

## COLLEGE CURRICULUM

Up to **12** Required Courses

### Expository Writing

**1-2** Courses

### General Education

**4** Courses, **1** from each category

- Aesthetics & Culture
- Ethics & Civics
- Histories, Societies, Individuals
- Science & Technology in Society

### Divisional Distribution

**3** Courses, **1** from each division

- Arts & Humanities
- Science & Engineering
- Social Sciences

### Languages

**2** Courses or test scores

### Quantitative Reasoning with Data

**1** Course



## ELECTIVES

- Intellectual Exploration
- First-Year Seminars
- Study Abroad
- Lemann Program on Creativity and Entrepreneurship
- Mindich Program in Engaged Scholarship
- Language Citation
- Double Concentration
- Joint Concentration
- Secondary Field
- Concurrent Master's Degree

## CONCENTRATION

10-14 Course Average

50 Different Concentrations

# Contexts In The College Curriculum

**SJ Ball**



## **Contexts In The College Curriculum:**

Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2009-08-17 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University Contexts in the College Curriculum Judith Pokras, 1995-01-01 **Contexts in the College Curriculum** Judith Pokras, 1995-09-01 **Contexts for Learning**, 1985

Social Studies Education in East Asian Contexts Kerry J. Kennedy, 2020-07-28 The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices In an increasingly volatile and unpredictable world the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play

within it This is particularly important in East Asia where strong economic growth long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts This book with its team of regional authors shows how different societies in the region are dealing with these challenges and what can be expected from future citizens The book will appeal to policy makers researchers and teachers interested in the current state of social studies education in East Asian societies

**Academic Leadership and Governance of Higher Education** James T. Harris, Jason E. Lane, Jeffrey C. Sun, Gail F. Baker, 2023-07-03 Winner of the 2012 ASHE CAHEP Barbara Townsend Lecture Award To prosper and thrive in an increasingly unpredictable national and global environment U S higher education will need to adapt innovate and evolve once again as it has during every major societal change over the past four centuries The purpose of this new edition published a turbulent decade after the first is to provide institutional leaders from department chairs to trustees with a broad understanding of the academic enterprise strategic guidance and key principles to assist them in navigating the future and drive the success of their institutions as they confront the unimagined Recognizing that the hallmark of higher education in the U S is the diversity of institution types each of which is affected differently by external and internal influences the authors provide examples and ideas drawn from the spectrum of colleges and universities in the not for profit sector This book covers the major functions and constituent departments and units within institutions the stakeholders from students and faculty through the echelons of administration the external environment of elected officials foundations philanthropists and the new changing media and innovations in teaching technology data analytics legal frameworks as well as economic demographic and political pressures The book is informed by the proposition that adhering to four principles which the authors identify as having enabled institutions of higher education to successfully navigate ever changing and volatile pasts will enable them to flourish in the coming decades The four principles are 1 Be mission centric by making all key decisions based on a core mission and set of values 2 Be able to adapt to environmental change in alignment with the mission and core values 3 Be committed to democratic ideals by seeking to promote them and modeling democratic practices on and off campus 4 Be models for inclusion equity and positive social change

**Careers Guidance in Context** Bill Gothard, Phil Mignot, Marcus Offer, Melvyn Ruff, 2001-09-04 Helping others to make occupational choices requires a combination of skill and a deep understanding of the world of work as it is today and will be in the future Unlike texts that focus only on skill Careers Guidance in Context is designed to develop understanding of the factors that shape both the labour market and careers guidance as an occupation in itself Careers Guidance in Context re evaluates the concept of a career in the light of economic restructuring globalization and the growth of information technology It draws together up to date theories about guidance work and debates the importance of integrating theory and practice Examining the processes in which practitioners engage when working with individual clients the book also explores careers guidance within a group setting an area that has previously been neglected in the literature The book will be invaluable to students on courses in

careers guidance counselling and education It will also be of great interest to professionals who need to keep up to date with current thinking and practice      Designing Context-Rich Learning by Extending Reality Braun, Jason, Trajkovski, Goran, 2023-05-03 Simulations games and real or virtual apprenticeships are the kinds of context rich learning environments that leverage the power of episodic memory boost student motivation and create the conditions that make learning transfer more likely Context rich learning embodies the answer to the question Why do we need to learn this Many students especially those who have dyslexia or otherwise neurodivergent brains require the kind of context that is lacking in education Designing Context Rich Learning by Extending Reality is a collection of research and readings on the context rich learning approach that examines the aspects of design delivery and assessments The book proposes novel approaches to designing and delivering context rich learning across all disciplines Covering topics such as learning experiences sustainable development and user experience design this premier reference source is a valuable resource of inspiration to learning and training facilitators instructional designers assessment developers instructional technologists psychometricians educators and administrators of both higher and K 12 education pre service teachers teacher educators researchers and academicians

**Content and Context: Essays on College Education** Laurence R. Veysey, Carnegie Commission on Higher Education, 1973 Compilation of essays on the content of higher education and university curriculum in the USA presents the historical background provides evaluations of traditional divisions such as the social sciences science and the arts and examines more recent developments such as vocational training the professions educational technology etc Graph illustrations references and statistical tables      **Experiential Education in the College Context** Jay W.

Roberts, 2015-09-16 Experiential Education in the College Context provides college and university faculty with pedagogical approaches that engage students and support high impact learning Organized around four essential categories active learning integrated learning project based learning and community based learning this resource offers examples from across disciplines to illustrate principles and best practices for designing and implementing experiential curriculum in the college and university setting Framed by theory this book provides practical guidance on a range of experiential teaching and learning approaches including internships civic engagement project based research service learning game based learning and inquiry learning At a time when rising tuition consumer driven models and e learning have challenged the idea of traditional liberal education this book provides a compelling discussion of the purposes of higher education and the role experiential education plays in sustaining and broadening notions of democratic citizenship      **Contexts and Content**

Byron L. Sherwin, 1987      **How Teachers are Prepared for Rural Contexts in China** Hailing Wu, 2010      **Teaching**

**Spelling by Column and Context Forms** Paul Gordon McKee, 1927      The Social Context of Instruction Penelope L. Peterson, Louise Cherry Wilkinson, Maureen T. Hallinan, 1984 This book is an outgrowth of a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research in May 1982 A major theme of this

volume of collected papers is how and in what ways grouping of students can be used effectively Papers included are 1  
 Instructional Groups in the Classroom Organization and Processes P L Peterson and L C Wilkinson 2 Do Students Learn More  
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 G Barnett and N N Filby 4 The Social Organization of Instructional Grouping J E Rosenbaum 5 First Grade Reading Groups  
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 Together Status Interaction and Learning E G Cohen 11 The Development of Attention Norms in Ability Groups D Eder and D  
 Felmlee and 12 Vygotskian Perspectives on Discussion Processes in Small Group Reading Lessons K Hu pei Au and A J  
 Kawakami M Hallinan presents a summary and implications Author and subject indexes are included CB     *Handbook of the  
 Undergraduate Curriculum* Jerry G. Gaff, James L. Ratcliff, 1997 This volume offers a compAndium of the best ideas analyses  
 and practices relating to the undergraduate curriculum as described by leading figures in the field It contains both  
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 numerous other practical applications for anyone with responsibility for or interest in the curriculum     **The Sciences in  
 the American Context** American Association for the Advancement of Science, 1979     **Context** , 1966     The Transition  
 from Classroom to Community Contexts for Writing Nora Anne Bacon, 1997     **Composition in Context** W. Ross  
 Winterowd, Vincent Gillespie, 1994 Stewart a man who addressed the central paradox of the field its homelessness as a  
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 D. Cox, Lary V. Davis, 1972

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