**GE Communities of Practice Model**

This model of GE immerses students in coherent learning experiences within active communities. The standard classroom format is gone; faculty leaders co-design 8-week intensives (with specialists in written or oral communication, quantitative reasoning, and/or critical thinking) for groups of 250 students who frequently sub-divide into groups of 25. The faculty leader is assisted by faculty consultants, additional faculty members s/he may elect to invite into the intensive, tutors, graders, and interns in the faculty member’s discipline.

Examples on the next pages are *only examples!* The content of intensives is up to the Colleges and their participating departments. GE values, diversity requirements, and any other requirements should be incorporated into intensives where appropriate.

**Benefits of this model for faculty** include creative contexts for faculty electing to work in intensives, a support team (including tutors, interns and graders, teacher consultants for writing or oral communication, and other teachers where needed) for those faculty members who are GE faculty in any given semester, and an 8-week period without teaching responsibilities (because the intensive eight weeks are .8 of the faculty member’s workload for that term). An additional benefit is that the lead faculty member can infuse the intensive with readings, activities and examples from her/his own area of interest since one goal of the model is to give students a clearer understanding of what the Academy is and what academics do.

**Benefits of this model for students** include intensive focus in each area of study; more of a “window” into disciplinary practices, values, and communities; access to older students in majors; targeted tutoring support by tutors familiar with the course; embedded work with writing, speaking, critical thinking and quantitative reasoning in disciplinary contexts; multiple opportunities for engaging in meaningful disciplinary work. The predictable, ongoing need for tutors/student learning-leaders and graders would provide pre-professional training for many students.

**Challenges:** A major challenge of this approach is its radical restructuring of GE; it could not be adopted immediately in its entirety. The model can, however, be piloted, assessed and revised.

All of the redesign efforts would need to include a technological component; TLP resources will need bolstering.

**Recommendations:** 1) After an intensive has been delivered twice, the teaching team should meet with a member of Sponsored Projects to discuss possible grant opportunities that match the goals and needs of the course. 2) Administrative Assistants’ roles in supporting these courses should be considered from the beginning and appropriate staff should become embedded in the teaching teams’ planning processes to whatever extent makes sense.

**Upper Division GE**

Students enroll in UD themes in the same way they do now. One difference is that they can elect to take as one of their courses a class focused on General Education—purposes, history, and successful methods of instruction. Students must complete this course to qualify as Interns working for credit in their major areas.
Intensive 1: Science
Focus—Environmental Sciences
(6 units)
The intensive includes lecture, lab, small group discussion, online study & activities, fieldwork, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences. Quantitative reasoning is embedded here.

Student earns additional 1.5 units in written communication for completing assigned work in the course.

Intensive 2: Arts & Humanities
Focus—Ethnic Literature and Art
(6 units)
The intensive includes lecture, small group discussion, extensive investigation live & online into ethnic art, fieldwork (shadowing and participating in activities of professionals in the academic disciplines studying ethnic literature and art), online study & activities, fieldwork, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences. Ethnic requirement met here.

Student earns additional 1.5 units in written communication for completing assigned work in the course.

Semester Two Example

Intensive Three: American Government & History (6 units)
The intensive includes lecture, small group discussion, at least one project employing methodologies used by historians and/or political scientists, fieldwork (shadowing and participating in activities of professionals in the academic disciplines studying ethnic literature and art), online study & activities, fieldwork, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences.

1.5 additional units in oral communication, small group & public work connected to the Town Hall.

Intensive Four: Behavioral & Social Sciences, (6 units)
The intensive includes lecture, small group discussion, at least one project employing methodologies used by historians, anthropologists, psychologists, etc., fieldwork (shadowing and participating in activities of professionals in the academic disciplines studying ethnic literature and art), online study & activities, fieldwork, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences.

1.5 additional units in quantitative reasoning are embedded here.
At the end of the third semester, students have completed 39 units of lower division GE, including all of their Area A work. Students requiring remediation have a one-unit C/NC tutoring requirement in any intensive where the required practice (writing, quantitative reasoning) is embedded. This means that students at risk of failing their requirement in writing or mathematics spend more time with tutors each week than their counterparts. This should be adapted to students’ needs for support, which can be assessed throughout the intensive.

Note: This model was created with the idea that all Colleges should be able to participate in each intensives session; this could mean that some Colleges will need to propose courses to fit under various Area designations. That decision is up to the Colleges, who would work in concert with UED & GEAC to place an intensive in an Area.

Area E is eliminated in this model, since habits of life-long learning are taught through the intensives structure itself. Current Area E courses could become courses offered in Areas B, C, or D. Or Area E could be addressed as part of the critical thinking intensive.
Example of High-Unit Major Adaptation: Engineering: Intensives in Semesters One & Two (The purpose of this model is to show that the design can be flexible and can incorporate “old” elements of stand-alone classes as needed.)

Engineering Intensive (6 units)
The intensive includes lecture, small group discussion, at least one engineering project requiring methods and calculations used by engineers, interactions with engineers on the faculty and in the community to hear the stories of their experiences in the field, online study & activities, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences.

Mathematics Intensive (6 units)
The intensive includes conceptual and applied mathematics for engineers, demonstrations, small group problem-solving, online study & activities, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences, reflective work on ways that quantitative reasoning mattered in the first intensive.

Writing Course (3 units) Could be focused on writing in the discipline.

Intensive 3: Physics for Engineers (6 units)
The intensive includes lecture, small group discussion, lab work, online study & activities, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences, reflective work on ways that understanding physics mattered to engineers and advanced students (Peer Mentors) in the first intensive.

Intensive 4: American Government & History (6 units)
The intensive includes lecture, small group discussion, at least one project employing methodologies used by historians and/or political scientists, fieldwork (shadowing and participating in activities of professionals in the academic disciplines studying ethnic literature and art), online study & activities, fieldwork, work supervised by Peer Mentors (older students in the major), tutoring, faculty-student conferences. 1.5 units in oral communication, public work at the Town Hall.

Math Course (3 units)