

## General Education at Comparable Universities

April 2011

The Senate resolution asked the Task Force to examine what other masters universities are doing in their general education programs. We did so in some detail. We gathered quantitative data on a large sample of universities like WCU. Those data are included in Appendix A. Then we looked in more detail at the offerings at a substantial subgroup. This report describes what we found.

### Selection of comparable programs

We started our process by identifying other state-funded masters universities (also known as state comprehensive universities) from the website of the Carnegie Foundation (<http://classifications.carnegiefoundation.org/>). We included 75 universities from all the states that have comprehensive universities. Multiple campuses were included from some of the larger state systems like those in New York, California, and Wisconsin. We also looked at the alma maters of the Task Force members for context, but those institutions were not included in our analyses (unless the member had attended one of the masters universities on our list).

For each university in the larger group we categorized the institution's approach to general education as fitting one of three models based on the self-descriptions of their programs: (a) a traditional core model in which each student takes the same set of courses that stress the development of key skills such as writing and critical thinking, but also stress core content in courses in literature, history, sciences, social sciences and humanities, often in interdisciplinary offerings (this approach is historically associated with the programs at institutions such as Columbia University and the University of Chicago); (b) a distribution model that requires student to take a certain number of courses from each of several categories in literature, history, sciences, social sciences and humanities; or (c) a hybrid model that includes courses in skills areas (writing, mathematics, oral communication) and courses in a variety of clusters such as in literature, history, sciences, social sciences and humanities. However, as indicated in the first footnote to Table 3, when the details of the programs were charted, the approaches of the three models were virtually indistinguishable. We also recorded the number of credit hours required in general education, the hours required for a degree, the size of the student body, any important general-education related extracurricular activities (e.g., service learning), and special features of the program's approach to assessment.

For the smaller sample of the larger group general education programs from each of the models was examined in detail. A comprehensive list of general education categories was used to chart the programs from distribution and hybrid models (see the Key to Table 3).

## Overall descriptive results

The descriptive data for the larger group of universities we examined are provided in Table 1. Perhaps the most informative data for comparison to our program are the proportions of hours required for a degree that are constituted by general education requirements. Because hours for a degree vary from university to university, proportions provide the most comparable metric. The mean proportion of .38 corresponds to 45.6 semester hours in a 120-hour program or 48.6 semester hours in a 128-hour program. The standard deviation (an indicator of the dispersion of the scores) of the proportions is quite small (.05). That means that the number of general education hours is tightly distributed around the middle. Not many scores are very far below or above the .38 average. Table 2 shows the general education hours distributed by tenths (deciles). Our current 42-hour program falls in the lowest third of the distribution.

**Table 1 Descriptive Data, General Education at State Masters Universities**

	<i>M</i>	<i>SD</i>	<b>Min</b>	<b>Max</b>
Enrollment	11,544	7079	2920	37347
Gen ed hours	45.8	6.1	34	66
Total hours	121.1	3.29	103	130
Proportion GE	.38	.05	.28	.52

**Table 2 Distribution of General Education Hour Proportions**

	<b>Deciles</b>								
	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>
Proportion	.31	.33	.34	.36	.37	.39	.40	.42	.44
# (on 120)		40		43		47		50	

Mean=.38, median=.37, mode=.40

## Detailed Analyses

The more detailed analysis was conducted on a subsample that included 14 distribution model programs, 19 hybrid programs and all 3 programs we identified as core models at state institutions. The data from the analysis of the programs are presented in Table 3. The entries

represent semester hour equivalents with a few noted exceptions. The general patterns are clear. Every program includes the following components:

1. **Composition.** The writing requirements range from 3 to 9 hours. In some programs there are requirements for upper level writing courses. In others there is a requirement that students complete a specific number of upper level courses with a strong writing component. A few programs include upper level writing experiences but the courses are not credited to general education.

2. **Mathematics.** Requirements in mathematics range from 3 to 6 hours. What level counts as a mathematics course is usually college algebra or above.

3. **Science.** All programs require science but there is considerable variability in the amount required, from 4 to 11 hours. Some universities have separate requirements for biological and physical sciences.

4. **Humanities and fine arts.** Requirements in the humanities range from 6 to 14 hours. A typical distribution would be half music art, and theater and half literature and philosophy. At some universities history is included in this category.

5. **Social and behavioral sciences.** Requirements in this category range from 3 to 15 hours. The institutions with the high number of required hours are usually those that require specific courses, usually in government and history (e.g., Texas). There is more variety of courses in this category than any other, but commonly it includes anthropology, economics, history, political science, psychology and sociology.

After the five ubiquitous categories, the commonalities decline. Just over half of the programs require a course in **speech or oral communication**. Common among fewer than half the programs are **wellness** (1-4 hrs), **diversity or world cultures** (3-9 hrs), and **critical thinking** (3 hrs, sometimes a course in logic, sometimes a broader range of options). Rarer are courses labeled as **freshman or senior seminars** and rarer still are required courses in **computer skills**.

The programs are similar in many ways to our current general education program. However our current program is almost unique in at least two ways. No other program comes close to the number of possible options within categories (perhaps the exception being one category at Rhode Island College). And, no other program includes within categories courses from so many applied fields not usually associated with the liberal arts (e.g., business and marketing, health sciences, nutrition, construction management).

While the patterns reported here are quite general, there are exceptions. Not listed in Table 3 because of its complexity, the program at Minnesota State (at Mankato) lists 11 different categories with some unusual themes among the requirements. Listed in Table 3, but difficult to capture with conventional categories is the program at Southeast Missouri State. The general

education courses there often have a strong sense of a traditional core model with its emphasis on interdisciplinary courses throughout the program.

**Table 3****Distribution of Credit Hours in General Education Programs<sup>1</sup>**

	Comp	Mth	OC	Wel	Sci	HFA	SBS	Glb	DIV	FSM	UL	CT	CAP	Oth <sup>2</sup>
<b>BSU<sup>3</sup></b>	6	9	3		6	15	9	6	3	3				3
<b>NCCU<sup>4</sup></b>	6	6		4	6	6	6							5
<b>Clrk<sup>5</sup></b>	3	6	3		6	3	3	3		3	3		y	6
<b>Stout<sup>6</sup></b>	8	6		2	4	9	9		6					2
<b>Radfd</b>	6-9	6		3	8	15	12	6						
<b>TTech</b>	6	3	3		8	9	12							

<sup>1</sup> The Bridgewater through Alabama State programs are designated as distribution model programs, the Wisconsin through Youngstown State programs as hybrids, and Sonoma State through Prairie View as Core, but as is apparent in the table, those distinctions do not hold up well.

<sup>2</sup> The Other category sometimes represents a computer-oriented course but also may indicate general education electives.

<sup>3</sup> Included at Bridgewater must be one speaking-intensive and one writing-intensive course, one of the math classes is an application course, and there is a required sophomore seminar.

<sup>4</sup> At NC Central there is a required foreign language course and a 2-hour career development course.

<sup>5</sup> Clarkson has an unusually flexible “Clarkson Common Experience” integrated with major.

<sup>6</sup> Stout is considered Wisconsin’s polytech. The mathematics requirement can include logic or computer courses.

<b>UTPA</b>	6	3			8	9	15													2
<b>GCSU</b>	6	6			8	2	12			2										
<b>CPly<sup>7</sup></b>	8	8	4		8	20	20													4
<b>WWas</b>	7-9	3-8			12	20	17			8										
<b>UIS</b>	8	6	3		7	9	9													
<b>SaSt<sup>8</sup></b>	6	3	3	4	7	12	18			9	3									
<b>StC<sup>9</sup></b>	6	3			7	6	6	3		3									3	6
<b>AlSt</b>	6	3			8	12	12													1
<b>WLx<sup>10</sup></b>	3	3	3	3	4	7	3	6		3										13
<b>UHCL</b>	6	3	3		6	6	6	15												3
<b>SoMe<sup>11</sup></b>	3	3			4	12													3	
<b>Lamr</b>	6	6	3	1	8	6	15				3									
<b>UNFI<sup>12</sup></b>	3	6			6	6	3	3			3	3	3							

<sup>7</sup> Cal Poly San Obispo requires 72 QHs in general education courses for all students, but engineering majors take 12 hrs less in technology, humanities and fine arts, and social sciences and 12 more in mathematics and science.

<sup>8</sup> Salem State requires an additional 12 hours of foreign language for most BA degrees.

<sup>9</sup> The “Other” for St. Cloud is an ethics course and a people-environment course typical for Minnesota schools.

<sup>10</sup> Wisconsin-Lacrosse includes 13 hours of general education electives from the approved list.

<sup>11</sup> Southern Maine also requires an upper-level writing-intensive course not included in the 44 hours of GE. One GE course can count toward a major.

<b>SeMo<sup>13</sup></b>	6	3	3		6	15			3	6	3
<b>EmpSt<sup>14</sup></b>	6	3-5	3	4	9-11	8-14	6	6			2-3
<b>Frsno<sup>15</sup></b>	3	3	3		6	9	9		12	3	
<b>Clrion<sup>16</sup></b>	3	3		2	9	3	3				25
<b>IUSE</b>	6	3	3		8	6	6		3		3
<b>SELA</b>	6	6			9	12	6		3		3
<b>FtHays</b>	6	3	3	3							3
<b>ApSt</b>	6	4		2	8	9	9	6			
<b>EKU<sup>17</sup></b>	6	3	3	3	6	9					12
<b>Troy</b>	6	3	3		9	13	12		1		
<b>Cokl</b>	6	3	3		7	3	9			6	
<b>WCon</b>	3	3	3	2	3	15	12				3

<sup>12</sup> North Florida's upper-level course must be writing-intensive.

<sup>13</sup> Southeast Missouri's upper-level courses and the senior seminar are interdisciplinary.

<sup>14</sup> The ranges at Emporia State reflect differences as a function of major. The wellness category includes choices in ethics, personal finance, leadership, health, physical education, and finance.

<sup>15</sup> Fresno's upper level category requires 1 science or social science, 1 arts or humanities, 1 institutions/history, 1 diversity; honors students, liberal studies majors and engineers have different GE requirements (engineers have 42 hours).

<sup>16</sup> Clarion requires 48 hrs of GE, but much of it is elective. Within the electives, 6 hrs has to be writing-intensive, 6 hrs in quantitative reasoning and 6 hrs in values-intensive courses.

<sup>17</sup> Eastern Kentucky's GE electives have their own set of complex distribution requirements, some with themes such as gender, race, sexuality, issues in technology, war and peace.

<b>RICol</b>	4	4		7	11	10			4	
<b>CSNo</b>	3	3	3	8	6	12	6		3	
<b>YSU<sup>18</sup></b>	6	3	3	6	6	6		3	3	6
<b>SonSt<sup>19</sup></b>	6	3		9	12	15		3		3
<b>UHCL<sup>20</sup></b>	6	3	3	9	9	15				3
<b>PVAM<sup>21</sup></b>	6	3	3	6	6	15				3
<b>WCU<sup>22</sup></b>	6	3	3	3	6	6	9	3	3	Y

**KEY:** **Comp:** composition—writing courses, usually first-year; **Mth:** mathematics, including statistics; **OC:** oral communication or speech; **Wel:** physical education, wellness, nutrition courses; **Sci:** science (natural—sometimes distributed as physical and biological); **HFA:** humanities (includes literature, religion, philosophy, history, many others, often with at least one literature required) and fine arts (music, art, theater); **SBS,** social and behavioral sciences (usually includes history); **GLB:** world cultures (listed only if used as a category separate from social sciences); **Div:** diversity (sometimes called multicultural—often a humanities course, but sometimes social science can count too); **FSM:** freshmen seminar or university orientation; **UL:** upper level GE requirements; **CT:** critical thinking course (often philosophy, logic, but sometimes others); **Cap:** capstone (in general education, not major); **OTH:** often GE electives or a computer course requirement

<sup>18</sup> Youngstown State’s GE electives must come from science, humanities and fine arts, or social sciences.

<sup>19</sup> Sonoma State’s “Other” is a course on “the integrated person.”

<sup>20</sup> The University of Houston at Clear Lake program follows the Texas Core Curriculum. Individual majors designate specific courses within the constraints of the Texas curriculum. The “other” is a computer-oriented course.

<sup>21</sup> Like other Texas schools, Prairie View follows the Core Curriculum.

<sup>22</sup> One upper level course is required in humanities and fine arts, social sciences, or world cultures that is not a part of the student’s major.

Appendix A

WCU General Education Review Task Force

2010-11

**Institutional Comparative Summary**

Institution	Location	Size - # students Undergrad	Model Type	Liberal Studies # hrs	Degree avg. hrs	No-cr Co-cur	Of special interest or unique quality	Assessments of note
a. Core Model (all students take the same courses) c. Hybrid Model (combination of core and distribution)			b. Distribution Model (students take so many hours in so many categories) d. Skills Model (students take courses to acquire prescribed skills)					
Roger Williams University <a href="http://www.rwu.edu/">http://www.rwu.edu/</a>	Bristol RI	3,667	Core + Core Concentration	27 core 15 concentration	120	none	Core concentration -a specified sequence in a discipline housed in a college different from the major, can be a minor with 2 additional courses	
Sonoma State University <a href="http://www.sonoma.edu/">http://www.sonoma.edu/</a>	Rohnert Park CA	3,100	Core	46	120	none		
University of Houston Clear Lake <a href="http://prtl.uhcl.edu/">http://prtl.uhcl.edu/</a>	Clear Lake TX	7,878	Core	34	120	none	6 hours required by statute, U.S. & Texas constitutional history	
Prarie View A&M, TX <a href="http://www.pvamu.edu/pages/1.asp">http://www.pvamu.edu/pages/1.asp</a>	Texas Gulf coast region	6,617	Core	42- Gen Ed.	130-133 Major Req.	None	Referred to the <i>Core curriculum</i> – not Gen ed or LS...	<a href="http://www.pvamu.edu/pages/4923.asp">http://www.pvamu.edu/pages/4923.asp</a>
Clarkson University <a href="http://www.clarkson.edu/">http://www.clarkson.edu/</a>	Potsdam NY	2,648	Distribution	30	120	none	Requirements exceptionally vague	
Loyola Marymount University <a href="http://admission.lmu.edu/">http://admission.lmu.edu/</a>	Los Angeles CA		Distribution	30	120	none		
Queens College <a href="http://www.qc.cuny.edu/">http://www.qc.cuny.edu/</a>	New York NY	15,400	Distribution	58	120	none		
Radford Univ. VA	Radford	7,773	Distribution	50 –	120	one req.	<a href="http://www.radford.edu/~gened/">http://www.radford.edu/~gened/</a>	<a href="http://www.radford.edu">http://www.radford.edu</a>

<a href="http://www.radford.edu/">http://www.radford.edu/</a>	VA			Gen Ed.		but suggested	Alternative options for advance placement credit	<a href="http://www.radford.edu/~gened/assess.html">du/~gened/assess.html</a>
Tennessee Tech, Cookeville <a href="http://www.tntech.edu/">http://www.tntech.edu/</a>	Cookeville TN	10,847	Distribution	41-Gen Ed.	120	None	Interdisciplinary Studies major. <a href="http://www.tntech.edu/is/home">http://www.tntech.edu/is/home</a>	<a href="http://www.tntech.edu/is/outcomes/">http://www.tntech.edu/is/outcomes/</a>
Univ. of TX, Pan American, PA <a href="http://www.tntech.edu">http://www.tntech.edu</a>	Edinburg TX – at the boarder/panhandle	15,947	Distribution	48-Gen Ed.	60 Major Req.	None	Sustainability Curriculum: <a href="https://portal.utpa.edu/portal/page/portal/utpa_main/dba_home/sustainability_home/images_files/page/A_Call_to_Action_final(2).pdf">https://portal.utpa.edu/portal/page/portal/utpa_main/dba_home/sustainability_home/images_files/page/A_Call_to_Action_final(2).pdf</a>	<a href="http://www.tntech.edu/is/outcomes">http://www.tntech.edu/is/outcomes</a>
UNC- Greensboro <a href="http://www.uncg.edu">http://www.uncg.edu</a>	Greensboro NC	18,500	Distribution	36-37-Gen Ed.	122	none	Particularly well organized web site	<a href="http://provost.uncg.edu/Underedu/General_Education/">http://provost.uncg.edu/Underedu/General_Education/</a>
California State University-San Bernardino <a href="http://www.csusb.edu/">http://www.csusb.edu/</a>	San Bernardino, CA	14,000	Distribution	78 qtr (52 sem.)	BA=180 Qtr (120 sem.), BS= 198 Qtr (132 sem.)	None listed	1. Self-defined as a liberal studies university program 2. CSUSB pledges to provide sufficient classes for Four-Year Degree Pledge Program. Student signs pledge form. If doesn't graduate in 4 years because a course was not provided, no tuition fee for additional course work. 3.50 undergrad degrees	Discusses establishing assessment methodologies for general education and has formulated learning goals, but no evidence of a report on learning outcomes from gen ed
Georgia College and State University <a href="http://www.gcsu.edu/">http://www.gcsu.edu/</a>	Milledgeville, GA	5,100	Distribution	60 hours	120 hours	None listed	1. Includes 18 hours in general education with courses selected as appropriate to each major.  2.36 undergrad degrees	Discusses documentation of goals and learning outcomes, but no specifics on how learning outcomes are assessed.
University of Southern Maine <a href="http://www.usm.maine.edu/">http://www.usm.maine.edu/</a>	Portland, ME	7,870	Distribution	36 hours	120 hours	None listed.	1. Has separate honors courses accepted for core requirements. 2. 115 areas of study 3. One of the most difficulty web sites to find information	Not clearly delineated in terms of specific learning outcomes or assessment process

California Polytechnic <a href="http://www.ge.calpoly.edu">http://www.ge.calpoly.edu</a>	San Luis Obispo	18,500 (Fall 2008)	Distribution	72 quarter hours	180 quarter hours	None	Small variation in course requirements across majors. Limited “double-dipping” with major permitted.	<a href="http://www.ge.calpoly.edu/pdfs/facultyandstaff/9mapuloandge.pdf">http://www.ge.calpoly.edu/pdfs/facultyandstaff/9mapuloandge.pdf</a> Matrix of LOs and GE courses
Western Washington University <a href="http://pandora.cii.wvu.edu/gened/">http://pandora.cii.wvu.edu/gened/</a>	Bellingham, WA	Fall 2010 13,789	Distribution	67-77 quarter hours	180 quarter hours	None	<a href="http://pandora.cii.wvu.edu/gened/que.htm">http://pandora.cii.wvu.edu/gened/que.htm</a> Includes recommendations for faculty hiring and development	
University of Illinois at Springfield <a href="http://www.uis.edu/generaleducation/">http://www.uis.edu/generaleducation/</a>	Springfield	3,027	Distribution	42 Gen Ed + 13Eng. Citizen-ship Com Experience	120	none	Engaged Citizenship Common Experience <a href="http://www.uis.edu/generaleducation/transfer/ecce.html">http://www.uis.edu/generaleducation/transfer/ecce.html</a>	
Lamar University	Beaumont, TX	8k	Distribution	45-46	120			<a href="https://sacs.lamar.edu/assessment/assessment/CC.php">https://sacs.lamar.edu/assessment/assessment/CC.php</a>
Salem State U	Salem, MA	8k	Distribution	33-35	BA:120 BS:120-124; special; 120-125			Assessment: <a href="http://www.salemstate.edu/ir/">http://www.salemstate.edu/ir/</a>
Drake University	Des Moines, Iowa	4k	Distribution (?)	43 (?)	Minimum of 124		Drake has a separate honors core curriculum	<a href="http://www.drake.edu/selfstudy/process/description.php">http://www.drake.edu/selfstudy/process/description.php</a>
UNC-Greensboro <a href="http://www.uncg.edu">http://www.uncg.edu</a>	Greensboro NC	18,500	Distribution	36-37-Gen Ed.	122	none	Particularly well organized web site	<a href="http://provost.uncg.edu/Underedu/General_Education/">http://provost.uncg.edu/Underedu/General_Education/</a>
Saint Cloud University <a href="http://www.stcloudstate.edu">http://www.stcloudstate.edu</a>	Saint Cloud, MN	15,800	Distribution	40	120	None listed	1. Largest school in the Minnesota system 2. 96 majors	Clearly defined GE learning outcomes. Univ. assessment plan w/prelim data sheets.
Bowie State University <a href="http://www.bowiestat">http://www.bowiestat</a>	Bowie MD	5,617	Hybrid	21 core 25 gen	120	none		

<a href="#">e.edu/</a>				ed				
Illinois Institute of Technology <a href="http://www.iit.edu/">http://www.iit.edu/</a>	Chicago IL	2,618	Hybrid	18 core 40 gen ed	120-136	none	6 hours of interprofessional projects	
Missouri State University <a href="http://www.missouristate.edu/">http://www.missouristate.edu/</a>	Springfield MO		Hybrid	18 core 30 gen ed	120	none		
SUNY Binghamton <a href="http://www.binghamton.edu/">http://www.binghamton.edu/</a>	Binghamton NY	11,706	Hybrid	20 core 24 gen ed	120	none		
Western Kentucky University <a href="http://www.wku.edu/">http://www.wku.edu/</a>	Bowling Green KY	17,645	Hybrid	44	120	none		
Chicago State <a href="http://www.csu.edu/">http://www.csu.edu/</a>	Chicago IL	7000	Hybrid	18-core 24-Gen ed	120	none	LS degree: 18-core 27 – Gen ed select 18 – concentration in 1 of humanities + 33 electives	<a href="http://www.csu.edu/examinations/clep.htm">http://www.csu.edu/examinations/clep.htm</a>
Indiana Univ. – SE, New Albany <a href="http://www.ius.edu/index.cfm">http://www.ius.edu/index.cfm</a>	New Albany, Indiana SE	6,840	Hybrid: emphasis on distribution	45 Gen Ed. LOTs of discipline flexibility	120 Major Req.	None	3 categories of Gen Ed. Courses, tailored to degree specific needs and req. + Master of Liberal Studies <a href="http://www.ius.edu/gened/">http://www.ius.edu/gened/</a>	<a href="http://www.ius.edu/assessment/GenEdAssessment.cfm">http://www.ius.edu/assessment/GenEdAssessment.cfm</a>
Chicago State <a href="http://www.csu.edu/">http://www.csu.edu/</a>	Chicago IL	7000 2/3 from Chicago Metro	Hybrid	18-core 24-Gen ed	120	none	LS degree: 18-core 27 – Gen ed select 18 – concentration in 1 of humanities + 33 electives	<a href="http://www.csu.edu/examinations/clep.htm">http://www.csu.edu/examinations/clep.htm</a>
Southeast Missouri State University <a href="http://www.semo.edu/">http://www.semo.edu/</a>	Cape Girardeau, MO	10,800	Hybrid	51 hours	120 hours	100% of majors offer an exp.comp.	200 areas of study	Not clearly defined
Shenandoah University <a href="http://www.su.edu/">http://www.su.edu/</a>	Winchester, VA --	3,000	Hybrid	30 hours (min)	120 hours	None listed	1. 80 majors	Clearly identifies learning objectives for 8 areas. Direct assessment by academic profile test and student portfolio.

SUNY College at Oswego <a href="http://www.oswego.edu/">http://www.oswego.edu/</a>	Oswego, NY	7,100	Hybrid	45-51 hours	122 hours	Promoted not required	1. 60 majors	Not clearly delineated in terms of specific learning outcomes or assessment process
Morehead St University <a href="http://www.moreheadstate.edu/smartcatalog/undergraduate-2010-11/2534.htm">http://www.moreheadstate.edu/smartcatalog/undergraduate-2010-11/2534.htm</a>	Morehead, KY	Fall 2009 9,060 total 1,260 New FY students	Hybrid	33: 15 Core (incl. FYS) & 18 distribu- tion	120	None	2010-2011 Transition to Gen Ed	<a href="http://www.moreheadstate.edu/files/projects/genedreform/General_Education_Assessment_Report_and_Plan-FS_5-7-09.pdf">http://www.moreheadstate.edu/files/projects/genedreform/General_Education_Assessment_Report_and_Plan-FS_5-7-09.pdf</a>
Mercer University Private, "faith based" <a href="http://www.mercer.edu/ccps/general/">http://www.mercer.edu/ccps/general/</a>	Main campus Macon, GA	Fall 2009 8072 Total 4531 Undergrad	Hybrid	42	120	None		
E. Stroudsburg U <a href="http://www4.esu.edu/academics/catalogs/undergrad/the-general-education-program.htm#o5132">http://www4.esu.edu/academics/catalogs/undergrad/the-general-education-program.htm#o5132</a>	East Stroudsburg, PA	Fall 2010 6,372	Hybrid but heavily distribution	50: 5 Core & 45 Distribu- tion	120	None		
Southeastern Louisiana University	Hammond 50 miles N of New Orleans	14,780	Core/Skills Hybrid multiple versions	43-46 Gen ed + technical, industrial, mechanical	120	Vary by major	Multiple versions core/concentration <a href="http://www.selu.edu/acad_research/depts/cs_it/undergrad_degree/courses/pdfs/ET_Courses_List-w.pdf">http://www.selu.edu/acad_research/depts/cs_it/undergrad_degree/courses/pdfs/ET_Courses_List-w.pdf</a>	
U of Michigan, College of Lit, Sciences & Arts	Ann Arbor	16,309	Distribution/Skills Hybrid	30 in Distribu-	120	Varies by		

<a href="http://www.lsa.umich.edu/advising/requirements/requirements">http://www.lsa.umich.edu/advising/requirements/requirements</a>				tion plus “skills” hours		major		
U of Michigan, College of Engineering <a href="http://www.engin.umich.edu/students/academics/undergrad/degreeoptions.html">http://www.engin.umich.edu/students/academics/undergrad/degreeoptions.html</a>	Ann Arbor	5,220	Distribution/ Skills Hybrid	30 in Distribu- tion plus “skills” hours	128	Varies by major		
Arizona State U at the West Campus	Phoenix	9K	hybrid	35	120	Some programs require more than 120 cr/hr + 45 upper-div. cr. hours	<p>“<b>The General Studies</b> ...mastery of critical learning skills, investigate the traditional branches of knowledge, and develop the broad perspective that frees one to appreciate diversity and change across time, culture, and national boundaries.” <u>Five core areas:</u></p> <ul style="list-style-type: none"> <li>Literacy and Critical Inquiry</li> <li>Mathematical Studies</li> <li>Humanities, Fine Arts, and Design</li> <li>Social and Behavioral Sciences</li> <li>Natural Sciences</li> </ul> <p><u>Three Awareness areas:</u></p> <ul style="list-style-type: none"> <li>Cultural Diversity in the United States (C)</li> <li>Global Awareness (G)</li> <li>Historical Awareness (H)</li> </ul>	Assessment web site for the U of Arizona (can’t find one for the West campus): <a href="http://assessment.arizona.edu/">http://assessment.arizona.edu/</a>
University of Alaska	Anchorage, AK	15K?	Hybrid	37	120 42 Upper Div. Cr. incl. 24 residence Cr. 30 cr residence			Assessments: <a href="http://www.uaa.alaska.edu/assessment/">http://www.uaa.alaska.edu/assessment/</a>

Valdosta State U	Valdosta, GA	10K	Hybrid	60	120 include 39 hrs. upper div. incl. min 21 hrs upper in major.		Gen Ed. Courses appropriate to the major (18 hours) A unique feature of this program is the fact that it allows for specific courses in the major (it does so by making its Gen Ed. program 60 hours).	Assessment: <a href="http://www.valdosta.edu/academic/CoreCurriculum.shtml">http://www.valdosta.edu/academic/CoreCurriculum.shtml</a> (Matrix found at this link)
East Carolina U	Greenville, NC	15K or more	Hybrid	45	120			Assessment: <a href="http://www.ecu.edu/csacad/ipar/assessment/index.cfm">http://www.ecu.edu/csacad/ipar/assessment/index.cfm</a>
Univ of Georgia <a href="http://www.uga.edu/">http://www.uga.edu/</a>	Athens, GA	26,142	Hybrid	60-core 42-gen.ed 18-major/r	120	none	At least 21 semester hours of upper division courses in the major field At least 39 semester hours of upper division work overall.	<a href="http://www.bulletin.uga.edu/Bulletin_Files/acad/general_Link.htm">http://www.bulletin.uga.edu/Bulletin_Files/acad/general_Link.htm</a>
Calif. State Northridge <a href="http://www.csun.edu/">http://www.csun.edu/</a>	Northridge, LA, CA	21,943 FT 7,817 PT	Hybrid	48 units of Gen. Ed.	120	None	<a href="http://www.csun.edu/catalog/generaleducation.html#basicskills">http://www.csun.edu/catalog/generaleducation.html#basicskills</a>	<a href="http://www.csun.edu/catalog/generaleducation.html">http://www.csun.edu/catalog/generaleducation.html</a>
Framingham State, MA <a href="http://www.framingham.edu/">http://www.framingham.edu/</a>	Framingham, MA	3,847	Hybrid	42-Gen Ed.	?	None	Bachelor of Arts with a Major in Liberal Studies <a href="http://www.framingham.edu/graduate-and-continuing-education/undergraduate-evening-programs/liberal-studies.htm">http://www.framingham.edu/graduate-and-continuing-education/undergraduate-evening-programs/liberal-studies.htm</a>	<a href="http://www.framingham.edu/undergraduate-catalogs/documents/1011/academic-programs.pdf">http://www.framingham.edu/undergraduate-catalogs/documents/1011/academic-programs.pdf</a>
Northern Michigan, Marquette <a href="http://www.nmu.edu/">http://www.nmu.edu/</a>	Marquette Michigan	8,400	Hybrid	40 liberal studies credits	124-150	None	Bachelor of Arts / Science with a Major in Liberal Studies <a href="http://www.nmu.edu/departments/interdisciplinary/liberalarts/">http://www.nmu.edu/departments/interdisciplinary/liberalarts/</a>	Individual programs <a href="http://www.nmu.edu/academics/icp.shtml">http://www.nmu.edu/academics/icp.shtml</a> FYE <a href="http://webb.nmu.edu/FirstYearPrograms/SiteSections/FirstYearExperience/FirstYearExperience.s">http://webb.nmu.edu/FirstYearPrograms/SiteSections/FirstYearExperience/FirstYearExperience.s</a>

								<a href="#">html</a>
SUNY Fredonia <a href="http://www.fredonia.edu/">http://www.fredonia.edu/</a>	Western New York	4,848	Hybrid	33-42 Core Curic.	128 hours	None	Core Curriculum Check sheet: <a href="http://www.fredonia.edu/departments/gened/checksheet.pdf">http://www.fredonia.edu/departments/gened/checksheet.pdf</a> CCC waiver <a href="http://www.fredonia.edu/departments/gened/waivers.asp">http://www.fredonia.edu/departments/gened/waivers.asp</a>	Liberal Arts FYE <a href="http://www.fredonia.edu/acadadv/lafye/">http://www.fredonia.edu/acadadv/lafye/</a>
Santa Clara University, CA <a href="http://www.scu.edu/">http://www.scu.edu/</a>	Santa Clara, CA	5,267	Hybrid /Core	p.7- Core Curriculum <a href="http://www.scu.edu/provost/ugst/core2009/upload/Core-Guide-Web-Version-9-15-10.pdf">http://www.scu.edu/provost/ugst/core2009/upload/Core-Guide-Web-Version-9-15-10.pdf</a>	BA /BS min. of 175 qt units & 197 qt units for physics engineering maj.	none	“Education of the whole person in the Jesuit and Catholic tradition with a vision of developing men and women to be leaders of competence, conscience, and compassion.”  BS in Liberal Studies <a href="http://www.scu.edu/academics/bulletins/undergraduate/Liberal-Studies-Program.cfm">http://www.scu.edu/academics/bulletins/undergraduate/Liberal-Studies-Program.cfm</a>	Very detailed – unique from all other programs reviewed on this list.
Fort Hayes State Univ. <a href="http://www.fhsu.edu/">http://www.fhsu.edu/</a>	Hays, KS	4,415 campus 7,468 online Total 11,883	Hybrid	Gen. ed. 55 hrs 2parts: Foundation Studies & Liberal Arts	124 Non-teaching	none	Bachelor of General Studies Degree	

WCU General Education Review Task Force  
**Institutional Comparative Summary**

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Institution	Location	Size - # students Undergrad	Model Type	Liberal Studies # hrs	Degree avg. hrs	No-credit hrs - Co-curricular	Of special interest or unique quality	Assessments of note
Cal St Dominguez Hills	Carson, CA	10,247	hybrid	55-62	120-132	-“Graduation Writing Assessment Requirement”	-Requires a course (3 hrs) in Logic/Critical Reasoning -Requires 9 hrs of “Upper Level Integrative Studies”	
Eastern Washington	Cheney, WA	11,302	hybrid	48-58* *most courses are 4-5 credits	180* *most courses are 4-5 credits		-“Internat’l Studies” requirement -Sr. Capstone/Thesis (for credit)	
New Mexico Highlands	Las Vegas, NM	2,257	hybrid	56	128			
Southern U & A&M	Baton Rouge, LA	7,627	hybrid	50-56	124	-60 hrs of service learning	-Capstone Project/Internship -3 hrs of African American Experience	
U Michigan Dearborn	Dearborn, MI	6,959	hybrid	45-48	120		-3 cr hr “Diversity” req’d	
Youngstown St	Youngstown, OH	13,373	hybrid	48	124		-1 capstone course req’d -1 interdisciplinary course	
Pfeiffer U	Misenheimer, NC	1,800	hybrid	47-53	124	-60 units in Cultural Program, by attending lectures, concerts, etc. -Sr. Project in the		

						major		
Florida St	Tallahassee, FL	31,698	hybrid	36	120			

This may also be of interest for organizing individual detail for the appendix...

Institution	Eastern Washington U
Mission Statement	<p>All Eastern Washington University students are expected to acquire a liberal education. Eastern defines liberal education to include: Intellectual skills and habits of mind necessary to the pursuit and transmission of knowledge.</p> <ul style="list-style-type: none"> <li>• A broad understanding of the history, institutions and traditions that most profoundly influence our social, political, economic, aesthetic and scientific lives.</li> <li>• Specialized knowledge in a discipline.</li> </ul> <p>EWU has designed the General Education Curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. Through this curriculum, Eastern ensures that all students encounter the core academic disciplines, especially as they apply to major questions of our times.</p>
Learning Outcomes – Every Graduate	
Assessments	

Institution	Southern University, Baton Rouge, LA
Mission Statement	A Southern University-educated person is one who has undergone a process of learning that results in an enhanced mental capability to function effectively in familiar and novel situations in one's personal and intellectual life.
Learning	<b>Table 1. Institutional-Level Outcomes (LO) of the General Education Program of Excellence</b> <b>LO 1: Critical Thinking</b> Graduates will reason abstractly and think critically and

<p>Outcomes – Every Graduate</p>	<p>integrate new information with previously acquired information to solve novel complex problems and learn independently.</p> <p><b>LO 2: Communication Skills</b> Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college level of competence.</p> <p><b>LO 3: Cultural Literacy</b> Graduates will demonstrate knowledge of various cultures by studying the past and present through language, literature, cultural artifacts, and social and political systems.</p> <p><b>LO 4: Mathematical and Science Reasoning</b> Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.</p> <p><b>LO 5: Wellness</b> Graduates will identify and demonstrate comprehension of human wellness and the importance of physical activities in developing a healthy mind and body.</p> <p><b>LO 6: Ethical Behavior and Values</b> Graduates will identify and demonstrate appreciation of ethical issues implicit in their personal behavior and those underlying the operation of social and political systems as well as in the field of research.</p> <p><b>LO 7: Information Technology Literacy</b> Graduates will demonstrate information technology skills that enable them to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals.</p>
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**Institutional Comparative Summary – Peer Institutions**

Institution	Location	Size - # students Undergrad	Model Type	Liberal Studies # hrs	Degree avg. hrs	No-cr Co-cur	Of special interest or unique quality	Assessments of note
b. Core Model (all students take the same courses) categories)				b. Distribution Model (students take so many hours in so many				
d. Hybrid Model (combination of core and distribution)				d. Skills Model (students take courses to acquire prescribed skills)				
Adams State College	Alamosa CO	2,920						
Clarion University www.clarion.edu	Clarion PA	7,315	Distribution	48 h	81-120 h	None	Identifies “nine goals for undergraduate education,” “applicable to the lives of all students regardless of major.” Degree offerings include a BA degree in Liberal Studies, with several concentration areas	
James Madison University www.jmu.edu	Harrisonburg VA	17,657	Distribution	41 h	120 h	None	General Education courses and requirements are organized into five areas of study. Has a School of Liberal Arts.	
Rhode Island College www.ric.edu	Providence RI	9,000	Hybrid	39-44 h	79-103 h	None		
Texas State University www.txstate.edu	San Marcos TX	26,000	Hybrid	47	120-137	none		

Univ of Wisconsin La Crosse <a href="http://www.uwlax.edu">www.uwlax.edu</a>	Menomone nie WI	8,758	Distributio n	48	72-88	None	GE program includes a liberal studies <i>component</i> with thematic categories and inquiry-based teaching / learning. Has College of Liberal Studies.	
Bradley University <a href="http://www.bradley.edu">www.bradley.edu</a>	Peoria IL	5,067	Distributio n	36	60-126	None		
SUNY Cortland <a href="http://www.cortland.edu">www.cortland.edu</a>	Cortland NY	6,326	Distributio n	44-47	120- 124	None	Requires coursework in 13 study areas, or “learning outcome study areas.”	General Education program revised July 2010