The Integrative Experience

Presentation by the General Education Council to the Faculty Senate

December 12, 2010

www.umass.edu/gened/teachingAdvising/integrativeExperience/ie.html
Overview: Integrative Experience

1. Gen Ed Task Force & May 2009 Gen Ed reforms (John Cunningham, Dean, Undergraduate Education)

2. IE Legislation, Purpose, Criteria, Options, & Time-Frame (Maurianne Adams, GEC chair)

3. PBC report: funding for IE (John McCarthy, PBC chair)

4. Davis Grant & Iterative Process (Martha Stassen, Director of Assessment)

5. IE Examples: Steve Gencarella (Communication) & Anne Herrington (English)

6. Questions from the floor and discussion
GenEd Task Force 2007-2009
(Gen Ed Council Member)

Maurianne Adams (Education)
Martha Baker (NRE)
Carol Barr (ISOM)
Elizabeth Chilton (Anthropology)
Barbara Cruikshank (Political Science)
Alexandrina Deschamps (Women’s Studies)
Isabel Espinal (Library)
Robert Feldman (Psychology, Dean, SBS)
Justin Fermann (Chemistry)
Stephen Gencarella (Communication)
Judy Goodenough (Biology)
Anne Herrington (English)
Randall Knoper (English)
Mark Leckie (Geosciences)

Alan Lutenegger (Civil and Environmental Engineering)
John McCarthy (Linguistics,)
W. Brian O’Connor (Biology)
Amilcar Shabazz (Afro-American Studies)
Julian Tyson (Chemistry)
Wilmore Webley (Microbiology)
Gordon Wyse (Biology)
Marilyn Blaustein (Institutional Research)
John Cunningham, GETF Chair (Deputy Provost, Dean of Undergraduate Education)
Bryan Harvey (Associate Provost)
Pamela Marsh-Williams (Assistant Provost)
Richard Rogers (Associate Provost)
Martha Stassen (Academic Planning and Assessment)
GETF Actions

- Clarification of General Education Purpose and Learning Objectives (AAC&U Essential Learning Outcomes)

- Improved General Education communications (Poster, Website)

- Enhanced General Education instructor development and support (Workshops, Gen Ed Fellows, Communication with Gen Ed Instructors)

- Alignment of Gen Ed Learning Objectives (instructor survey provided information on the alignment of courses with General Education Learning Objectives, new Syllabus requirement)

- Enhanced support for the General Education Council Quinquennial Review process (including TA support and the creation of an online course submission, review, and approval process)
## Changes to Gen Ed Credits

<table>
<thead>
<tr>
<th>Division</th>
<th>Subdivision</th>
<th>Prior to 2010 Courses (credits)</th>
<th>Beginning 2010 Courses (credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower Level</td>
<td>Upper Level</td>
</tr>
<tr>
<td>Writing</td>
<td>(no change)</td>
<td>1 (3)</td>
<td>1 (3)</td>
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<tr>
<td></td>
<td>Analytic Reasoning (no change)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>R1*</td>
<td>1 (3)</td>
<td>1 (3)</td>
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<tr>
<td></td>
<td>R2</td>
<td>1 (3)</td>
<td>1 (3)</td>
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<tr>
<td></td>
<td>Biological &amp; Physical World (9 credits becomes 8 credits)</td>
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<td></td>
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<tr>
<td></td>
<td>BS</td>
<td>1 (3)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td>PS</td>
<td>1 (3)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td>Other BS/PS Eliminate: 1 credit to BS; 1 credit to PS; 1 credit to IE</td>
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<td>Social World (18 credits become 16 credits)</td>
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<tr>
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<td>AL / AT Eliminate 1 Course: shift 1 credit to 4 credit course; 1 credit to HS; 1 credit to IE</td>
<td>2 (3)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td>HS - gains 1 credits from AL/AT above</td>
<td>1 (3)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td>SB - Eliminate 1 Course: shift 1 credit to 4 credit SB course; 1 credit to AL, AT, SB, I, or SI; 1 credit to IE</td>
<td>2 (3)</td>
<td>1 (4)</td>
</tr>
<tr>
<td></td>
<td>AL, AT, SB, I, or SI - Replaces &quot;Other social world&quot; as 4 credit course: 3 credits gained from Other social world below + 1 credit from SB above</td>
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<tr>
<td></td>
<td>Other social world Deleted: 3 credits moved to above new AL, AT...</td>
<td>1 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrative Experience (new 3 credits)</td>
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<tr>
<td></td>
<td>Upper Level: gains 3 credits; 1 credit from Other BS/PS + 1 credit from AL/AT + 1 credit from SB</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th># of Courses</th>
<th>Prior to 2010</th>
<th>Beginning 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LL =12; UL =1; Total=13</td>
<td>LL=9; UL =2; Total=11</td>
</tr>
<tr>
<td># of Credits</td>
<td>LL=36; UL=3; Total=39</td>
<td>LL=33; UL=6; Total=39</td>
</tr>
</tbody>
</table>

Adapted from Sen. Doc. No. 10-002A, Table in Appendix A
Amendment to Sen. Doc 10-002

The upper-division integrative experience provides a structured context for students to reflect on their own learning and explore the connections between the broad exposure provided by General Education and the more focused exposure of their major (offering a “Synthesizing Experience”).

This experience would also provide students with opportunities to practice General Education learning objectives like oral communication, collaboration, and interdisciplinary perspective-taking, at a more advanced level (“Coherence”). Finally, it offers students an additional common learning experience within their major (“Learning in Community”).
“Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various setting; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually.”

(Statement on Integrative Learning, Association for American Colleges and Universities & the Carnegie Foundation for the Advancement of Teaching, March 2004)
The Integrative Experience (IE) requirement at UMass Amherst addresses the challenges associated with educational fragmentation.

Positioned in the upper-division, the IE provides students with a structured opportunity to look back on their early college learning experiences, reflect upon and make connections between those earlier experiences and the more advanced work in their major, and use their integrated learning to prepare for the demands of the world beyond the University.
IE Criteria

The IE addresses the goals by fulfilling each of the following three criteria:

1. Providing a structured, credited context for students to reflect on and to integrate their learning and experience from the broad exposure in their General Education courses and the focus in their major.

2. Providing students with the opportunity to practice General Education learning objectives such as oral communication, collaboration, critical thinking and interdisciplinary perspective-taking, at a more advanced level.

3. Offering students a shared learning experience for applying their prior learning to new situations, challenging questions, and real-world problems.
These three criteria are the key ingredients for proposals to meet the IE.

At the same time, it is important to note that there are many different upper-division and credit-bearing formats, options, or structures that can be proposed and approved, in light of the three key criteria.
Different Options: Upper Division Integrative Experience

Programs, majors, departments, Schools or Colleges will be expected to themselves offer or arrange with each other to offer various options for satisfying the upper division Integrative Experience requirement.

The upper division Integrative Experience (3 credits) will complete the General Education requirement for students, and responsibility for options will be located with programs, majors, departments, Schools or Colleges that offer undergraduate majors.

Proposals for the Integrative Experience can include (and are not restricted to) the following options as long as they are designed to address the three purposes of the integrative experience and are designed as upper-division offerings for 3 credits.
IE Options

1. Departments/majors design new courses to meet the IE requirement;

2. Departments/majors revise existing courses to assure that the three learning objectives will be addressed. These might include existing capstone courses in the major, revised as necessary to meet the IE objectives;

3. Departments/majors collaborate with other departments/majors to develop new interdisciplinary collaborative (or other) offerings that address the IE learning objectives as well as the objectives of the cooperating majors;

4. School/College-wide or Campus-wide collaborations focus on a multi-disciplinary theme with multiple instructors and disciplinary perspectives (using the newly designated campus number “UNIV 394”)
5. Departments/majors develop umbrella crediting mechanisms that stipulate the IE learning objectives and the basis for faculty review, grading, and credit, for IE options such as student portfolios, theses, independent or group projects (In the case of independent student projects or theses, the IE learning objective that involves “shared learning experience” can be met, for example, through a seminar or a conference or some other shared learning experience that enables students to present, discuss, and provide feedback to each other);

6. Service learning or community-based learning activities, field experience, practica, or internships that are designed to address the IE objectives.

7. Other options that meet the three IE criteria are welcomed for review by the General Education Council and will be reviewed in light of those criteria.
Implementation Time-Frame

- Year 1 -- 2010-2011, departments/majors are encouraged to develop pilot courses, seminars or other credit-bearing IE options for review by the General Education Council. These pilots may be offered as major requirements or electives for the pilot period.

- Year 2 -- 2011-2012, departments/majors will submit new or revised courses or other credit-bearing IE options to fulfill the IE requirement, and be prepared to implement these options for their upper-division transfer majors.

- Year 3 -- 2012-2013, departments/majors will be prepared for full implementation for juniors (if their implementation plan is scheduled for juniors), with 2013-2014 full implementation for seniors.
PBC: Funding for IE

The Program and Budget Council recommends that the funding amount for the Integrative Experience course be on the order of $300 per student in junior year.

It is our understanding that some departments may wish to offer an integrative experience course as a service to other departments, that some departments already have a course that could be adjusted at some additional cost to incorporate the integrative experience, and that some departments will have to develop such a course from the ground up.

With these factors in mind, the $300 per student should be allocated in a fair manner to the departments recognizing that the costs to individual departments vary.
## Davis Grant

- **2010-2011 cycle of Davis Fellows**
  - Anthropology
  - Biology
  - Communication
  - English
  - Geosciences
  - History
  - Kinesiology
  - Microbiology
  - Psychology
  - Sport Management

- **2011-2012 cycle of Davis Fellows**
- **Web-Based Resources**
- **Departmental, College & School-level, & Campus-Wide activities**
- **Assessment**