This proposal makes use of game design elements for general education. Students complete their general education (and graduation requirements) by progressing through a series of portals and levels of increasing academic rigor and expanding knowledge and skills.

Criticisms: leads to carrot and stick behaviorism, may be a reward and punishment system, students should be motivated by the desire to learn (not by some external tool), games breed competition, focus on achievement rather than learning

This proposal is one method of delivering a modern general education program that incorporates best practices recommended by working group 1 of the GESC (i.e., skills-based program, progressive curriculum, and targeted assessment), while blending elements of both a distributional and thematic approach.
Students start at Level 1 in the inner portal and progress outward through four levels, gradually building on the knowledge and skills of previous levels. Faculty determine learning goals and outcomes for each level.

Notice each portal encompasses the previous one in terms of skills, knowledge, and abilities, with advising as most critical on the outside, encircling all.

Assessment takes place at the entrance/exit of each portal.
From a side view we can see advising makes up the exterior of the funnel-shaped progression from freshman to graduate. Assessment points are used at each portal to monitor student success and achievement.

This type of progressive program allows students to more easily monitor their own progress through gen ed. Also potentially makes it easier for pre-enrollment of freshman and transfer students by advisors and dept. chairs, while maintaining flexibility and interest for students. Would this also help dissolve some barriers between gen ed and majors?
Students must complete each “key” foundational experience.

Assessment would be aimed at determining if students achieved the minimum standards for success in upper level courses. Would need to examine content and structure of FYE.

FYE + IL = 4 cr course. content and format? Note: Thinking of transfer students, FYE could be an experience during the first year of enrollment rather than “freshman-level”.

I feel like science should be here, but it seemed to work better in the next level. Wellness includes personal and financial wellness. How to make it more skills based?
Students build broad knowledge and skill bases from across the arts and sciences. This will (along with level 3 courses) allow students to experience enough of a diversity of courses to feed students into majors of interest.

What assessments would we do here? Perhaps we look to see if foundation skills were applied to different areas of study at some benchmark level.

Science reduced to two courses (one lab, one non-lab). Third course could be a Level 3 course.
Level 3 – Integrative Work

Complete at least one Team Campaign (min. of 4 credits)

In the TICs, students apply foundation skills and working knowledge to a complex interdisciplinary problem or set of problems working as individuals, but within a team. Students will be able to see how ideas from various fields interconnect. These integrative courses would be thematic, with the themes cycling on a regular basis. Some level 2 courses could be cross-listed or re-imagined as integrative courses so that students could take more than one. These courses would be writing intensive, team-building, experiential, and give faculty a chance to team teach.

Note: team-building does not necessarily mean that students must work as a team all the time, rather each student (and faculty) brings their own special set of skills and knowledge which contributes to the success of the team as a whole.

Assessment here would look at mastery of foundation skills and growth of knowledge/skill base.
Some example themes. Students work together to understand and solve problems within the designated theme.
Signature work includes a capstone experience within or outside the major that involves a unique individual experience for each student. This experience must incorporate and apply previous levels of knowledge, skills, problem solving, critical thinking, and communication. Students would be evaluated for mastery in a particular discipline.

Signature work could be demonstrated by targeted studies outside of SU for students in 3/2 programs (e.g., engineering)
All students participate in a centralized advising center/process aimed at introducing students to opportunities and skills for success. This will be done for incoming freshman and transfer students when they arrive on campus and continue after each portal progression. Students would earn “badges” or “certificates” and other incentives for participation in each advising activity. Advising would be assessed from beginning to end by tracking student engagement and participation and culminate in tracking of student careers/admittance to professional programs/awards/etc. Retention rates and other data can be assessed as well.