



Contents

What is GenEdEx?	2
What does the GenEdEx Process Look Like?	2
How do I Apply for a GenEdEx Opportunity?	3
What are the Expectations of a Student Pursuing a GenEdEx Opportunity?	4
What are the Expectations of a Professional Mentor?	5
Who do I Contact with Questions?	5

What is GenEdEx?

At Hartwick, FlightPath is our way to show commitment for a co-built education with our students. We understand that meaningful learning does not only take place in the classroom, and that there are many outlets by which students learn, grow, and develop career-based skills. At the same time, Hartwick requires certain General Education Outcome (GEOs) tags that students must earn in order to graduate. While every student could fulfill these GEO tags through traditional coursework, a difference at Hartwick is that they can also fulfill many of these outcomes through co-curricular experiences. This opportunity is what we call the GenEdEx program.

Specifically, students may receive **one out of the three** required tags in GEOs 2, 4, 5, and 6 through self-directed, co-curricular projects. Through a job, an internship, or substantial club leadership, students may practice, for example, substantial data analysis (GEO 5) or play a significant role in student government, highlighting constructive discourse (GEO 4). The key point is that the student moves beyond whatever task they are assigned during an opportunity (e.g., the duties of a club president) and builds/constructs/develops something new using those skills in a way that enables them to grow in any of the four available GEOs.

<i>Eligible GEOS</i>
GEO2. Understand visual, performative, and digital media forms.
GEO4. Engage in constructive dialogue among diverse perspectives, demonstrating political and cultural fluency.
GEO5. Apply data and an understanding of big data analytics to decisions and actions.
GEO6. Understand the relevance and limitations of science and technology as tools for addressing contemporary challenges.

What does the GenEdEx Process Look Like?

The first two steps of idea development and mentor linking are somewhat combined. For a good GenEdEx opportunity, students need to have an idea of a project, and that could come from themselves solely or in consultation with other members of the Hartwick community. Once an idea is developed, or during the development of the idea, students will identify one **Professional Mentor** at Hartwick and work with them to craft their experience. Professional Mentors are members of the Hartwick faculty or staff who already work in the field that the student would like to participate in, or have substantial expertise, and can help guide students through questions they have.

While each experience is different, students will be required to show that they have grown on any of the GEOs listed above by 1) participating in a co-curricular or extra-curricular activity, 2) developing a program, application, or system that goes above and beyond the “basics” of such a role, and 3) documenting their experience through the proper forms via Hartlink.

Many positions on campus could be adapted to this experience. For instance,

- Sport team captains might showcase GEO4 by organizing a community service day, where their team goes to a series of local schools with students of various levels of socio-economic status, and talk about issues related to college expenses for student athletes.
- A club President might work with a professional mentor in the IT department to develop a better system for documenting student service hours, giving an example of GEO 5.
- A leader in a Fraternity or Sorority might demonstrate GEO2 by writing, filming, and editing short web videos promoting citizenship and values embedded in their organization, as possible recruitment tools or as simply ways to inform the campus community of their roles.
- A student might collaborate with a faculty member on a project that examines the rationales and potential solutions to vaccine hesitancy, presenting their research at Hartwick’s annual student showcase, and highlighting GEO6.

Each individual’s project will be as unique as the ideas that they bring to the table. The connective tissue is that students will take a role, complete a major project, and aim to develop their skills in a chosen GEO. Through it all, students will work with Professional Mentors on campus about what they hope to accomplish in their current role and further solidify their agency in developing their own education.

How do I Apply for a GenEdEx Opportunity?

The first step is to brainstorm with your professional mentor and come up with an idea of what a good experience would look like. Once you’ve both agreed upon a plan to move forward that fits your academic and co-curricular goals, the application is straightforward. The application process should only start after your initial meeting(s) to discuss the experience with your Professional Mentor, where you identify the GEO you are interested in.

1. You start by using the [application form, right here](#). This will include questions about which GEO you are applying for and what your goals for your experience are, and at the end of the application, once you’ve submitted, there will be a link for you to assess your current thoughts about how well you are achieving the chosen GEO. Once you’ve filled both forms out (application and pre-assessment), you’re on your way to earning your GEO tag.
2. Once you’ve submitted the form, your Professional Mentor will receive communication from the Office of Student and Community Engagement (OSCE) and will state they’ve agreed to be your mentor.

3. OSCE will approve your application, or reach out with any questions.
4. Once approved, you complete the project on your own schedule, based on what you had set out in the initial plan. Projects can occur over months, semesters, summers or even entire academic years - it is up to you and your goals as to how long they take!
5. Upon completion of the project, you will signify you are finished by completing the [post-assessment form on Hartlink](#).
6. Your professional mentor will also complete a [post-assessment form \(also through Hartlink\)](#) and a [CAGE assessment form](#). This way, your progress is documented and Hartwick can assess how well these projects are working to fulfill GEOs on an institutional level.
7. Once again, OSCE will then approve these forms or ask follow-up questions, and then submit them to the Registrar's office
8. The Registrar's office will indicate that the chosen tag has been fulfilled through the GenEdEx program, and publish the outcome on your program evaluation.

What are the Expectations of a Student Pursuing a GenEdEx Opportunity?

As written above, successful applicants will present projects that demonstrate an understanding of making their co-curricular experiences go beyond attendance and participation in what exists already. They will come up with creative ways to reach any of these four outcomes. They will aim to do so in a way that simultaneously fulfills a need they see in the community or their organization and provides them growth on a certain tag.

Growth is measured through levels of proficiency. Every GEO has four levels of proficiency: Gateway, Developing, Competent, and Accomplished. Most students will enter Hartwick at the Gateway levels and before graduating will progress to Competent or Accomplished.

At your pre-assessment form and post-assessment form, you will be asked to fill out this question about what you currently think your GEO level is, before and after the GenEdEx opportunity.

Rate your proficiency in your chosen characteristic

- 1- Gateway: I haven't done this very much, and feel like I need a lot of help from mentors at this point.
- 2- Developing: I have done some of this in the past, but would still need guidance or assistance.
- 3- Competent: I have done this before enough and I feel like I could do this on my own.
- 4- Accomplished: I feel like I could do this on my own, and I feel like I could teach others how to do this.

Basically, the ideal situation is one where the project can move the student from an earlier level of proficiency in the pre-assessment (e.g., Gateway) to a higher one in the post-assessment (e.g., Competent). However, not all progress is quick or linear. Students aren't expected to jump from Gateway to Accomplished, for instance. It could also be that students may enter, and complete, a co-curricular

experience at the same level of proficiency (e.g. Developing). Therefore, as long as you've accomplished the goals set out in your intake form, growth is not a requirement to receive the GEO tag.

There are just a few other things. Students may not apply for two GEOs at the same time for the same project. However, they may reach GEO2 in one semester as a club president, and then create a new application for GEO 4 in another semester as the same club president, given substantially different projects. Students also may not retroactively receive a GEO tag for things they've done in the past, but may build on previous experiences to help reach a new GEO tag. For example, a student may not reach GEO 6 for a program they worked on over the summer of 2022 that they didn't apply for, but they could build on their project with a professional mentor in the Fall of 2022 to receive such a tag.

What are the Expectations of a Professional Mentor?

At the initial stage, Professional Mentors should encourage students to apply for these opportunities. Professional Mentors should review this guidebook, click through the application forms, and have a general understanding of this opportunity and their ability to help students access this opportunity and apply for it.

More specifically, mentors are responsible for initially working with the student about setting up their GenEdEx, and developing a working plan for the student. They are also responsible for indicating where they view the students' growth on their particular GEO in a post-assessment form through Hartlink.

There are multiple points of synergy for those given the opportunity of being in a mentor role, in how this aligns with their job responsibilities already. Faculty professional mentors can encourage students whose internships they supervise to apply for a GEO tag as well, and include the student's co-curricular project as part of their internship learning agreement. Staff members who supervise clubs might already be working closely with student leaders on projects that might fit the bill for this opportunity, and similarly can work this into their interactions with students.

Who do I Contact with Questions?

The email account associated with any questions about this subject is studentengagement@hartwick.edu