

GENERAL FACULTY MEETING, 8/18/15 2-4 PM

GENERAL EDUCATION RENEWAL SESSION—TABLE FEEDBACK

TABLE #1-[Name redacted]

Q1: Commonality:

All three proposals reflect current curriculum, which reflect political compromises made among the schools 30 years ago; couldn't achieve consensus on ..so each goal received certain guaranteed hours; this show up in current models as well, a commonality among all three plans (comment by [Name redacted] before questions begin); does not see much innovation

The only thing that survived was cultural foundations terms, discusses human mind foundational concepts, what takes place, practical demands of fields and maintaining turf; once you got off skills, everything up for grabs; may be the best we can do, but should not claim that it's much of a departure;

[Name redacted]-- would prefer to stay with same curriculum

[Name redacted]-- wanted more flexibility for minor, and for transfers

[Name redacted]-- first question, responses?

Question about models, about how many students place out of language requirement, thinks there should be a required course for students who meet the minimum; having advanced language opps, have to take a course even if proficient, or take a new language; should everyone have to take language questions about computer competency,

[Name redacted]-- question about what else are majors doing in response to Gen Ed-- do you need to change anything else in major curriculum?; [Name redacted] talks about how each school would identify existing or create new; concerns about not making it worse

Q2:

- Idea of writing classes, first year being foundational, and second be discipline-specific, could be model for other areas as well; ex of quantitative reasoning; some discussion of what quant reasoning mean, statistics, concern about dumbing down the curriculum with too much emphasis on basic skills that students should already know.
- Second option is the only one that sets thematic guidelines for courses are clear, are themes too narrow?
- Learning outcomes - how would the themes work out? Concern about concretely what this would mean? In current model, who would make these decisions, do we need an extra committee, how does this compare to literature dept deciding lit courses content and concepts?
- Capstone replaced by culminating experience – questions about how this would work; discussion of moving capstone into major; how would culminating experience within major be comparable? How to come up with a framework? If not comparable how would this fit into gen ed; question about capstone being only 4000 level course, then could other gen ed courses be 4000 level?
- Questions about who is overseeing these courses,
- Liked the phases-- foundations, content, culmination

Q3:

- Is there a chart connecting UELOs to models? some have references to this;
- Question about how many of graduates think about science in same way,,, shift that should occur in grad years, shift to understanding revolution in how thought...
- How well do models meet UELOs- discussion about senior artifact, does it achieve UELOs? Are there aspects of models that meet these?, running imaginary students
- Discussion of Shakespeare, content
- Visual literacy comes up a lot in UELOs, but not as much in models, visual literacy can be disciplinary and also in gen ed comparing to writing, to make visual literacy flexible
- Mental, physical wellness-- one model has it, but not clear in others, but it is significant in UELOs; education of whole being, should this integrate wellness, our health and counseling center is growing, could be met , we need to define it more but it seems important; some in fresh LLCs
- Questions about what LLCs are
- Don't want people to try to fit their expertise into categories that they aren't proficient in-- that is challenge of thematic approach
- Other matters?

TABLE #5-[Name Redacted]

Q1:

Up to 12 hours of exemptions depending on majors;

- Yes, we support these commonalities as long as students are readily able to transfer in credits based on equivalent courses at other universities;
- How will crosslisting occur?
- Preference for model 2, especially the content in context; model 1 seems rigid in the way courses must tie in with one another especially in freshman year, as well as the requirement for Science in Perspective, which is a course that can't be transferred in.

Q2:

Keep the Portfolio experience for most of us - start it from year 1 and have a final product that ties together their college experience, following model 1 of having it done within the major, as outlined for the culminating experience.

Q3:

UELOS appear to be covered in existing models, but diversity is not enough - we also need to be inclusive to keep to the Holy Cross tradition.

TABLE #6 [Name redacted] (and [Name redacted] scribe?)Discussion Questions.

Q1: *Commonalities between 3 plans, do you support commonalities, comments/questions?*

[Name redacted]: 3hrs of natural sciences may not be enough, if it is 3hrs of math outside of 3hrs of natural sci it is more acceptable

[Name redacted]: 3hrs would not necessitate taking a lab course. How would you feel about a student graduating without taking a lab science course?

Lab courses would be a great addition to the curriculum but hard to accommodate

[Name redacted]: how about requiring 4hrs that would mean they would have to take a lab

[Name redacted]: scientific engagement requirement

Experiential activity, summer research experience, traditional lab, semester research, internship, problem-solving and analysis class

[Name redacted]: at least 1hr of a discovery-based course, 4hrs total

[Name redacted]: what is visual communication/visual literacy?

- Presentation?
- It has not been well-defined by the groups
- We need to define the objective
- Maybe visual literacy can be more closely linked to oral communication**

[Name redacted]: maybe it is a visual arts course

[Name redacted] would not support that

With global emphasis, why only 3hrs of foreign language?

Consensus: not enough foreign language. Competency of "year 1" of a language either through placement test or through taking 6hrs at the University

[Name redacted]: there should be a specific goal in terms of language proficiency

[Name redacted]: Culminating experience in the schools is the right thing to do but difficult logistically

[Name redacted]: in Business we would use community resources, people to help review and evaluate these culminating experiences

Culminating experience discussion

Applied experiential internship, research

[Name redacted], example from Valporaiso Univ: group Senior design project, one-year

What if we solicited scientific problems from the community for students to work on, like the hack-a-thon

Could be interdisciplinary, should result in a real product at the end

Q2: Merging 3 plans: pull out positive &/or distinctive aspects within each plan, elements to keep.

- Civic engagement in Model 2
- Themed-based courses + LLCs
- Writing II in the majors in the majors
- General quantitative literacy in year 1 outside of the major: real-world applications
- First year course on skills & University mission, help students with transition
- Connected with LLCs
 - ePortfolios - building over time, ties into assessment & accreditation
 - Major curriculum designates courses or assignment that might be beneficial for the ePortfolio

Q3: Improve the models link to the University mission

- Increase Foreign language goals
- Add Discovery based science requirement
- Requiring science in depth instead of science in perspective
- Collaborative vs. Interdisciplinary: not the same thing
- Where are collaboration & interdisciplinary education in the curriculum models?
- Model 3 has a strong co-curricular model
- Model 3 has the strongest tie to the university mission
- Service requirement that is curricular in all schools

- Designate courses based on which provide credit for this service requirement
- Great networking and career prep

[Name redacted], Ph.D.

[Name redacted] **TABLE** (TABLE 6 cont.)

We had multiple (3) scribes. Apologies. A big objection was not requiring more foreign language hours. Our group strongly supported a distinctive, very-SEU or mission-style culminating experience, such as a collaborative experiential learning/civic engagement project, with teams of seniors, and a reflective component. Discussion also focused on the need for a stepwise, sequenced gen ed curriculum to avoid seniors and freshmen in the same class. The need for a stronger commitment to the arts in liberal arts was also discussed. Also it was suggested that the planners examine the new peer and aspirational school list in creating this curriculum.

TABLE #6 (cont.)

[Name redacted] What about transfers? In Business 1/2 the students are transfers. How will these classes be equivalent?

[Name redacted] The EULOs do not address language. Where are we in terms of foreign language? Can I have my iPad teach me the language? Is it spoken or written? Three hours is not sufficient.

[Name redacted], A student does not approach literacy until 12 hours. (Who are we serving?)

[Name redacted]. An international business degree requires 12 hours of language.

[Name redacted]. Religion and ethics--what would be an appropriate classroom experience?

[Name redacted]. Religious studies wanted to double the requirement, but the three groups said no

[Name redacted]. Parallel institutions all have 6 hours. Three hours would be world religions. In ethics, it's now ethics and religion or philosophy.

[Name redacted] Students come in w/o an ethics course, a business course needs ethics background. We will need to address ethics and big data.

Re: writing--students complain when she corrects grammar. TCU requires a course in the major with a writing component.

[Name redacted]. We need to have teachers with experience across disciplines to teach writing across a curriculum. We want to make sure they have the communication skills

[Name redacted]. An advanced writing class. Now we have a junior-level advanced writing class.

[Name redacted] Upper-level classes will need to have a writing component.

[Name redacted]. The senior experience needs to have a written component.

[Name redacted]. The writing faculty, the speech faculty, the ethics faculty assigned to schools in support or even to teach 1-hour classes for the departments

[Name redacted]. Keep the 3-hour oral-presentation course.

[Name redacted]. The visual literacy should be included in the oral-communication class.

[Name redacted]. A menu of many courses is difficult for students to manage.

[Name redacted]. We need the flexibility. We don't have many courses with pre-reqs. The EULOs should be required in the first two years. Upper-level courses should have the EULOs as pre-reqs.

[Name redacted]. Bus 2328--everything from frosh to seniors. Need prereqs. Look for substitutes for transfer students.

[Name redacted]. How do we get flexibility and the universal experience?

[Name redacted] How do you advise for these models? There needs to be excellent communication between freshman advisors and departmental advisors.

[Name redacted]. Courses need to be taken in sequence.

[Name redacted]. After freshman year it's a cafeteria program. We have the Cadillac of gen/ed now, so how do we maintain the building of skills?

[Name redacted]. I do a diagnostic one-hour writing assignment. I can tell if a student is having someone write papers for.

[Name redacted]. What did we like about 1, 2, or 3?

[Name redacted]. I have more issues with each of them. We need to have the discussions about how

[Name redacted]. We need a core group of people to define the issues instead of compiling a check list.

[Name redacted]. Model 1 has a good 1st year experience

[Name redacted]. 1st year has 17 hours. Are they ready for that? When can they take anything else?

[Name redacted]. No requirement for fine arts--music, the plastic arts, literature film

[Name redacted]. We need arts appreciation

[Name redacted]. You can meet gen/ed requirements by taking an arts course; be exposed to what's out there.

[Name redacted]. Before the freshmen were required to attend the theater, a senior said he didn't know there was a theater on campus.

[Name redacted]. The core class require people to interact with people across the university.

[Name redacted]. Business majors need a global experience that is not global business.

[Name redacted]. Have a group project with teams from difference majors for the capstone.

[Name redacted]. What school will get the headcount?

[Name redacted]. Problem-based, team work, oral presentation, research. SEU is unique to have a culminating gen/ed experience.

[Name redacted]. We had too many courses. Now we've thrown the baby out with the bathwater. Think "how do we do this liberal-arts experience?" The business school will say "we will do all of these." Then students will not get the value of being at a liberal-arts school.

[Name redacted]. The EULOs need to be reviewed in light of the mission statement.

[Name redacted] We just selected peer schools. Go look at the peer colleges and see what they're doing. And look at the aspirational schools and see what they're doing.

We need another meeting!

TABLE #7 [Name redacted]

45-48 hours is fine.

Q1: Commonalities:

- First Year Experience is good, but we do not support the 1 hour class in Model 1.
- There should be only one 1 hour course (and it could be mission focused).
- Our First year course in VISU could be an option as the 1 hour course.
- We don't need 2, 1 hour courses freshman year.
- We kinda like a thematic course in freshman year.
- In regards to 2 writing courses: one gen ed and one in discipline:
- The VISU faculty were interested in writing in the major, taught by Art History faculty for instance, if it covered the UELOs, and was approved. Having the opportunity for the majors to propose a writing course, specific for the discipline, would be great (for part 2).
- One semester of foreign language is a joke. Two should be the minimum.
- There needs to be a Visual Literacy/Creative thinking/problem solving/experiential learning course.
- We believe in scaffolding, reinforcing skills and ideas throughout the 4 years.
- Keeping foundation level at freshman year...
- We are surprised that all three models require a Religion course. But, we are not completely opposed to it, but we really like the option to take Philosophy. Or could the religion themed course be offered in the discipline/major?

Q2: Merging the 3 plans:

- We believe in First Year Seminar (but it might be thematic, mission driven or in the discipline (like VISU 1100)).
- We like Freshman year of Model 3.
- We like the thematic matrix in Model 2.
- Like the idea of tagging themes in Model 2 & 3.
- We think adding cultural credits to the list of co-curricular and extra-curricular, internships, etc... collecting and documenting points. (Model 3)
- Model 1 is our preference for CAPSTONE. With a mission requirement would be ideal.
- We need to define what can count as double-dipped courses. Need to be limits.
- We like double counting, but we hope to have some limits that encourage students to take courses across schools and disciplines.

Q3: Improve mission:

- We love the extra-curricular activities mentioned in Model 3 where students can use their ID's to swipe in to special events, lectures, sports, book clubs, etc... for points.
- This is not for a course... it is extra stuff... could even be service credits or cultural credits. Designations of themes for events could be cool! Like global, social justice, etc...
- In general, we like the thematic courses (maybe not at freshman level – although we like the freshman common theme text)
- Using “civic engagement” as an outcome, could it be threaded throughout the 4 years?
- Charge the majors and departments to engage with the broader social issues, social justice, civic engagement, etc...
- Do these plans really address Liberal Arts education?
- We feel that each model supports the goals of a Liberal Arts education.

TABLES #8 & 9 [Name redacted]/ [Name redacted]

Discussion Notes ([Name redacted], [Name redacted] scribe) August 18, 2015

Q1:

**Table had questions about fys/experience, America course (what type?), mix of agreement on importance of America course. Question about writing II. Oral Comm. Need for clearly defined goals course.

**Like that all have fy experience.

*Like culminating experience in major.

Q2:

*Need more clarity of visual comm. Desire reading statistics, social media.

*About Model 1--like 1 unit courses/content aspect, quant lit. (kkb), 2nd quant lit (math in action). Option for quant: coding in the liberal arts.

**Like requirements satisfied in variety of ways, especially in major.

Q3:

- Where to do wellness? Hard to this in courses. Co-curricular? Passport. "Build it in, but how?"
- Give credit for it.
- Phy. ed?
- Mandated time out."
- Re: social justice/ethics how systematic?
- Art expression and appreciation as wellness (an outlet).

Other

- Table had questions as much as they had opinions. Limit on hours? Question about transfer flexibility.
- Reading/dead week.
- 1 hr for mental physical wellness.
- How to make students understand why they are taking these courses?
- Discussion of integration.
- Desire to make students realize things are related, need to connect.
- Importance of community service.
- Give more flexibility to generate more ownership. More ownership can combat checklist mentality.
- Brief discussion on study abroad."

TABLES # 10 and 11 [Name redacted] **and** [Name redacted]

Team: [Name redacted], [Name redacted], [Name redacted], [Name redacted], [Name redacted], [Name redacted], [Name redacted]

Questions 1 & 2

- Model components are depicted as separate components and are too divided, whereas the goal should be education that focuses on relationships between contents and integrated learning.

- Would loss of capstone reduce the integration of learning? The thinking is it better to allow the major department to have a cohesive/capstone projects?
- There's no explicit mention of technology in any of these models.
- Writing is important and well supported in the models.
- There's no mention how freshman themes can be recurring/ to foster the evolving communities from LEC.
- Focus on quantitative literacy is positive, and only is only in model 1
- It would be nice to capture something very distinctive about the St Edwards experience
- Is the current curriculum already innovative and integrated and are we going in the wrong direction and towards the 'cafeteria' model?
- It's very disappointing that viewing the models as they were presented makes them appear to be 'cafeteria model' and not an improvement

Question 3

Maybe making a smaller core would allow intentionally develops the UELOs across the years as guided by model two themes

UELOs in the models should be more integrated across the 4 years, more explicitly articulated and the UELOs and courses should be de-compartmentalized and integrated.

Regarding the mission in the models:

- Perhaps we should be sure the mission components are present across the program years
- The UELOs are very broad so it is difficult to map general education curriculum learning objectives to these 13 UELOs.
- Model 1 (holy cross in one 1-credit course) where else will this be in curriculum
- Model 2 (holy cross, social justice, global perspective)
- Model 3 ? Our group did not get to looking for mission in model 3..
- Capstone experience, has very important elements, however as it exists – students did not have the correct sequence of courses to support the project.
- It would be good to have a capstone that captures the vision elements but also incorporates theme from student field of major/study.

TABLE #13 ([Name redacted], [Name redacted] scribe)

Q1: Discuss commonalities between the 3 plans

A. Disagreement about Oral communication and whether it should be combined with another writing course or kept separate. OK to have 2 writing courses, could combine oral communication with written communication course.

Additional comment - if discipline-specific, then it could be combined. Others thought it could be combined even before. Another comment said the oral communication should be separate. One way to give students more writing is to encourage students to get a minor.

One says 6 hours of basic writing, another says the second 3 hour writing class should be in the Junior Year so it can be discipline-specific writing. A note was added that the committees said that if there will be a discipline-specific writing course it would have to be taught collaboratively with writing faculty member and discipline-specific writing course.

Someone else suggested the discipline-specific writing course could be optional.

B. Natural Sciences - some concerned about losing depth if we reduce science classes. One person suggested a lab should be required. Suggest some interdisciplinary science - like chemistry of art, or other. The science or math course needs to count both as science and as a GenEd.

C. Language has to be changed to 4 credits so they can articulate with the rest of the world (including ACC, TX State, overseas, etc.)

Q2: Merging plans - what is positive and distinctive within the specific plans?

A. Like simplicity of Model 1. Likes some elements of Model 2, but it may be too complicated.

B. Maybe offer the paired course together in the same semester, so it can be coordinated.

C. Model 2 does 6 hours of visual literacy more generically.

D. E Portfolio is very useful. Fits very well in some disciplines, but doesn't fit well to serve as a Capstone.

E. E-portfolio is more of an accumulation, so parts of it should be done in many classes to put it together. For transfer students, they need something to bring it together since they would have missed some of the classes when this would be done with traditional freshmen.

F. Language requirement - none required for fluent international students. If only at level 2, require one more course at SEU

G. Unanimous agreement to allow students to CLEP out of languages if fluent.

H. Second one hour course will fit the QEP for vocation.

a) Have only one skills course, not two.

b) Study skills should be in fall, not spring.

c) Some suggested the one hour courses should be one 3 hour standalone course. But this may not be very transferable.

d) Some feel that this 3 hour combined course doesn't actually let them focus on one topic

e) Exempt transfer students from the study skills course.

f) How to allow for openings in the schedule to connect with other countries? Europe is 6-8 hours ahead and Asia is 12-15 hours ahead, so we need openings here in the morning (Europe) or evening (Asia)

Q3: How to improve addressing the UELO's and mission?

A. Taking away the Capstone takes away some of the mission connection

B. Moving this to the majors means they don't have as global/broad a reflection

C. Suggest community engagement in first year. Then they will develop this further as they continue through as a student.

D. Need some arts appreciation to give global understanding.

E. We like the literature and arts appreciation and expression in Model 2.

F. Get senior students involved with First Year Seminar and sophomore/junior classes about. Have all students involved with this. This would also help freshmen get involved in local service.

G. Better define "visual arts", this is not clear.

H. Quantitative reasoning has to be included in several classes throughout their time at SEU.

I. Could simplify content and context by creating two categories and having a mix that is a combo of the two

J. Interdisciplinarity is high impact, which is sought by many universities

TABLE #15 [Name redacted]

Q1: Commonalities of the 3 Curriculum Models

What do we support & why

- 1) In “America” what does this mean?
 - Which America, north south or all or the United States?
 - No focus on minorities specified.
- 2) How much foreign language?
 - 6 rather than 3—no integration without cultural as well as language
 - Can you get enough knowledge with only 3 hours?
- 3) What would it look like to have oral communication or writing in the disciplines? Who would teach this? Would it be team taught, or what training for disciplinarians? Or would it be a course in the discipline which has oral focus or requirement?
- 4) Quantitative literacy [if get from one class, how can you get UELO for Information, quantitative literacy & visual met]
- 5) Supposed to be liberal arts. Where are the humanities?

Q2: What positive and distinctive within the plans?

Model 1 Positive & Distinctive

- Like diversity – 6 hours
- Like Quantitative literacy
- Like Writing I Fresh; Writing II Soph (scaffolded)
- Like culminating experiences in with the major
- Like science in perspective (gives introduction to various discipline)

Model 2

- Flexible re civic engagement
- Sticks to what we have now
- Emphasis on wellness
- Model keeps usefulness of University Programs

Model 3

- Fewest hours
- Most flexible
- Like portfolio – can’t be collection of everything they did, need scaffolding

Q3: Ways to improve models

1. Scaffolding
2. Integration of UELO’s across the board

3. Need skills taught at across all levels novice to experts
4. Integrate skills across disciplines and across class levels rather than simply throwing students into one class which may be lower division to meet UELO
5. How do student services address UELOs?
6. Moral reasoning seems to be left out.
7. Models should address how culminating experience will actually culminate in achieving UELO
8. As a Hispanic serving institution more focus on diversity and globalization
9. Doing social justice to our University Program Faculty in whatever plan we choose.

TABLE #17 [Name redacted]

Q1: literature mentioned in all models but not on commonalities?

Lacking: Arts? Creativity? Research that supports this: STEAM?... Where is “the arts” in liberal arts?

- The American course... is that just history or could it be American Jazz music course etc?

Q2:

- Table seems to like the new writing split: one course in general, then discipline
- Culmination experience: Major capstone: M1... overwhelming support at our table for this... we think this created more rigor and looks better for employers
- We liked civic engagement we liked as part of the GE but not necessarily as culminating experience
- LLC/Skills course connection M2/M3 we liked because it creates community without forcing students to take the same courses
- We worry about M2s putting all the content under “Social Justice” theme, which seems limiting if all of those courses have to have that angle... it de-emphasizes the special wonder and value of disciplines. M1 seems to preserve more of a respect for the independence of the discipline
- We like getting library skills in first semester
- We like M1s order of Skills classes. It seems to make sense to start with how to navigate and then move to the big questions in the second semester. (or switch the Skills classes in M2)
- We like continuing with 6 hours of foreign language, especially if we want them to study abroad

Q3:

- Communication overlap? Do we need a full course in Oral Com? Is that not already/better done in many other courses that require presentation etc? Or better combined with visual communication et?
- portfolio good idea but assessment seems nightmare, especially comparing disciplines... standards etc.... What makes it culminating rather than just gathering together what you’ve already done
- We prefer having co-curricular requirements being connected to courses
- We would like to see Arts under Content/Context category... particularly attempting an art in some way rather than just learning “about” arts, which is why we liked in M2 the articulation of “appreciation, expression” of Arts
- M3 seems to make it such that student might get away with taking tagged courses all in one School, which isn’t ideal

- One of the UELO's talks about "creative" thinking and we don't see creativity really addressed in these models
- We are concerned that 6 hours of Quantitative L. in M1 seems too much... if we need to scaffold, maybe this category could be broader and include science etc.
- We suggest an addition of a Fine Arts or creativity course in any model
- We suggest adding back in the philosophy to the religion requirement, so that students could choose a philosophy class instead of a religion class. This seems to be more flexible.
- We would suggest a distinction between Ethics and Philosophy
- What if the civic engagement theme was connected to the Ethics courses specifically
- We question M1s emphasis on American Content as needing 6 credits. So many of our courses in the majors have American Content already. We like the M3 phrasing of "US Diversity" for this requirement.
- There is no required history-type course and, in a nation known for its historical illiteracy, are we worried about that lack?
- We wonder if there's room for team teaching considering that each model relies on seminars for first year? This seems to be a loss?

TABLE # 19 [Name redacted]

Notes for General Education Discussion 1.

Q1: Review the commonalities between the 3 curriculum plans. Do you support these commonalities? Any comments or questions?

- The # of total hours
- 1st year experience in general
- Lack of social and behavioral sciences commonalities but LOTS of humanities commonalities
- Visual comm component included in oral communication or as a stand-alone course is not a commonality.
- Would it be possible to combine visual and quantitative literacy? But it depends on how you define quantitative literacy – just interpretation (read a graph) or calculations.

Q2: Our next step will be merging the 3 plans. What strikes you as positive and distinctive within the specific plans? In other words, what elements of a particular plan would you like to keep?

Model #1: poses most logistical problems, eliminating capstone and putting responsibility in major, in content and context box it has lots of leniency, like the skills and mission courses, 2 quantitative literacy courses, 2 writing courses, 1st year seminar,

Model #2: civic engagement culmination, they mentioned the social sciences, flexibility of content and context, common set of experience and knowledge (core courses) as a SEU student like 1st year writing experience, 1st year seminar,

Model #3: portfolio, 1st year seminar

Q3: The models seek to address the SEU and UELOs. Do you see ways which could be improved?

- Don't like de-emphasis of oral communication skills;
- Like model #2 specifically attends to stuff under personal and social responsibility;
- Don't like model #3 that student takes course under each category;

- Dropping capstone is problematic for some;
- Balance in flexibility vs. a common core and whether the core lines up with our mission;
- Not a big social justice theme in commonalities;
- Nothing addresses physical wellness;
- All models could incorporate culmination within major;
- Concern about who will decide whether a course meets certain requirements; most of these models don't mention history or historical background

TABLE #20 [Name redacted]

Note: In parenthesis are number of people who agreed when relevant (but doesn't mean the others disagreed)

Q1: Commonalities:

- Smaller LLCs are good (6)
- Social science seems to be missing as a commonality – it might fit in somewhere but should be explicit (4)
- Religion, ethics, and philosophy: together or separate?
 - 1 in religion, and 1 in philosophy OR ethics?
- For a global school, 3 hours of language is too few
 - Immersion experience could count
 - 6 hours is a threshold (6)

Q2: Distinctive/Positive:

- Students want choice
 - #2 is close to what we have: Giant gen ed with less choice
 - #3 looks like it provides the most choice
 - Ability to count classes twice (double counting) is desirable (3)
 - Can they game the system and take all from one discipline? Unlikely – most students will still take a broad distribution and feel empowered by the choice. Vassar example: students given choice but took from multiple disciplines (2)
- Oral and visual comm as separate or stand alone? Visual comm is distinctive. (in model 3). Visual comm could be presentation, social media, webpage. Changing nature of communication. The visual comm requirement is distinctive (6)
 - Written and oral are not the only media anymore.
 - Visual AND oral as separate requirements is a positive.
 - Interpretive dance will be taught by [Name redacted]. J
- Model 1: Science in Perspective is horrible (CITE [Name Redacted]). This is known as the way to slip through the sciences easily. People need to take a science not a baby science (3)
- Lots of students take writing & rhetoric as freshman; then they get into their major and write like in writing & rhetoric. This is a problem. Writing in the schools is good

Q3: Mission/UELO -- Improvement

- Lack of explicit social science
 - Model 3: US Diversity and Global COULD be BSS
 - Suggestion to take a certain amount from each school under each theme – this is

- kind of like model 2 (2)
- Distribution requirement from social sciences, natural sciences, disciplines to
- ensure students take something from every school
 - If don't get the foundation in social sciences gen ed, hard to integrate into upper level courses
- Liberal arts & sciences as a UELO
 - Sciences in society = social science
- Culmination
 - Experiential learning (employers like it) – need SOMETHING
 - Model 1 co-curricular in classes
 - Model 2 civic engagement at end
 - Model 3 points
 - Explicit curriculum (class) vs implicit curriculum (co-curriculum)
 - Co-curricular transcript necessary – don't know if that's a point system or credit or portfolio, but it needs to count
 - Like the idea but how would you assess a portfolio?
 - Experience based on social work major: Rubric for the major, interviewing the student (exit interview)
 - ✓ Students have to write an essay that talks about their growth and development in a competency area
 - Could also do it by time (e.g., hours volunteering) – time should be important, there should be a certain amount of time/work you have to put in (shouldn't just be how eloquently you can write about it) – meaningful, substantive experience
 - ✓ Evaluation from supervisor
 - We can operationalize the UELOs – but how standardize? Responsibility inconsistent across departments?
 - Importance of starting to document it early (not saving all for the end)
 - E portfolio gets to go with them, to job applications and employers – this is more meaningful than a line on a resume (2)
 - ✓ Social work already doing this
 - If we had university wide systematic criteria with rubrics developed by the departments (depts. could implement criteria as appropriate): this could be used to track portfolios
 - This is similar to having the same learning outcomes across classes but might be operationalized differently in each class
 - Important for students to know WHY they are doing something
 - Portfolios are dynamic (e.g., client interview with actors)
 - Portfolio allows for scaffolding
 - A department needs to be able to dictate the culminating experience. Departments should be in charge of thesis/capstone. The co-curricular stuff should be separate (portfolios). (1)
 - Disagreement: should be BOTH theoretical thesis and practical experience in the major (1)
 - Model 2: civic engagement OR internship OR senior seminar
 - ✓ Senior seminar: no civic engagement – no UELO
 - ✓ You should HAVE to do something experiential (pursuing is an active verb)
 - Shouldn't have the OR's – needs experiential component (4)
 - ✓ Should have both theoretical and experiential (2)
 - ✓ Experiential should happen throughout not just at the end (1)

TABLE #21 (with Table 3 joining) [Name redacted]

Q1: Review the commonalities

Comments:

- If we add additional courses, then we need more classrooms.
- Team teach more skills, like we do with oral and visual.
- Training institute so the course could be solo taught, but with new skills.
- Study abroad could count as the global learning requirement.
- It might be forcing religion on people to make them take this course.
- Ethics within the major should be considered, though would this gut the Philosophy Department
- The ethics requirement should continue to be a cluster of questions.
- Is writing in the major in the 2nd year too early?
- Some faculty may not be comfortable teaching writing across the curriculum.
- Giving up the pride of ownership, while difficult, could be helpful and there could be consultants from English Writing.
- Some were not in favor of having a required religion course. They liked the religion or philosophy as an option. However, there was an argument that we are a religious institution.
- Options to take classes in their major earlier (like model 3) would have benefits: students could find out if they are in the wrong major earlier, could take related internships earlier and potentially improve marketability.
- Some liked ethics within the major rather than as a stand-alone.
- Overall, many thought it was better to give students more choices.

Q2: Merging the plans

Comments:

- Six hours is not enough to learn a language, but three is enough to familiarize them with it; though it should be a four hour course.
- We keep it at six, but any way possible (i.e. two languages)
- Capstone in the major is a big hit. Though one person did argue for a culminating general education experience more in line with what group three suggested. It doesn't have to be a paper, but a chance for reflection.
- Are students busy enough that co-curricular would be a burden?
- A course that looks explicitly at information literacy.
- Should the school of business be more represented in the curriculum?
- Will the curriculum address the new QEP (vocational)?
- Most liked the requirement of foreign language (one course), could be 4 or 5 hours. -or- , some combination of 6 credits (could bring from another institution which could help students get the language they want from other institutions.)
- Some like the capstone within the major
- Or, perhaps a one hour Gen Ed culminating experience which would help with scaffolding.
- Co-curricular-how to monitor this ? Perhaps offered as extra points ? You could have students swipe an ID card as they enter and as they exit. There were concerns expressed about how to make this work. Faculty would be concerned about being experts in co-curricular.

- In relation to a course that would focus on America—it could perhaps be in regard to American politics, American foreign policy.
- Comment that there are no computer literacy skills—discussion that computer competency skills were too basic. Perhaps information literacy would work better.
- Also, offerings from School of Business could include applied computer skills, designing and writing a mobile app., financial literacy, coding, etc.
- Will the curriculum address the QEP? Could we integrate it into the culminating experience?
- Or , maybe the junior year?
- Group in favor of flagged courses that would count for Gen Ed and for Major.
- Into to Business course taught by Business Faculty as a required course.
- Perhaps make some of the courses MOOC's.

Q3: Connection to the SEU mission and the UELOs

Comments:

- They like the idea of flagged courses, and having them double counted in the major.
- There is no mental or physical wellness in the curriculum
- More explicit about where the UELOs are being introduced and reinforced.
- There is concern about whether the UELOs are assessable as written.
- Be more explicit about the moral reasoning component that is key to the Holy Cross tradition.
- A danger of watering down the Gen Ed values (interdisciplinary) while strengthening the disciplinary content.
- Instead of just foreign language, how about linguistics or computer code.
- A full semester of study abroad could count as the language credit or the global learning component.
- There are Psychology courses that could satisfy the natural sciences requirement.
- Questions about how to measure some of the UELO's. Personal and social responsibility for example. Demonstrate respect...., make personal and professional decisions...
- More faculty buy-in through less adjuncts, which brings up finance issues and class size.
- Could Foreign language also be computer programming, or sign language, or linguistics, etc? or, study abroad with a language experience? Or would that perhaps count as a global learning component if one studies abroad? The more options the better.

Other

- The current model with many adjuncts moving toward full time faculty could be problematic financially
- Class scheduling could be an issue given one credit hour courses
- Could quantitative reasoning and writing be integrated?
- Or, integrate global learning and foreign language? Could be team taught or perhaps not (could help with interdisciplinarity of faculty). So, there would have to be a faculty development piece to this.
- Seems as if the new approach is still wedded to the 3cr., x amount of classes?
- Suggestion to award credit for study abroad to count toward global learning
- Transfer student question and/or AP credits—how to handle this? Part of the finance question as well.

TABLE #22 [Name redacted]

Q1: CONCERNS:

- Paying attention to awarding only 1-hr credit for 75-minute course (both Models 1 and 2); limit to 50-minutes one day a week, which may reduce involvement.
- Fewer than 6 hours in foreign language is worthless; might as well not offer it. Does this fit with our Global Perspective?

WRITING COURSES:

- Makes a lot of sense to have second-year course; can we find enough teachers for both years? How do we control the content?
- The writing courses should be linked to disciplines and not schools; the content of the discipline will be investigated and researched in the course, but we aren't teaching students to "write" like a Historian. The knowledge base of the faculty needs to be writing, not disciplinary content. English Writing & Rhetoric course numbers should be retained as well as all responsibilities for staffing and setting Student Learning Objectives.
- Model 3. Everyone at the table believes writing courses should no longer be linked to any other content, including the Freshman Seminar and/or LLC Seminars.

Q2: COMMONALITIES:

- There is still confusion about what would be covered in visual communication (1 person only out of 6). Could quantitative literacy be combined with visual communication instead (1 person)?
- Happy with religion and ethics; maintained status quo.
- Science requirements should remain similar to the Science in Perspective (1 person).

Q3: PLAN MERGER:

- Has anyone actually thought through what it means to make first-semester freshman live on campus for the LLCs? If they live in town, they won't apply. How do non-resident students participate? How do they branch out and meet other students? Do we need a mix of Learning Communities and Living Learning Communities?
- Value in some first-year experience course.
- Portfolios are not useful for most students; could be a waste of time. A more discipline specific synthesis course and/or civic engagement makes more sense. Students shopping around for majors won't have cohesive projects. Specific disciplines should elect to do this, not a mandated program for all majors. Passive creation of this "thing" seems like a recipe for disaster.
- Why is it desirable to merge these models? Why are we bastardizing them? Why not just work from this list of commonalities? Agreement that certain features are desirable, so what is different?
- Culminating experience should stay. Why is there not a "thesis" project for all? 1-year project: one semester of research; one semester of writing. Give discretion and leeway to the disciplines; let the faculty determine what makes sense for their major in light of universal guidelines. Allow for faculty control. Not about the length but the depth. Sustained project within the field; something that can't be done at last minute. Could be experiential + reflective component.

- 1-hr civic engagement (Model 2) alone seems underwhelming—4 out of 6. No one will take this seriously; feels like ticking a box. Fraudulent.
- Global content/component should be retained.
- The “America” course is fine: would there be a list to choose from? History? Literature? Art? Criminal Justice? Is there flexibility in terms of what will fulfill this idea? How can we reduce duplication from AP and dual/enrollment and even senior-level high school history/ government courses that students may transfer in? Do you mean “United States of America” or “Americas” or “Merica”? (Sorry, we had to make the joke.)

UELOs;

- All of the models are achieving the UELOs.
- They are not merely boxes to be checked but are integrated across the curriculum.
- Holy Cross advantage over UT. Make sure the models retain religious mission. Part of our distinctive brand.
- 1 person wants emphasis on US citizens’ place in the world coupled with geographic knowledge.

TABLE #23 [Name redacted]

Q1:

Language

- 6 hours minimum
- Can't get out of more than 3

Thematic focus

- Could be soft if divorced from disciplinary or clear disciplinary major
- Students need to focus in a discipline and step out of their disciplines at some point too

E portfolio Capstone

- We support them synthesizing and reflecting in all 3 models as a culminating experience with documentation

America is unclear: critical? North/Latin/south/plural?

Q2:

- We like 3 models as a culminating experience with documentation. There are aspects of capstone that are good for students who don't do that work in their schools so it would be good if it was related to civic engagement in some way

- We liked the scaffolding point [Name redacted] raised and think research is a skill that might be embedded and scaffolded. Perhaps with writing
- Critical intensive writing project within their discipline in the senior year is important
- Implementation stages in model 2 make sense
- We are unclear about visual communication or literacy. Could you tell us more? We are likely in support of it
- We like the linking of linking co-curricular to curricular In model 3. Could all models do that? We like the point system. We think a calendar or system for publishing related events that might connect or bridging curriculum and co curriculum would facilitate this.
- Is there a way for the portfolio to scaffold and build over time, perhaps annual installments?
- LLC in model 3 is built around one course but seems it should be a year long
- In model 1 we aren't clear about the paired courses that are 3 credits alongside 1 credit skill classes. We fear the 1 credit classes can become throw away classes - for faculty and students
- Model 3 seems to have more space for transfer students to transfer credits in and we are in favor of that to facilitate study abroad and strong transfer student enrollment and graduation
- Ensure there is flexibility for transferring study abroad courses and transfer students

Q3:

- We agree that there should be some common core content and experience perhaps American experience and dilemmas? Is that the LLC experience? This could be improved if we could ensure some core thing happens related to the mission and st eds.
- Art seems to be missing from the models. Would model 3's visual focus address that? How? Model 2 with li and art may address that. Could literature stand in for art Or vice versa?

TABLE #24 (Leader: [Name redacted]/ Scribe: [Name redacted])

Q1:

- We have never defined what we mean by global learning. If departments are going to satisfy this with specific SLOs, we need to define this. We all agreed that this needs to be tackled.
- We are concerned about the references to "civic engagement." How will it be defined, who will oversee the work?
- Nothing in the models or "commonalities" that refers to the past of the individual (where do I come from, our roots?), history. We all agree. In the models, everything could be contemporary.
- Need 6 full hours of oral communication skills in the commonalities. One person strongly suggests this. Others feel it should be considered.
- The visual literacy requirement is a concern to us because we don't understand what the goals are. Is it from a critical perspective; historical perspective...? Is it a skill? Is it the critique of an image or the creation of an image? All agree that we should define the purpose of the visual literacy requirement.
- The culminating experience does not appear to include the thread of "mission;" and by calling it a "culminating experience," it does not address the need to write clearly and concisely. The "writing" component is eliminated.

Q2:

- We support the inclusion of themes as in model #2.

- We like the fact that ethics is maintained; could even include professional ethics or ethics related to a specific discipline.
- We all like the idea of moving Writing II to the disciplines.
- We prefer 6 hours of MODERN (not foreign, please) language.
- We like "quantitative literacy" in the first year (model 1).
- We like the First Year experiences in Models 1 and 2.
- We agree with the comment that the models are very skills based - lacking history and liberal arts, or at least we don't see them explicitly referenced; should we assume that the flexibility with meeting requirements through different disciplines will mostly fall to programs in the liberal arts?
- We want a true culminating experience - not just community service.
- Portfolio could be a good idea if connected with general education, not in a discipline. It should be a 3-hr. course.
- Feeling very positive about the ability to double-count for gen. ed. and the major, albeit to a limited degree. This will be very helpful to smaller liberal arts programs.

Q3:

- In perusing the models, we all feel that the mission gets lost in a skills-based approach and lacks historical perspective.
- First year experience should also emphasize "the skills to maintain mental and physical wellness."
- Would "Writing II," in the discipline, include research design? Research design should be included at some point.

TABLE #25 [Name redacted]

[Name redacted]: Liberal arts education is important: you have to start by defining what a liberal arts education is. As a parent, I wouldn't let my kids go to any of these (models): there's no history, there's no literature. We live in a technology based society; we need more stem, science, technology, math.

I was shocked at the lack of computer science.

[Name redacted]: they can go to a one-hour seminar on the weekend if they need to learn how to study. They also need to be educated about their responsibilities as a student.

[Name redacted]: Two of these maintain the science in perspective, which I support, but there is no "business in perspective." All of these kids are going to go work at a business.

[Name redacted]: You need to keep those collaborations interdisciplinary—you don't need to push those into the disciplines.

[Name redacted]: When they take courses in each other's disciplines, they're out of synch. And dispute resolution is essential in University Programs. How to resolve conflicts.

[Name redacted]: how does a biologist monetize biology? How do you turn that into a living?

[Name redacted]: Second idea that we as a university needs to agree on a definition of liberal arts.

[Name redacted]: we already cram what other universities require as 2 semesters of US history and make it one.

[Name redacted]: we should survey the alums to ask which was the strongest and what was missing.

[Name redacted]: Why do we need 3 hours of religion AND 3 of ethics? Can't we combine them?

[Name redacted] agrees. Philosophy and ethics should be required, but the way we teach it is all dead white men from Europe.

[Name redacted]: I want to be sure that when this curriculum is in place, it's not already obsolete. Nobody had heard of ISIS three years ago. What are we building into this curriculum so that we are projecting into the future the trends so this won't be obsolete?

[Name redacted]: our upper level accounting majors had to figure out how to get water to a site for a project; a third thought being close to the Gulf of Mexico would help since there's plenty of water there.

[Name redacted]: yes, need two writing classes, and the second should be discipline specific.

[Name redacted] agrees that lack of writing skills are problems.

[Name redacted]: The idea of visual literacy is important; they also include that in writing. Can you present well with the graphics that you need?

[Name redacted]: these kids are already so visually literate; they don't need additional instruction.

[Name redacted] asked about diversity; [Name Redacted] explained that our students don't seem to understand the structural inequalities of diversity.

[Name redacted]: I don't think visual literacy should be another class; maybe include in presentation. Also, we need something on sustainability and environment.

[Name redacted]: also concerned about obsolescence. We're looking in the rearview mirror to decide what these specific courses should be.

[Name redacted]: the problem here is constituency ownership. Unless we do this on a rolling basis, somebody is going to claim ownership and not let it go.

[Name redacted]: some of his students are upset about the amount of gen ed, especially since they aren't prejudiced, homophobic, etc.

[Name redacted]: we have classes that don't transfer out and that can't be transferred in. That's a problem.

[Name redacted]: maybe term limits on classes. Or maybe that's impractical, but there should be SOME that have term limits or we'll do this again over and over.

[Name redacted]: that's part of what [Name redacted] position is doing now, overseeing the gen ed curriculum.

[Name redacted]: I hear a tension between a desire for a liberal arts education and innovation

[Name redacted]: but you need the historical foundation so that they can understand what's going on in the world around them. And basic economics, etc.

Foreign language: [Name redacted] says we need six hours. We need a basic competency.

[Name redacted]: the argument is that six is a waste of time. By focusing on grammar structure, you can't get proficiency in six hours. Three hours, but you can't place out of it.

[Name redacted]: they need six hours in international business.

[Name redacted]: you're more motivated when you're going to another country for business.

[Name redacted]: agreed; one class got him through four months of France.

Summary:

[Name redacted]: supports elimination of Capstone. Table agrees. Substitute culminating experience in the discipline. Leave it to the school.

- Some sort of organizational behavior class should be required too.
- Quantitative literacy important, but applied.
- Computer science might be necessary for business school.
- Students don't like numbers, but they need to understand them to know how the world works. But they need it; it teaches logic. Organizational math. How do you calculate your bonus?
- Don't need 6 hours of ethics/religion/philosophy. 3 hours fine.
- Moral reasoning across the curriculum should be counted as ethics and philosophy. They should have those options, at least.
- Course requirements should be reviewed every 3 years so they don't outlive their usefulness.
- One of the problems with the ethics requirement is that ours (business) didn't always tie back to those dead white European philosophers, so we scored badly on it. And now they have somebody teaching business ethics who's never been a business person.
- They liked science in perspective.
- Comparative disciplines great idea, but logistically problematic.

Last question: how do/don't models meet mission and UELOs?

- We need history.
- We need the classics—that's the foundation of a liberal arts education.
- Diversity is important via intellectual frameworks (the business school people seem to want to downplay structural diversity and prioritize diversity of opinion)
- Social justice: some people see it as patronizing way for white people to go in and claim they can fix third-world people's problems.
- We need to help kids realize they need to give back.