first time students (training and materials to support)
- Emphasize Essential Studies in intro-to-discipline courses, ACAD, Leadership Academy, etc.

Foundation Courses

- Occur in first two years or at transfer institutions
- Must meet the criteria as established by ESLO subcommittees
- Will be taught by content area experts
- Required coursework aligned to ESLOs:
 - Communication
 - Writing: three courses
 - Speech: one course
 - Inquiry and Analysis: introduces students to methods of inquiry in three domains
 - Natural Systems: two courses with at least one lab science
 - Social Systems: two courses in different disciplines (e.g. PSY, ECO, HIST, SOC, ANTH)
 - Systems of Ideas: two courses in different disciplines (e.g. HUM, PHIL, LIT, ENG)
 - Ethical Reasoning: one course
 - Teamwork: one course (SPE321→221)
 - Quantitative Literacy: one college-level math course, statistics preferred
 - Diverse Perspectives: one course

Practice Courses –Intellectual and practical skills should be “practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance” (*College for the New Global Century, AAC&U 2007*).

- Will be tagged with ESLO(s) (offered by program or others)
- Distributed and connected between 200, 300, 400 levels
- Must be practiced at least twice for all ESLOs (defined by the ESLO subcommittees)
- May not be tagged with more than two ESLOs
- Must be taken before or concurrent with capstone experiences
- Programs must indicate how practicing course selections meaningfully connect foundation and capstone-level knowledge
- Inquiry and Analysis: Junior-level Inquiry Seminar
 - Big contemporary problems
 - Students from multiple disciplines
 - Build on foundational ESLOs to address a common problem
- Communication: one course, possibly linked to Inquiry Seminar

Capstone Experience(s)

- All ESLOs must be demonstrated at the capstone level
- Ideally, programs would synthesize the ESLOs for their discipline
- Self-directed – student engagement in choice
- Individual or group, on-campus or off-campus options
 - Examples: project, externship, internship, undergraduate research, senior seminar, practicums, course options
- Programs determine the structure of the culminating experiences to allow for demonstration of all ESLOs
- Good examples of assessment rubrics should be shared and catalogued
- Alignment: ABET, Northwest, IACB, other accrediting bodies

Level \ ESLO:	CM	IA	ER	TW	QL	DP
Capstone	<i>identified by program demonstrate all in capstone experiences</i>					
Practice	3	<i>Inquiry Seminar</i>				
Practice	<i>2 tagged courses in or out of program for each ESLO</i>					
Foundation	12	20	3	3	4	3