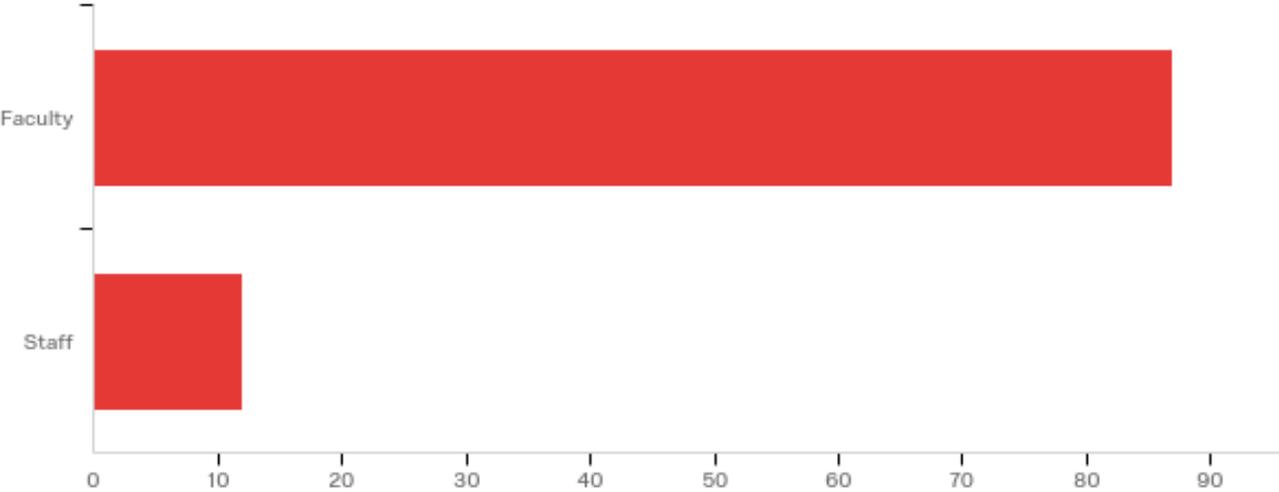


Default Report

Gen Ed Elements SLOs & Requirements Feedback

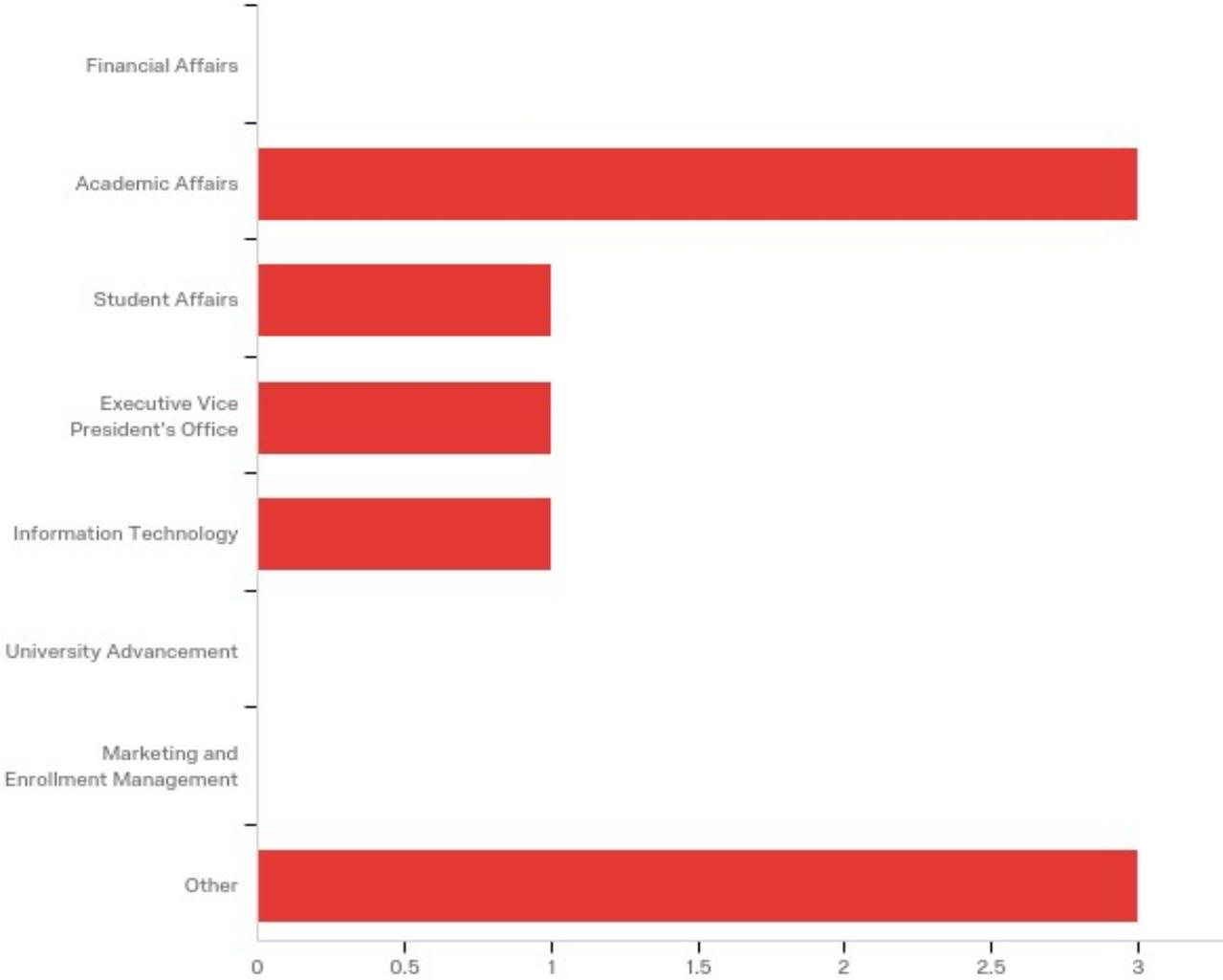
February 27th 2017, 11:32 am CST

Q4 - Primary responsibility on campus?



#	Answer	%	Count
1	Faculty	87.88%	87
2	Staff	12.12%	12
	Total	100%	99

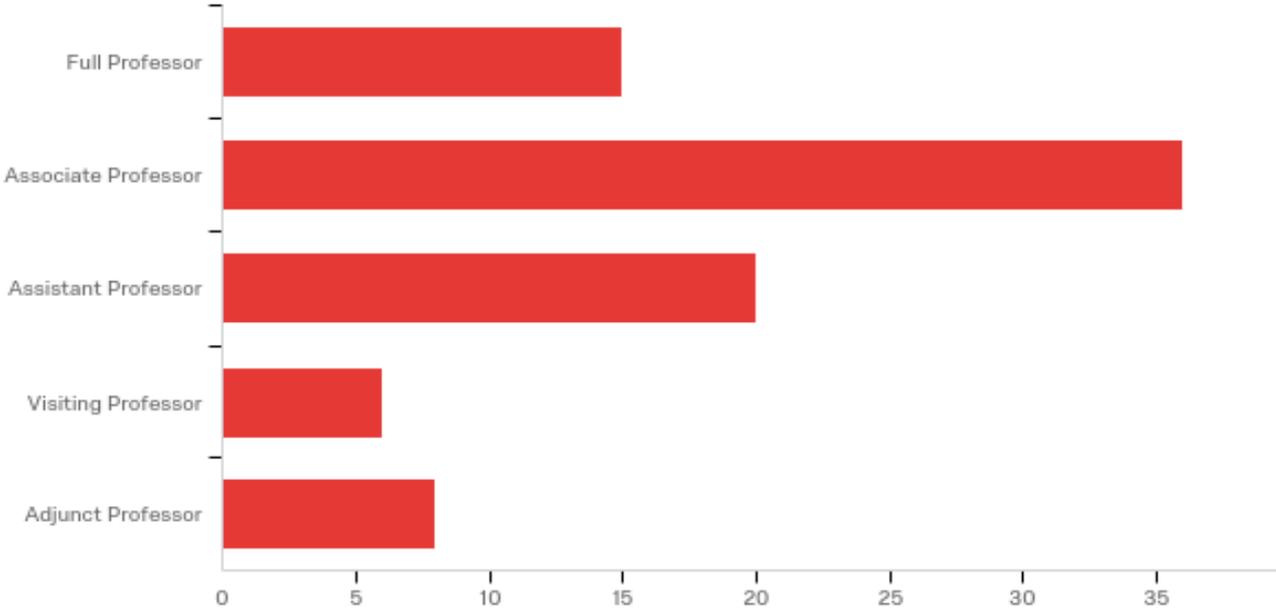
Q5 - Staff Description



#	Answer	%	Count
1	Financial Affairs	0.00%	0
2	Academic Affairs	33.33%	3
4	Student Affairs	11.11%	1
5	Executive Vice President's Office	11.11%	1
6	Information Technology	11.11%	1
7	University Advancement	0.00%	0
8	Marketing and Enrollment Management	0.00%	0
9	Other	33.33%	3
	Total	100%	9

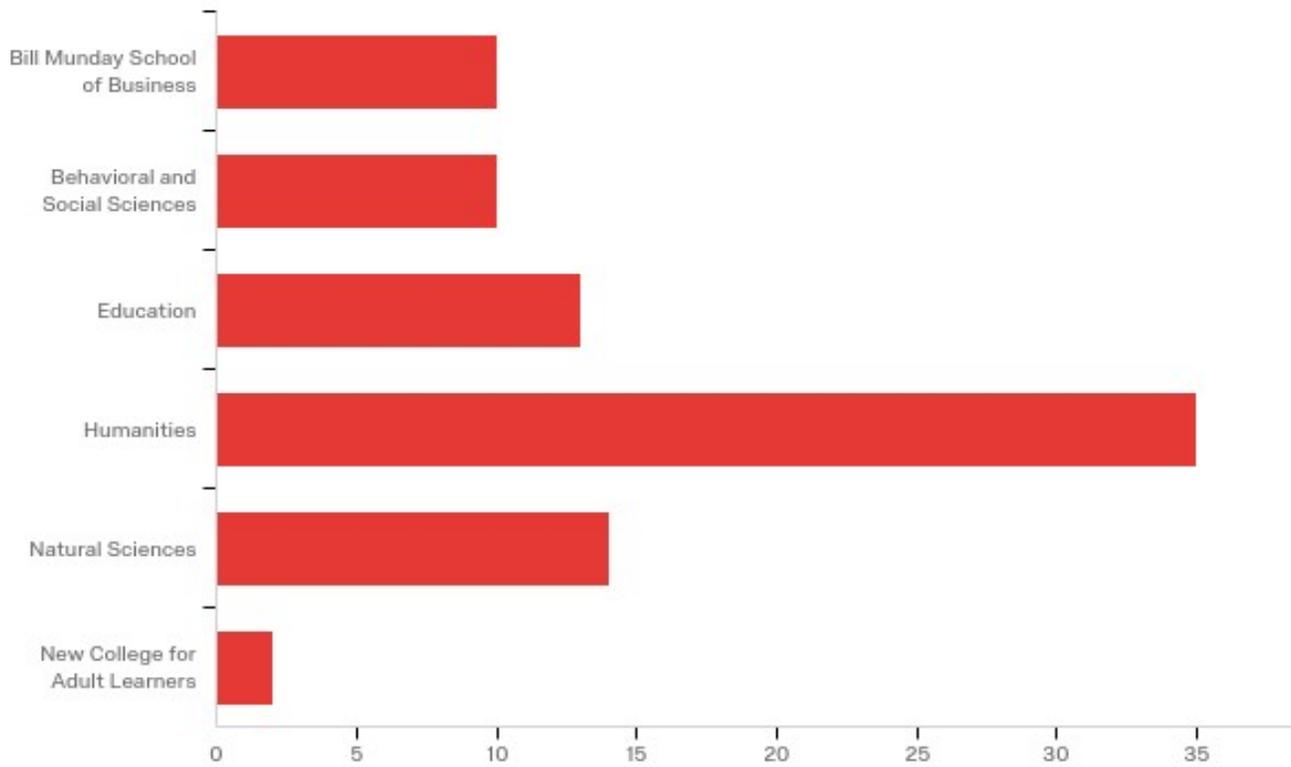
Other
Other

Q6 - Faculty Position Description



#	Answer	%	Count
1	Full Professor	17.65%	15
2	Associate Professor	42.35%	36
3	Assistant Professor	23.53%	20
4	Visiting Professor	7.06%	6
5	Adjunct Professor	9.41%	8
	Total	100%	85

Q7 - School of



#	Answer	%	Count
1	Bill Munday School of Business	11.90%	10
2	Behavioral and Social Sciences	11.90%	10
3	Education	15.48%	13
4	Humanities	41.67%	35
5	Natural Sciences	16.67%	14
6	New College for Adult Learners	2.38%	2
	Total	100%	84

Q10 - Freshman Seminar comments and/or questions

Freshman Seminar comments and/or questions
What kind of percentages of freshmen are failing Freshman Seminar? That might help determine if it would be necessary to close the loophole.
* Don't understand this as a category especially considering the other categories * #1 is too broad to be understandable * #2: Is issues/evidence/sources "issues and evidence and sources"?
I'm curious of the structure of the course and if it's been determined. Will these simply be individual sections that students can take from any discipline? Or will there be some aspects that resemble the current Freshman Studies model and/or the LLC model?
I support making it a pass requirement.
- Should "ethical" and "creative" be added to critical thinking in the framing statement? It would seem that it is important to introduce all three at the freshmen level. - Should "communicate" be expanded to specify written, oral, and/or visual? Or perhaps some language like communicate "in discipline specific ways" as done in the Culminating Experience SLOs - I would change #4 to say "reflect on and/or apply." Do students have to do both to show mastery of the course material?
As a related note, I am not sure if we are still planning the 3 + 1 model. If so, are these the SLOs for the one hour course as well? Are there some of these that the 3 hour course will focus more on and some that will "live" in the one hour course? I am not clear about that relationship yet.
Strongly support requirement to pass course especially as the course sounds likely to tie increasingly into both GERC and QEP programming and failure to succeed in the Freshman Seminar might leave student lacking some essential infrastructure for latter steps. Y'all would know better than I, but with the amount of meta-programming underway, is failure to complete this course more problematic than might currently be the case?
I appreciate the interdisciplinarity of the course and understand the need for broad SLO's. Is there a sense, however, that the professor/professors will still introduce the students to the discrete disciplinary categories and approaches that are being utilized in the course? I would hope that the language of disciplines won't disappear altogether in this context. I'm not sure that this is something that needs to be articulated in the SLO's or not, but just a question to raise. Thanks.
fully support these.
how will this effect or be effected by learning communities?
otherwise fine.
Sounds appropriate.
This isn't quite speaking to the SLOs presented here, but I hope as part of the GenEd renewal process, there is conversation among (all) stakeholders about reducing the number of one-hour seminars required of students, by consolidating and taking the best ideas from each of them. It is my understanding that currently, for example, a student athlete who is pre-med and in an LLC might have as many as FOUR required one-hour seminars: Topper Pride, the LLC seminar, a NSCI seminar, and an HPAC seminar. This, along with Freshman Studies, becomes 7+ hours of classes for the purpose of acclimating a new student to SEU, not progressing toward a degree. This extreme case is probably excessive, but what smaller number is appropriate and how do we avoid redundancy of effort?

As I interpret it, the "Proposed Goal" seems to be more of a mission statement, whereas the four statements listed below that are intended to be the "assessable" SLOs? About the "Proposed Goal," is the confrontation of social justice questions meant to be the most prominent way of developing critical thinking skills in the students?

Seems good.

could this course also include some introductory lessons on what is expected in a liberal arts education and college vs. high school in general?

Love this openness. I will definitely be teaching this and see it as open to creative approaches I might take. But as a FSTY veteran, I wonder: should not these seminars have some kind of intro to college/liberal arts connection? Maybe that kind of thing appears elsewhere in the student's experience. Also: I see social justice and co-curricular experiences in the description but not the learning outcomes. But maybe I like it that way--it makes the class seem less burdened with formal requirements and a couple less things to assess.

The "deliberately broad" plea in the italicized apologia does nothing to excuse the vagueness of the unspecified "assumptions" in #1, which strikes me more as a failure of nerve than as politic.

How will the focus of "social justice" be consistent with the tenants and direction of Catholic Social Teaching, rather than a generic lens? How will our Holy Cross heritage be woven into this opening entry into the curriculum?

Incredibly general. I like the look at assumptions, but this word all by itself seems loaded and broad. I wonder if the committee might develop this term or include some examples. From my perspective, it would seem we are unpacking privilege. If I am wrong, I think it deserves more bearing out. Wondered about inserting a few examples particularly in reference to knowledge application as well.

I'm curious about the 'pass' language - currently in Freshmen Studies, students must pass with at least a 70% - no Ds allowed. Is this the case with this new course/focus?

I agree that this course should be required and students should have to retake it if they fail.

Good idea, and I do think they need to pass it.

I don't think students should be required to pass the class. If they fail, they should be able to fulfill the requirement another way. Its good to have backups that continue the student's work towards graduation. It will improve retention.

I'm glad that passing this course is going to be required.

No student should be required to pass this course or repeat it. Can you imagine the shame of repeating this course! We will lose students if we implement this policy.

This looks better than the current system.

"Emerging awareness of assumptions" and "engaging in a variety of perspectives" seems vague.

I think a requirement (not SLO) should be added that this course will introduce students to liberal arts learning and Holy Cross mission. Also that (as stated in the framework) that it have a service learning/social justice component.

-- Can this be called First Year Seminar for a more gender neutral title?

-- how will this requirement be handled for transfer students? They are currently exempt from it.

-- Will this be an SEU only course? ie, if they are first year students and do not pass it, will they have to take it at SEU only?

1. How many are a "variety"?

2. Which one? Issues or evidence or sources?

This does not address the LLCs. "Confronting questions of social justice through the course materials and co-curricular experiences" for example is met by the Social Justice LLC but it would have to be an addition to the other LLCs who have other main goals. "Interpret and then evaluate" "Reflect on and apply knowledge"--Why do so many of the SLOs for all these programs have double and triple objectives? If I teach a Freshmen Seminar, this means I must have activities that reflect on knowledge and then apply knowledge?

Agree. This class should be required to pass; that's a no-brainer!

Close that loophole!

should not be required unless transfers have the same requirement

Who is going to teach these classes? If they fail we can kiss their tuition good bye as they will not be back in the spring. The no fail requirement is good on paper until we get a senior who cant graduate because of the freshman studies class.

There isn't anything in the SLOs about making connections, which are essential to a liberal arts education. Since many students will be in an LLC cluster, it would seem that this would be one of the SLOs. Also, "traditional" FSTY seminars have included the perspectives of more than one discipline. Perhaps "making connections" should be more explicitly an outcome. I do support having all students pass this requirement.

Q12 - Quantitative Reasoning comments and/or questions

Quantitative Reasoning comments and/or questions

SLO #1 doesn't need the list of examples after "such as." The proposed other requirement is implied across SLO #2 and SLO #3 and is therefore unnecessary.

Rename category; this is part of something larger.

support as proposed

One of the drawbacks to the way data is presented can be that it is only done with a "computational or mathematical" mindset. Students must know how to use "pictures" to tell the story. Thus, we need to add the word "visual" to the ways in which quantitative data will be presented such that it will read: "...presented in mathematical, statistical, computational, and/or visual form..."

After the new General Education curriculum is established, who will govern whether new/modified courses are designated or endorsed to satisfy the proposed General Education curriculum requirements and the criteria established in these SLOs? On behalf of an impacted department (Mathematics, regarding the Quantitative Reasoning Skill & Competency), we find it essential that the committees endorsing current and future courses should rely on subject-matter experts to evaluate and interpret the SLOs in the context of proposed courses, providing them a significant voice in the conversation. Acknowledging that committees with diverse representation are currently in place to articulate the SLOs, and presuming that the initial determination of which courses fulfill each criteria will be made by committees with similarly diverse representation, we also find it essential that consideration of who will govern future determinations should be decided now, at the establishment of the new General Education curriculum, not as the need arises.

I like the statement and intent of the three SLOs. Great care should be taken into the process of endorsing current and future courses to satisfy this requirement (or any requirement for that matter). I recommend at least one step before Curriculum Committee involving vetting by a group that includes subject-matter experts, who should carefully evaluate and interpret the SLOs in the context of the proposed courses.

I think this should be rigorous. What committee will be determining which classes meet these SLOs. This makes a big difference to me.

After the new General Education curriculum is established, who will govern whether new/modified courses are designated or endorsed to satisfy the proposed General Education curriculum requirements and the criteria established in these SLOs? On behalf of an impacted department (Mathematics, regarding the Quantitative Reasoning Skill & Competency), we find it essential that the committees endorsing current and future courses should rely on subject-matter experts to evaluate and interpret the SLOs in the context of proposed courses, providing them a significant voice in the conversation. Acknowledging that committees with diverse representation are currently in place to articulate the SLOs, and presuming that the initial determination of which courses fulfill each criteria will be made by committees with similarly diverse representation, we also find it essential that consideration of who will govern future determinations should be decided now, at the establishment of the new General Education curriculum, not as the need arises.

Design, produce, test cycle should be more evident. Computational analysis is good but should be more clearly stated as to its meaning. Computational analysis should not be equated with making calculations on a spreadsheet.

After the new General Education curriculum is established, who will govern whether new/modified courses are designated or endorsed to satisfy the proposed General Education curriculum requirements and the criteria established in these SLOs? On behalf of an impacted department (Mathematics, regarding the Quantitative Reasoning requirement), we find it essential that the committees endorsing current and future courses should rely on subject-matter experts to evaluate and interpret the SLOs in the context of proposed courses, providing them a significant voice in the conversation. Acknowledging that committees with diverse representation are currently in

place to articulate the SLOs, and presuming that the initial determination of which courses fulfill each criteria will be made by committees with similarly diverse representation, we also find it essential that consideration of who will govern future determinations should be decided now, at the establishment of the new General Education curriculum, not as the need arises.

I teach juniors and seniors in the business school. They often simply cannot perform simple algebra, much less anything involving exponents. I have to teach them algebra. I should not be having to do this. They mostly remember PEMDAS but they do not know how to apply it. I have to teach many of them how that works.

Most of the problems I assign are word problems. I seldom give them extraneous information, so that is not the issue. Please: teach them how to convert a word problem to something they can solve by writing down the variables and then finding formulas that they can use to solve for whatever needs a solution. I provide them with formula sheets at the beginning of the semester and I give them those same sheets (clean ones) to work with on exams. They do not know how to manipulate a formula and use that formula to solve a problem or how to use it to reason through a concept question. Please: teach them algebra.

Please: teach them how to use their calculators. Most of them have TI 80 series calculators that they have had since high school and yet they do not know how to create lists or use functions (apps) and storage registers. The storage registers are useful to help them avoid rounding error in intermediate steps.

I recommend the TI-BAII Plus for those who do not have or are not comfortable using their TI 80 series calculator to work finance problems. I teach them how to use their financial functions on their calculators regardless of type: that is my job and I am happy to do that, but I really do not think it is my job to teach them how to use other functions on their calculators. I do it anyway because they do not know how.

If everyone was required to bring their own computer to class, then I could teach them how to use the finance functions in Excel. As it is, I do allow them to use their calculators for exams but I cannot allow the use of Excel because they don't have access to it. By the way, I encourage them to bring their devices to class, so I'm not a Luddite.

After the new General Education curriculum is established, who will govern whether new/modified courses are designated or endorsed to satisfy the proposed General Education curriculum requirements and the criteria established in these SLOs? On behalf of an impacted department (Mathematics, regarding the Quantitative Reasoning Skill & Competency), we find it essential that the committees endorsing current and future courses should rely on subject-matter experts to evaluate and interpret the SLOs in the context of proposed courses, providing them a significant voice in the conversation. Acknowledging that committees with diverse representation are currently in place to articulate the SLOs, and presuming that the initial determination of which courses fulfill each criteria will be made by committees with similarly diverse representation, we also find it essential that consideration of who will govern future determinations should be decided now, at the establishment of the new General Education curriculum, not as the need arises.

I am assuming critical evaluation is part of the outcomes articulated above. How does quantitative reasoning get applied to everyday, disciplinary or interdisciplinary contexts?

After the new General Education curriculum is established, who will govern whether new/modified courses are designated or endorsed to satisfy the proposed General Education curriculum requirements and the criteria established in these SLOs? On behalf of an impacted department (Mathematics, regarding the Quantitative Reasoning Skill & Competency), we find it essential that the committees endorsing current and future courses should rely on subject-matter experts to evaluate and interpret the SLOs in the context of proposed courses, providing them a significant voice in the conversation. Acknowledging that committees with diverse representation are currently in place to articulate the SLOs, and presuming that the initial determination of which courses fulfill each criteria will be made by committees with similarly diverse representation, we also find it essential that consideration of who will govern future determinations should be decided now, at the establishment of the new General Education curriculum, not as the need arises.

In the previous academic year, a course was newly allowed to count for the computational skills requirement. It

was passed because the process by which new courses would be designated this way was unclear, and despite having motivational reasons (mirroring SLOs) it was interpreted that "surely they just meant the inclusion of computers and this allows consumption of a product and not creation or usage at the forefront". Without a standard process, this new course now effectively allows a transfer credit which does not contain computers at all to count for a computational skills course, surely an unintended consequence. It is clear that to prevent such issues in the future we should strive for clarity in the future designation processes.

Looks good

Good one, however, I would prefer that they get away from any in depth statistical computations as each discipline should decide the contents of the statistics.

Who decides which courses count? If it is anybody outside of the math department, then some assurance of competence is needed to prevent the requirement from eroding over time as the current Computational Skills requirement has done.

I don't know what the Proposed Other Requirements adds to the list.

-- will major required stats courses fulfill this requirement as currently is the case?

-- if a major requires both a certain math course as well as a stats course [eg: ENSP] will it only fulfill this 3hr GenEd requirement once and the other becomes a major requirement vs a gen ed requirement?

Make and communicate decisions and conclusions--conclusions and decisions are different? Are not conclusions the precursor to decisions? What activities would be used to measure decision making? Why is the Other Requirement here? This seems to be the goal. The SLOs are all parts of this statement.

Practical probability-based reasoning--some sort of applied statistics--should be a strong focus.

None.

As a Mathematics Faculty Associate who teaches occasionally for the Department of Mathematics, I believe that the Q.R. SLOs are appropriate, well-thought out, and will serve our students well.

Q14 - Modern Language comments and/or questions

Modern Language comments and/or questions

I appreciate the thought behind the requirement to take language in the Freshman year, but am concerned about its impact on students' ability to take courses for credit when they study abroad--this is a significant way in which students make study abroad work for them.

Also, is it possible to place out of all language if a student scores high enough on the placement test?

Are these SLOs even doable in one course? Seems ambitious. No way should this requirement be required in the freshman year. Many students who have double majors, minors, or majors with a large number of credit hours required, take languages during the summer at community colleges because they need to get moving on their major/minor in the freshman year and will have overloaded semesters otherwise.

1. "be able to present" doesn't mean anything

Proposed Other Requirements

* "All students will fulfill their 3-6 hour modern language requirements during their freshman year." - this is not feasible for every student. Why is this desired?

* How can students CLEP out of this requirement when (as far as I know) the CLEP exam does not have a Cultural Competence (#4) component?

I think American Sign Language should be allowed as an option for this requirement. There are faculty in the School of Education that are able to teach these courses as an option for those not interested in learning a foreign language or who are already proficient in a foreign language.

None

I don't teach language, but this seems like a lot in 3 hours.

Do we need to devise a new placement test to evaluate students vis a vis these SLOs?

I also wonder why students must take language in their freshmen year. Perhaps there is a pedagogical reason. However, I think this has the potential of actually making a complicated curriculum more complicated and I thought one of the goals of the new GE curriculum was flexibility.

My main concern is the requirement to take courses during the freshman year. Even with block scheduling, I fear that this will be very difficult to achieve. I also think that requiring students to complete the course(s) in their freshman year might keep them from taking a language course during their study abroad. That is, often students are less willing to take electives during study abroad, even if they know the course will improve their experience, if they do not count toward their degree plan.

Puzzled that only #4 addresses another culture. #1-3 could be used (and fulfilled?) by a COMM course? Isn't the idea that students will gain some competency in a modern language other than English?

#4 bit messy perhaps for Hispanic students taking Spanish. Which is "their own culture"? Which "another culture"?

Opposed to proposal to make a freshman year requirement. Certainly many disciplines would like to see this happen (encourage minors etc).....but surely where the language requirement fits is something each major needs to work out in terms of its degree plan?

The "proposed other requirement" to mandate placement via placement exams is understandable. It must be frustrating to teach students which struggling students but also in the same room those who already have the competence and are surfing. (Assume this is the issue?) In other disciplines, however, that is left to the student (e.g., calculus, basic art, etc.). And given the way the Gen Ed requirement is written, it's questionable that it could be justified.....however appealing.

support as proposed

I acknowledge the utility of placing this early in the curriculum, but in what cases, if any, does a student's desire to wait until they know more about before they determine what "their" language will be?

I think that the requirement that students begin with their language in the first year is crucial. Students who wait to fulfill this requirement not only lose the language skills they acquired before SEU, but they also miss out on some of the most valuable parts of taking a language, i.e. acquiring a useable level of proficiency, taking "content courses," completing internships and studying abroad.

Will we be adding American Sign Language?

Also if they complete a test to determine placement will they be exempted for the first class as in the past? Or will they complete 2 classes but just at a higher level to complete the 6 hours?

I would like for the Modern Languages proposal that is forwarded to the Academic council to include the flexibility within the majors to use American Sign Language to fulfill this requirement.

While I see a mention of "global context," there are no SLOs assigned specifically related to "global education." I'd like to pull back a bit and look at the EULOs and suggest that "global education" is achieved not in any signal "requirement" or course, but through the entirety of a student's 4 year academic experience. A student who satisfies their "modern languages" requirement with ASL will achieve the same "cultural" outcomes as someone who fulfills this requirement with say Spanish. It is universally understood that ASL involves a culture onto itself.

Secondly, at least three of 10 of our Peer Institutions allow students to fulfill this requirement with ASL. An additional allow it if a program "consents to it."

Thirdly, please look to the Texas Higher Educational Coordinating Board, which states, "(According to the Texas Education Code, section 51.303(c), "American Sign Language is recognized as a language, and any state institute of higher education may offer an elective course in American Sign Language. A student is entitled to count credit received for a course in American Sign Language toward satisfaction of a foreign language requirement of the institution of higher education where it is offered."

Fourth, the Federal Gov't: Beginning in 2000, the federal CIP code classification shifted ASL to the area of Foreign Languages, Literatures, and Linguistics.)"

Fifth, and most importantly, there is high student demand for this option among students in the Department of Teacher Education in general and by you pre-service Special Education students in particular. It is mostly because of this student demand that I have been further researching this issue and will push it as far and wide as I can. Please know that we will present to the Academic council with specifics of student interest after we conduct a formal polling of current and former students.

Don't see how we can "force" students to enroll in the 2 courses consecutively. What if they take their 1st language course in the fall and need to do something totally different (or be out of school) in the spring? Recommend the word "will" in the 2nd sentence of 1. be changed to read: "Those who need to take 6 hours "should" enroll in a modern language class in their first and second semester consecutively."

I would like flexibility within majors to use American Sign Language (ASL) to fulfill this requirement. Global education is achieved by the totality of the student's time and coursework at St. Edward's and not just through particular languages.

ASL is important for future professional employment and students have requested this option. At least three of our peer institutions allow this option.

The Texas Higher Education Coordinating Board allows this as a satisfaction of credit and the federal government shifted ASL to the area of Foreign Languages, Literatures and Linguistics.

In SLO 1, what is meant by "from across disciplines" in this context?

How feasible is it to require students to satisfy this requirement in their freshman year (for those entering as first-year students in the fall, of course)?

I think that students should be able to take their language requirement after their freshman year if they would like. This would allow them to do this abroad since it is less likely they will go abroad their freshman year. I think having them take this their freshman year is overly controlling. Some majors have highly sequences classes and the language requirement should not put them behind.

With one year of a foreign language, I don't see how students will "be able to present meaningful information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines using writing processes and presentation strategies". This, as well as the other SLOs, seem to me, to be beyond what can be accomplished in one year of study.

Requiring students take their language the first year does not seem practical or desirable. Some students would hope to satisfy their language requirement as part of a study abroad program which they cannot normally do their first year. In addition, it seems like the other Gen Ed groups could also make a claim that their requirements be taken that first year--e.g., why not math or science or ethics or religion?

Do students who test out of 6 hours need to take an additional 3 hours? This makes no sense. Those students who transfer in a science class are not required to take another one at SEU.

No comments, sounds good.

How do transfer students factor in with this first year requirement?

I don't have anything substantive here, but it did seem weird that the SLO's do not mention this work is done in a non-native language. I appreciate the interpersonal and cultural competence SLOs here.

What is the rationale behind REQUIRING completion of the modern language requirement during the freshman year? There will be instances in which a student may not be able to complete the 6 hours due to scheduling conflicts and other activities (such as varsity athletics). Further, if one is required to complete the 6 hours during the freshman year, the foreign language requirement then holds the same structural positioning as the required freshmen seminars -- unlike other University courses in other departments (sciences, business, social sciences, humanities) which do not gain the "benefit" of (essentially) forced enrollment by freshmen.

I don't see the purpose in requiring modern language in the freshman year, however do agree that the courses should be taken in consecutive semesters. Perhaps there is a way to indicate this in the bulletin?

I am also confused about what is meant by "modern" as it seems that term is conflated in the last SLO with "global." By modern do we mean active or currently in use? I'm thinking specifically of American Sign Language as an example of a language that is "modern" and has a culture but may not be recognized as "global" despite its documented use in a variety of contexts outside of the United States.

Looks good

Why is this being done in their freshman year? Many students struggle with foreign language and may need to take it more than once to pass. I don't think they should be forced to pass this during their freshman year

I'm so pleased that FL will continue to be required of all our students; it's being made optional at so many other universities. However, requiring students to fulfill the FL requirement during the freshman year is going to create an unnecessary bureaucratic headache. Since the foreign language classes aren't prerequisites for most other required coursework, students may face scheduling challenges when trying to complete must-have prerequisites during freshman year. In addition, for students who decide to study abroad during their senior year, it's better to enroll in the FL class closer to the time of their study abroad.

It seems more reasonable that modern language courses should be 4 hours each, not 3, to bring us into line with other schools and ease transfer credit. Also, native speakers could then get more of their 120 hours via CLEP, which could be a boost to Hispanic retention and graduation rates.

1) The following terms have no unambiguous meaning and as such should be removed from the SLOs: authentic, familiar, unfamiliar, meaningful.

2) The phrase "culturally appropriate" is racist. It should be deleted.

3) "...allowing them to challenge, confront, and disrupt misconceptions and stereotypes that lead to discrimination." This statement is both seriously vague and deeply offensive.

It should be deleted in favor of the more direct sentence that begins the SOL "Students will demonstrate a basic understanding of cultural behaviors within a global context. They will compare and assess values and social practices from their own culture relative to those from another culture."

4) The Proposed Other Requirements -- It should not be required that students fulfill their foreign language as freshman. That is far too restrictive for schedule purposes.

I am enthusiastic about modern language requirement. As long as other elements of our curricula (across departments/schools) are flexible then this requirement having to happen in the first year is good. But, some departments have SO many requirements (this is a BA or BS, not a graduate degree and while we want our people well trained, we must, from a social justice perspective, be aware of students' time and money--an undergraduate degree will not ever take the place of a master's degree and we shouldn't fool ourselves that it will do so professionally), that students have little wiggle room in their first year, so little opportunity for self exploration. Therefore, if all majors would kindly require no more than, say 50 credit hours in their discipline, our students would be in a good position to take advantage of the liberal arts education we offer and could easily take language courses their first year without penalty.

We cannot require students to take their language in their first year. That is bad policy.

-- how do you force students to complete this requirement in their first year?

-- will they still be allowed to transfer in this requirement from another school or CLEP?

-- will SEU look into exam credit options for non FREN/GERM/SPAN languages to avoid penalizing students with proficiency in character based languages that are currently unable to earn credit hours for that proficiency?

1. Who grade 'across disciplines'?

2. Can students really accomplish all of this after only 6 hours of languages?

4. "Assess values?" Are there correct and incorrect values? Who is to say? Isn't there a potential to have different values based on different cultures?

Proposed Other Requirements: this seems like a scheduling nightmare for students and a potential retention problem

Given that I have studied three languages, I do not think it is possible with only 3-6 hours of language to achieve the SLO 1 and 2. "be able to present meaningful information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines using writing processes and presentation strategies" would be very difficult for a Freshman student with no language background to accomplish after 6 hours because it requires not only vocabulary but sentence structure, etc., for writing and competencies to make a speech that go beyond pronouncing words and creating sentences.

Can a course in American Sign Language meet language requirements? I believe it would be in the spirit of the SEU mission to include ASL among other languages. If so, do the SLOs need to be revised to account for this language?

Great idea to have them take their language courses as early as their freshman year. Students with previous modern language experience acquired in high school will be more successful in their college courses as they build upon previous skills immediately after coming in.

everyone should be able to place out of language and/or receive credit through some other method. This includes Arabic. The freshman requirement will never work (scheduling, study abroad, etc). How are you going to teach cultural competence in a classroom?

Sadly, the requirement of only completing the second semester first year course does not give students a useful tool. Completing second semester of second year WOULD give the students a useful tool that they could use while studying in a country where that language is spoken.

Q16 - Oral Communication comments and/or questions

Oral Communication comments and/or questions
These SLOs are dense. Could they be simplified and some of the specific language be used for rubrics? For instance SLO #4 "offer abundant, varied, and relevant forms of evidence" could turn into "offer various forms of evidence" and drop the examples. SLO #3: "constellation" is ridiculous in this context.
I support the proposal
I think it might be important to be more specific about what "major presentations" means, perhaps giving examples. I think the intention of the course is to educate students in presentational speaking. However, the SLOs could perhaps be applied in other ways. I am thinking about an experience I had as Capstone Director when one of the instructors interpreted something like "final presentation that orally communicates the semester's work" as the class having a picnic under a tree and chatting about their research.
support as proposed
Would these be housed in the communications department or across the university?
no comment
I think this should be in the major. In the past these classes are sometimes not focused enough for students of some majors.
I don't understand "a constellation of occasion-appropriate techniques ". What does this mean?
Good.
Non-expert here, but the SLOs seem to describe a single presentation, instead of course goals.
ability to measure the SLO, since all have multiple required behaviors
Does the "Proposed Other Requirements" mean that every communications class "must require at least 3 major presentations," or that ALL courses (i.e., "every class" at the University) must require presentations? This needs to be clarified (and, if the intent is to require major presentations for ALL classes, that may need to be vigorously debated, as at some disciplinary levels it may not make pedagogical sense to require presentations during the semester).
I'm wondering how listening comes into play.
The increased class size (20-24 students) is too large for this course. Please take into consideration that student presentations take a set amount of time and it is stressful to try and fit all the students into the allotted presentation days. I've already cut the time limits for speech assignments down one minute, and still have trouble fitting them all in. Adding more presentation days cuts into fulfilling course objectives through lectures and learning. Cap the enrollment at 20 students for this course so that they get the attention they deserve from instructors. Thanks!
Looks great
yes!
Proposed Other Requirements: Every class for what? Every class that fulfills this requirement? Please clarify.
I require six speeches/presentations, but the first two are ungraded. I want them on their feet speaking from the very beginning. Otherwise, I'm in full agreement with the full SLOs.
These SLOs still seem wordy--more like the "A" level on a rubric than SLOs. I would suggest condensing them. For example, it seems like an "A" level presentation would offer "abundant, varied, and relevant forms of evidence," a C- presentation less so. Perhaps revise to something more concise and relevant for ALL students like, "Support

assertions with relevant and appropriately cited sources." I think all 4 SLOs could use this sort of revision.

It seems like the written and oral communication outcomes were written with little to no communication. Could the groups that produced them work together to produce outcomes that relate to each other? They won't be the same, but it seems reasonable that there would be some overlap, and shared language would make this much more visible.

-- if a major course requires at least 3 presentations will this fulfill this GenEd requirement?

2. How does one assess "communicate....memorably?"

3. What's a 'constellation'? 2?3?10?

4. What's 'abundant'? 2?3?10?

"Use all organizational elements thoroughly, consistently, and memorably" means what? "Offer abundant"--what is abundant?

Some of the SLOs seem to be written from the professors' view rather than what Freshmen can actually produce. Has anyone actually looked at the measurements for student learning and the Freshmen level to see how these are evaluated? How many is a "constellation of occasion-appropriate techniques"? Is there a number of gesticulations and movements that must be used? How is posture evaluated?

More important than EVER to keep Oral Communication in General Education. Given that we have a President who cannot communicate - except in tweets - the next generation needs to be educated on how to engage in civilized oral discourse.

Good slide design (if the talk uses slides) should be emphasized. See "Presentation Zen" website and the work of Edward Tufte.

Could the 3 major presentations include group presentations, and/or recorded presentations?

Is it to be assumed the classes will only be in Communication given the use of the phrase "appropriately employ knowledge of organizational patterns" and other discipline specific phrases in the description?

what is abundant evidence? How do you measure it? Is gesticulation legal in Texas?

I do not understand why this has to be a separate course. Oral communication is vital to our students and their post-graduation success, but these SLOs could be incorporated into other gen ed and disciplinary courses (and I suspect they are).

Q18 - Writing 1 comments and/or questions

Writing 1 comments and/or questions
Use a word other than "pathways" in these SLOs to avoid unnecessary confusion with the Gen Ed framework term "pathways." Perhaps "approaches"? In SLO #3, the use of "global" is a weird term in this context. Perhaps "comprehensive"?
I've taught this course, and I don't get what this means: "The student will reflect on the ethical choices inherent in the relationship between reading and writing." Is this addressing citing and attributing sources? I understand the SLOs need to be broadly defined, but if they are going to be meaningful for both instructors and students, they need to be clearer and more specific. It also seems like this class is largely the same, including a controlled research paper. While I understand the purpose of this assignment, I think it does our students a disservice not to expose them to research, even if closely guided, in their first semester of their college careers.
Would love to see use of a different word at the ends of each SLO introductory paragraph given that "pathway/s" is such a baggage-laden term for GERC. Otherwise strong.
support as proposed
Some of the objectives are that the students will reflect. I don't see that as an outcome. In addition, students will analyze. How are all of those things to be evaluated? Was I an average reflector? Above average? By how much? Will this be at the point under "rules & conventions" in #2 - sub 4 where we will spend more time discussing citation importance and academic dishonesty to a significant level?
I don't know what "global improvement" means.
There should be some mention of faculty providing "feedback" with students responding to that feedback.
this all seems fine to me
Well done.
These look great.
Multiple people have expressed worry that committees evaluating which classes fit these SLOs be composed of experts in the discipline involved and not just representatives from every school. I share that worry. For this one, it seems important that the committee be formed of faculty who are themselves engaged in writing pedagogy. Love 1 & 2 and the revision focus of #3. I am a long-time writing teacher and appreciate the variety of objects of study preserved by the words "difficult texts." This is appropriate for *engaging* freshmen with the richness of rhetorics and the analysis of different kinds of texts. I find the specification of a "pathway" for no. 3 confusing, however. Is it saying that revisions will be focused on these core questions instead of, say, grammar? What about clarifying an argument, or better supporting it? Would not those also be valid "pathways" for revision? The intention here seems blurry to me.
In 2.4 I kinda sorta think I know what "writing conceptions" means, but I'd prefer something homelier and more straightforward than this jargony phrase.
I question how the SLOs can be measured, since each requires multiple behaviors
I'm not clear on the 'ethical choices' between reading and writing - does this mean they'll be doing moral reasoning when analyzing texts??
Please teach them the different uses for "its" and "it's," "your" and "you're," etc. Disappointing how many college students don't know the difference.

No comments
I agree
These are okay, but do we need clearer language to indicate whether students are expected to master some of these items, rather than simply "reflecting" on them? I.e., "Students will learn and employ useful strategies for accessing difficult texts"? Otherwise, not clear for grading purposes whether students have succeeded. And are we to give oral exams to figure out if students "identify and explain rhetorical moves common to texts"? The jargon seems specific to a particular text, which may not be clear to students or their instructors, as written, being as new texts may come into favor?
1) I have no idea what this means: "The student will reflect on the ethical choices inherent in the relationship between reading and writing."
I think that Writing One should be a prerequisite for COMM 1317.
It seems like the written and oral communication outcomes were written with little to no communication. Could the groups that produced them work together to produce outcomes that relate to each other? They won't be the same, but it seems reasonable that there would be some overlap, and shared language would make this much more visible.
-- will this course be available to be fulfilled in the major or only taught by WRIT faculty?
Maybe the others can use these as a model? Although 3 is difficult. It seems to encourage students to write poor first drafts so they have many areas on which to improve. That would not carry over well to other courses where the first draft is the final.
We offer advanced writing-rich courses in foreign languages on campus. We are hoping that they will be considered when fulfilling this requirement.
Will there be paper and page length requirement?

Q20 - Writing 2 comments and/or questions

Writing 2 comments and/or questions
It would be important for faculty with significant writing in their discipline (even outside of writing faculty) to be integral to the development and execution of this course.
Use a word other than "pathways" in these SLOs to avoid unnecessary confusion with the Gen Ed framework term "pathways." Perhaps "approaches"? What happens if a student takes Writing 1 with a professor who follows a differing "pathway/approach" than the Writing 2 professor? For instance, in Writing 2 the student has no idea what heuristics are because that wasn't highlighted in the previous class?
I understand the value of a rhetorical analysis. But as the first required paper prompt in this course, the rhetorical analysis gets a little tired. I wonder if there could be another option for the first paper.
My main concern is who will be involved in approving courses for this requirement and what the selection process will be. I think several things are important: 1) people with expertise in the relevant disciplines, especially writing and rhetoric for Writing 2, should have a major role in course selection or approval; 2) this needs to be balanced with inclusion of faculty from various disciplines; 3) The process needs to be practical. This is looking ahead, but along with the new curriculum, I think we need a plan for regular review and modification as needed.
If these SLO explanations are going to be used and understood by students, they need to be clarified and simplified.
In the template, it says that Oral Communication is a pre-req. That is not listed here so perhaps it has been dropped. I would suggest that it is dropped. This curriculum is pretty complicated. Streamlining as much as possible will in the long run be important, for example only having absolutely necessary pre-reqs (such as Writing 1 in this case).
The SLOs appear strong.
The whole issue of "sections according to schools" as set forth in the proposed curriculum remains the murky issue here---and does not seem to be addressed here. Given the logistics required to pull it off well, that may be to the best.
support as proposed
As with writing 1, some of these look very difficult to assess.
Should be some mention of faculty (or staff) "feedback" with students making revisions based on that feedback.
seems fine to me
I am assuming this is in their major. I think this is wonderful! Giving students practice in writing relevant to their career is very effective.
These look great.
Multiple people have expressed worry that committees evaluating which classes fit these SLOs be composed of experts in the discipline involved and not just representatives from every school. I share that worry. For this one, it seems important that the committee be formed of faculty who are themselves engaged in writing pedagogy.
Heuristic here seems a term of art/jargon. Clarify? For #3, I repeat my observation about the "pathway" language, which suggests to me what the revision should be focused on. Seems like an arbitrary and restrictive choice, if I am understanding it clearly. If the confusion is mine, disregard!
In #1, "resources" (as opposed to "research sources") would seem to suggest developing a facility with databases, archives, approaches to field research, etc., though the only one of the following three points that seems to bear on this meaning is the underwhelming 1.2: "The student will find . . ." This leads me to believe that the writer actually means "sources" rather than "resources," which renders the statement redundant: "Students will build on and expand their use of [research sources] to support research [source]-based writing goals." In #3, let us be content with "substantive" or even "significant" improvement rather than "global." Next we will be calling for "big-

league" improvement.
same concern as indicated in Writing One
Are we satisfied with awareness or should we push further? "The student will demonstrate awareness of their own position within the rhetorical situation as a member of a targeted discourse community."
I hope that there will be sections that address Chicago style for particular disciplines in Humanities.
Writing regarding research should be focused on their major. Asking them to apply their writing to other areas of research would cause them redundancy
These seem much more direct and useful for students and faculty than the Writing 1 SLOs, with the exception of the second item under the second set of listings: "student will demonstrate awareness of their own position. . . . within a targeted discourse community." We try to teach the students to write clearly, but this is not a good example of that ;)
This looks nearly identical to Writing 1. Also, it is written in such a way as to rule out sections according to schools as proposed by the general education curriculum. That is the SLOs are very technical and likely apply only to those particular classes that actually teach writing and rhetoric.
So, I think it should be rewritten in a much broader way so as to map onto the account provided by the Proposed General Education Curriculum framework.
Are the SLOs designed so that anyone could offer a Writing 2 course?
Nothing to add to this one.
-- will major requirements be allowed to fulfill this requirement or will it only be available from WRIT faculty?
These at least have options for the course and faculty with the use of 'any of the following pathways'
paper #s and page length requirement?

Q22 - Natural Sciences comments and/or questions

Natural Sciences comments and/or questions
SLOs seem overly prescriptive with anything after "furthermore" or "in particular" statements. Those seem to be guidance on how to execute the SLOs. SLO #2: don't get specific about topics and how they work/rotate off. Experiential learning in the other requirements section seems implied already in SLO #4.
It would be great if there could be linked natural sciences courses to Writing 2 courses. That way, we could integrate content and provide opportunity for linking ideas between the disciplines. Students could focus their research project on a discipline of the natural science course.
* Certain computer science-related SLOs do not seem to be covered in the Curriculum Framework - big oversight. * #1: Unclear what "available literature" means.
Proposed Other Requirement The "Proposed Other Requirement" is just a statement, not a requirement.
support as proposed
In Natural Sciences, emphasis should be on real-world problems and real-world experience.
I am just concerned about how the natural science majors will fulfill this requirement without having to take an additional class. Most of our intro classes are not setup to develop all of the stated objectives.
A side issue - it has been brought to my attention that instructors who taught/are currently teaching material incorporated here: 1. Differentiate between scientific and non-scientific questions and investigations as reported in available literature. Furthermore, they will distinguish effectively among conflicting claims allegedly based on scientific investigation. - are disparaging the social sciences and invalidating them as legitimate investigation. Will we be making an effort here in this SLO to respectfully discuss this across majors?
n/a
Hopefully, this will help us not produce vaccine deniers!
Computational skills (not calculating skills) should be included in these SLOs.
Must this be a four-hour course, or would a three-hour course be more manageable for the departments involved?
I wondered if this deserved more than one outcome: "Differentiate between scientific and non-scientific questions and investigations as reported in available literature. Furthermore, they will distinguish effectively among conflicting claims allegedly based on scientific investigation." It seemed to involve critical analysis and evaluation.
Looks good
While it may be ideal for some students to use experiential learning to apply their knowledge, it is not necessary for students not majoring in the natural sciences. This is again an extra requirement that takes away from learning those elements of science needed for their majors.
Experiential Learning should NOT be required. And the number of hours reduced to 3 from 4.
Do we even have the capacity to run 4 cr hr Natural Science courses for every student in the university?
I suggest moving some of the material you currently have as SLOs into the requirement category. For example, the examples of policies and the requirement that they be updated periodically. Currently the SLOs seem somewhat complex and that plus the fact that there are 5 of them could pose assessment challenges (I think).
-- will NSCI heavy majors outside of NSCI be exempt from / allow major courses to fulfill this requirement? [eg: NEUR; ENSP]
These are very advanced learning outcomes I would expect to see seniors science majors achieve and not others.

Would an embedded study abroad satisfy the 'experiential learning' component? For example, meet 3 hrs a week during the semester with a 2 week study abroad before or after the semester to earn the 4th hour of credit. (so a 4 hr course, but it only meets 3 hrs a week during the semester). As part of the SA, I imagine there will be opportunities for students to "Demonstrate the ability to suggest and/or test possible solutions and evaluate the outcomes of those solutions to authentic, real-world problems through scientific investigations" But likely not the only component of the trip - is this still ok? Seems like a good way to incorporate global engagement and science.

Student....'they' Perhaps the Eng/Comm faculty should proofread.

"These specific areas should be updated on a one-year to five-year basis." How is this a SLO for Freshmen/Sophomores who are taking a science requirement. Verbally means using words--The sentence in #5 should read "orally and in writing." Is experiential learning an SLO for all course that fulfill this requirement?

Can students transfer this in, or take the credits elsewhere?

The Nat. Sci. SLOs are ambitious but attainable, in my humble opinion. These SLOs are particularly important to prepare students for a world in which climate change, and indeed, global warming, are realities with significant consequences for all.

Q24 - Diverse American Perspectives comments and/or questions

Diverse American Perspectives comments and/or questions
Seems especially important in this political climate.
Exciting class!!
I like the new name. Re-Examining America could be seen as implying that the original "examination" from the mainstream perspective is wrong and needs to be re-done. That could work as a divisive element for some students even before the course starts. The new title is more inclusive.
I support the name change
support as proposed
I don't see an option here, but in the curriculum it lists a required course on social identities. I do not feel this should be required. Identities will be discussed in the social justice course and the diverse american perspectives course, so an additional course is overkill. In addition, as represented by the Trump election, perhaps we should not focus so much on identity politics as it seems to divide people rather than bringing them together.
If some majors have heavy diversity approaches will they be able to be exempted from this or will it be mandatory?
Glad you're wanting to drop "Reexamining America" -- but, am not sure why the word "Diverse" is needed. A name such as "American Perspectives" would be adequate and would not involve the use of what could be a charged word, "diverse."
I wish we had something like this, to place students in the current moment: "Engage with and analyze current events with the goal of becoming informed and active citizens."
Good.
I will likely teach this class, and while I appreciate the openness...wow, this is very open. Again, maybe I like that, after our rote, formulaic CULF predecessors. Given these SLOs, a new title does seem needed. The current one (Diverse American Perspectives) seems fine--but do we intend to not exclude South or Central American perspectives here? Could this be a class focused on Argentinian or Guatamalan society? This is intended as the US diversity course, right? It might be fine, but I have heard the word "American" challenged when the speaker means United States. On the other hand, *students* will understand what the class is about from the word American, so maybe keep it? Or clarify somewhere for instructors that this is a US focused class, replacing both Dilemmas and Experience.
Why limit the "perspectives" to American perspectives? We have a global student body -- and the Administration has been strongly emphasizing global engagement -- so these facts would suggest that an analysis of global social identities and dilemmas (which would also include American content as one area for analysis) would make more sense.
How will the view of the role of religion from a natural science perspective be woven into this specific element?
Describe and analyze how to come to terms with American history as it relates to the origins of racism.
Looks good
Excellent early education for liberal arts.
These sound good--I'm assuming this is the new version of American Experience.
I personally would begin with SLO #3 and then add SLOs #1 and 2. It isn't that 1 and 2 should be diminished, it is just that these students actually get a great deal of SLOs 1 and 2 (faculty going through the educational system in the 1980s and 1990s may not have dealt with SLO 1 and 2--but today's students...?)

If this portion of the curriculum does not address issues outside of North America, I am still uncomfortable with the name "American Perspectives" and would prefer a different label. However, I appreciate the new SLOs because they seem to allow students to pursue a discipline of their choice and better align with a liberal arts model of education.

-- will related majors such as HIST be exempt from or fulfill this requirement with major courses?

This could be a model too. I can see Freshmen accomplishing these.

How and who is going to measure this? Who will teach this course? What about transfers? This smells of groupthink.

Q26 - Global Perspectives comments and/or questions

Global Perspectives comments and/or questions
This needs to specifically state that it applies only to courses whose focus is non-US
I would like to see some requirement/expectation of an outside event. It is difficult for students to consider how they can address (or even the contours of) global inequality. Identifying issues is essential, but what do they do once they know about it?
SLO #3, don't need anything after "such as" since it's merely a detailed list.
Does women's studies overlap?
Does "demonstrate" need to be expanded to specify "in writing, orally, and/or visually?"
In #3, "moral" and "ethical" seem redundant. Could (should) "creative" be added?
Overall, I think it is important to include the overarching GE skills that should be included in most of these courses since they are GE courses, especially communication (written, oral, visual) and thinking (critical, ethical and creative).
support as proposed
no comment
Love these
The SLOs should be rewritten to be active. #2 - "Compare, analyze, and evaluate...." #3 - "Identify issues..." or even better "Identify and analyze issues of"
Who will be approving courses for the various pathways?
None.
Each SLO is asking for at least two outcomes - measurable?
Why separate global perspectives from American perspectives? This bifurcation tends to reinforce the "us versus them" perspective which has been growing in our overall national debate (in politics, in science, in business, in the humanities). Perspectives should simply be perspectives -- inclusive, broadly ranging, and globally diverse. If the Committee feels that it is necessary to have two "Perspectives" courses (as is presently structured with the "American" and "Global" courses, these should simply be a sequenced process of "perspectives" courses, similar to language courses (which have "language level 1" courses followed by "language level 2" courses).
How will the "local" dynamic accompany this global look? Many say you can't look at global without looking at local?
Will this be a familiar or unfamiliar body of knowledge?
"Demonstrate knowledge about an area of the world, country, or region within a country and place it within a global context involving individual, societal, cultural, economic and/or political relationships (Knowledge);"
Looks good
Excellent given our mission. However, I think that input into the content of these courses should come from the major department of global studies.
SLO #1 does not exclude the US. So one could offer a course on Texas and the world.
This is very cumbersome and unclear; hard to make sense of what the SLOs actually are.

Suggestions:

1) Instead of "Through the study of a combination of cultural, political, historical, societal, technological and/or economic legacies, the student will," just "the student will."

2) Instead of "Demonstrate knowledge about an area of the world, country, or region within a country and place it within a global context involving individual, societal, cultural, economic and/or political relationships", perhaps "Demonstrate knowledge about a country or region of the world, and the ability to understand its social, economic, cultural and/or political reality in relation to the broader global context."

3) Instead of "Demonstrate the ability to compare, analyze and evaluate diverse perspectives, including their own, to experiences and legacies within a global context outside of their own society", perhaps "Demonstrate the ability to compare and contrast their own experiences with the experiences and legacies of different countries or regions of the world"

I'm not saying that my suggestions are perfect, but I think that these SLOs need to be simpler and clearer.

-- will related majors [such as GLST, SOCY, POLS in the international track, HIST] be exempt from this requirement or allow major requirements to fulfill this requirement?

#1 includes all the items in the stem part of the SLO except historical and technological? Why?

"Demonstrate the ability to compare, analyze and evaluate diverse perspectives, including their own, to experiences and legacies" Compare, analyze and evaluate 'to experiences'? Analyze and evaluate do not take 'to'.

add sexual identity to the list in #3

Doesn't star trek use SLO 3 to solve problems?

Q28 - Exploring Expressive Works comments and/or questions

Exploring Expressive Works comments and/or questions

SLO #4: How do you "dialogue with" multiple points of view? Confused about the meaning of the phrase in this context. SLOs #1 and #5 are both about analyzing and seem too similar to be 2 different SLOs.

Does SLO #3 mean that connections should be made with social issues at the time the expressive work was created, in our own time, both/either of these?

I'd like to see wide faculty discussion about who will be involved in approving courses for each requirement and what the selection process will be. I think several things are important: 1) people with expertise in the relevant disciplines should have a major role in course selection or approval; 2) this needs to be balanced with inclusion of faculty from various disciplines; 3) The process needs to be practical. This is looking ahead, but along with the new curriculum, I think we need a plan for regular review and modification as needed.

It would be nice to have a definition of expressive works that puts some parameters on what kind of "expressive works" work for this class. I'm assuming literature and film, but what else? Music? Theater? Television? Performance art? Visual art? I'm assuming this is a replacement for CULF 1318, which had a specific Mission focus. While I see "contemporary social issues" it would be nice to have a stronger connection to the Mission here.

In #5, I wonder if it might be re-worked to say something like, "Use appropriate discipline-specific and analytical frameworks to analyze expressive works." Does "scholarly discourse" seem limiting? For example, I am thinking of a film analysis course, which should fit in this category. There are certainly scholarly discourses about film, but that is not the language or paradigm that is commonly used when analyzing a film.

I support this as long as it can include courses outside of Humanities.

Challenging topic. Reader assumes an "expressive work" is in the arts? EG, theatre, literature, art, music....???? But why couldn't it be a piece of political policy, a series of White House tweets, a society's gift-exchange rituals or a model? Or can it be? More clarity invited.

support as proposed

I don't know what this is and students won't either - is it literature? art? Select a name that more specifically describes what is required.

I REALLY like these! Kudos to this SLO committee.

no comment

None.

These look great.

Multiple people have expressed worry that committees evaluating which classes fit these SLOs be composed of experts in the discipline involved and not just representatives from every school. I share that worry. For this one, it seems important that the committee be formed of faculty who are themselves engaged in exploring expressive works in their work and teaching.

As a CULF 1318 veteran, I'll likely teach this class as well. Is "inquiry-driven" a phrase that is meaningful to everyone? Its not to me. For #2, I'd suggest the plural, "contexts." For #3--what does integrate knowledge mean? Also seems vague. But this seems a nice integration of CULF 1318 and 1319, and seems inviting to teach.

Isn't #4 simply a more specific restatement of #1? Unless the ambiguous "inquiry-driven" means something other than what #4 specifies.

In #3 don't "integrate" and "draw connections" mean the same thing? One could merely fix the grammar: "Integrate knowledge OF and draw connections between . . ." Or one could revise along these lines: "Draw

connections between expressive works and [knowledge of] contemporary social issues." The brackets should be sufficient to demonstrate how little the term "knowledge" is needed in the statement.

Same problem as previous - more than one outcome per SLO

Aren't ALL works "expressive works" in some manner? This seems both vague and condescending, in the sense that the instructors are deciding what expressive works are "worthy" of consideration as such (and these do not necessarily lie within a specific disciplinary family, so they might simply reflect personal preferences -- why not hip-hop rather than grand opera?).

Might be the best SLO's I've ever seen. ... I might have worked on these, but I still think they're awesome.

Looks good

I have no idea what this area concerns. What sort of courses would fulfill this requirement? Is this sort of a replacement for CULF 13...? I am not entirely sure how this requirement relates to Liberal Arts and wonder if it couldn't be further sharpened so as to speak in some way to a Liberal Arts education or professional skill sets to be developed.

I think these are good course goals. But, do you want all 5 of these as SLOs (which thus need to be assessed)? Might some (such as draw connections b/t expressive works and contemporary social issues) be moved to requirements? That way, instructors would still need to do this, but the assessment requirement would be lesser. Also, it seems like SLO could move course assignments away from textual analysis and towards a focus on contemporary social issues (which they'll already be getting in other courses). Similarly, will SLO4 be required for all students in a major assignment in all courses? This too *might* work better as a requirement.

-- is this requirement only related to the visual or theatrical arts or will writing related courses be allowed here, as well?

#3--Integrate knowledge means what? Draw connections... stands alone. Apply knowledge to be able to draw...?

SLO 6- use pedagogical buzzwords in SLO's 1 through 5 to confuse students and hurt retention

It would be great to have a definition of "expressive works." Are we talking about literature and art history? If so, why not say so.

I think the SLOs are well thought out and cover a valid set of goals. I've always been a bit troubled with the word "Expressive" as used here, since it connotes an almost metaphysical quality that literature, art, film, etc., are assumed to have, and that seems simplistic. It's Romantic. I would prefer "creative." But this is about these SLOs ... First of all, I HATE the word "dialogue" used as a verb. I know it's technically acceptable, but it's business jargon. Can that please be changed? Finally, a lot of the "expressive" works that will be taught in these classes won't be contemporary, so I have a problem with SLO 3. They might relate to contemporary social issues, but including such relating as an SLO seems prescriptive to me.

Q30 - Creativity and Making comments and/or questions

Creativity and Making comments and/or questions

SLOs #1 & #2 seem to slide into one another, both dancing around the same ideas of technique. If one is about acquisition of book knowledge and the other about application of knowledge, could be more clear. SLOs #3 & #4 also seem similar about reflection, analysis, and critique. Some of the other requirements could be reworded/simplified to be SLOs, like #2 about iteration or #3 about connection.

* The SLOs focus solely on creativity. It is unclear whether all "making" (i.e., construction) is considered creative. The absence of the term "making" in the SLOs would seem to imply that "creating" and "making" something are synonyms. I would disagree that they are synonyms (e.g., an architect is a creative; a construction worker is a maker) and that there need to be SLOs that concern "making."

#1. A rewrite is needed. Do the ability to identify craft vocabulary, techniques, etc., constitute the "toolkit"?

#2. Making doesn't need to be original, certainly not 100% original. Recreation, not reproduction or copying, can be acceptable in certain disciplines. Also, what distinction, if any, is being made between "original creative work" and "original work"?

Proposed Other Requirements

#1. "Studio time" implies art to me. Replace "creative exercises" with "construction exercises."

#2. "Recognizing that professional creative work is derived from recursive methods and not singular transactions". Not always true in other non-art creative/making disciplines.

#3. Yes. Excellent.

#4. Disagree. Not appropriate for all creative/making disciplines.

Love the requirement for students to participate in the local creative community.

Would favor inclusion of proposed requirements 1, 2, 4.

#3 seems to underscore a sense of irrelevance of arts in the contemporary work (or St. Edward's education). More to the point, it addresses a point that is not creativity specific. It could be rewritten, for instance, for the sciences---given the many students taking Gen Ed science who plan to get as far from it as they can after the course. It's a fine goal.....but seems a questionable requirement.

support as proposed

Great!

I appreciate the degree of specificity in the additional requirements provisions.

no comment

Very good.

These look great.

Multiple people have expressed worry that committees evaluating which classes fit these SLOs be composed of experts in the discipline involved and not just representatives from every school. I share that worry. For this one, it seems important that the committee be formed of faculty who are themselves engaged in creativity and making or who teach in departments in which this kind of work is foregrounded.

I won't teach this and don't object to anything here, but this is the most defined and restrictive set of requirements, and seems out of place with the open spirit of the others. Maybe just needs a hard edit?

In SLO #1, substitute "their chosen creative discipline" for "the specified creative discipline."

It pleases me that creativity and making is an important aspect of a liberal arts education!

Looks great

This sounds fun!

I have absolutely no idea why it would make sense to require ALL students to fulfill these requirements. Many have no artistic ability at all.

This requirement makes no sense to me. Is this a skill set that one develops that become applicable to various disciplines (so someone in the Sciences would fulfill this requirement in some way in their science courses?) or is this a requirement related to taking courses in the Visual Arts/Fine Arts? If the latter, it strikes me as superfluous in light of the requirement around Expressive Works. Again, if the latter, this along with the Expressive Works requirement seems like the lobbying of Visual Artists/Fine Art departments and while one course in the Fine Arts make sense, two of these seem hard to justify when our students are so maxed out by requirements in their majors and gen ed.

-- will presentation at SOURCE be allowed as a substitution for this requirement?

Sorry, but I find the "proposed other requirements" to be far too demanding for non-arts majors! It is not obvious to me why #1 is required. #3 assumes a student knows his 'vocation' so could only occur at the upper-division level, and why is #4 necessary?

My only concern here is how these creative works will be evaluated in terms of quality, since some students may have talent and experience already expressed in the past. # 3 in Other Requirements is good but how will "instructors be vigilant about explicitly aiding....." and how will their teaching then be evaluated?

SLO 1- take an art, music, lit class

SLO 2- Get a D

SLO 3- move on

Q32 - Ethic comments and/or questions

Ethic comments and/or questions
I am pleased that these learning outcomes are open to a somewhat broad range of faculty who address ethics from different vantage points.
Does there need to be some focus on applied ethics? Perhaps that is implied in #3, however, it seems like that would be important in the one ethics class that students take, i.e., some theory and some application. I see it as similar to the Creativity and Making area. Give students vocabulary, theory, "tools," etc. and then give them opportunities to apply them.
I support this with the understanding that non-PHIL instructors are qualified to teach ethics.
Consider adding - (The student will:) 4. Demonstrate working knowledge of the successful and unsuccessful applications of ethical behavior in our society today.
Seems like we need to include wording about "applying" ethical theories to real-world situations.
None
managable
Looks great
This course should be taught by people in the Philosophy department only.
-- will this course only be taught by PHIL faculty or can majors create a topics course that can fulfill both a GenEd requirement and a major requirement? Certain majors such as CRIJ, SOCW, PSYC might lend themselves to Ethics in XX courses that are quite applicable to those vocations.
Why is it contemporary or historical? The ethical theories can be traced from their origins in history to their modern versions. what does 'ideas' in #2 add?
If transfers can bring credit and full-time faculty teach it, I am all for it.
This must remain in the Philosophy department; otherwise, it will be a course on regulations.
When SEU students complete their degrees and graduate from the university, I believe that it is important that they have both "a good mind and a good heart." The Ethics SLOs are important in this regard.

Q34 - Studies in Theology and Religion comments and/or questions

Studies in Theology and Religion comments and/or questions
Disappointing in lack of requirement to somehow confront the existence of other traditions than that which may be student's own....so critical to 21st century citizenship.....but perhaps unavoidable--not something that can be dealt with here.....thus leaving it to "global perspectives" if fortunate?
support as proposed
Why have the words, Theology and Religion been switched? Theological study is different from Religious study...theological study comes from the perspective of belief = faith seeking understanding, (at SEU that typically means Christian faith) while religious study comes from the perspective of seeking understanding, no particular faith required.
When examining the proposed curriculum - students had the option of a theology or philosophy class. But I do not see that reflected here in the SLO. So are we removing that choice for students?
It is only "theology" and "religion"? Would the study of the beliefs of Native Americans or Paganism be acceptable based on the SLOs above? We should use expansive terminology that would be broadly inclusive.
None.
Can a philosophy course continue to fulfill this requirement?
likewise
Why should studies in theology and religion be separate from studies in ethics? Even if one is an agnostic or an atheist, that individual should still possess an ethical foundation (and such a foundation may or may not involve religious knowledge). By requiring 2 separate areas of concentration -- ethics and theology/religion -- this suggest a biased approach that neglects those who may wish to explore deeper into the multiple paths of ethics and philosophy WITHOUT the intrusion of religious/theological elements.
An exploration into religious literacy would be helpful and pragmatic.
Looks good
It would be helpful to include information about the variety of religions given our current political climate. Religious oppression is important to address.
none
The student...their (#3) With societal or personal questions of significance? what does this mean? Does the student answer personal questions through a religions tradition?
I am pleased that this course does not have to be a course on Christianity, since many of our students come from other faith traditions.

Q36 - Culminating Experience comments and/or questions

Culminating Experience comments and/or questions

For majors that already have a course that would be the CE course in the new model, that course is already "full" with well-considered assignments, etc., that are (presumably) focused on helping students pull together skills from the discipline and to reflect on their educational path. I have a concern that it would be very easy in these circumstances for the project/reflection to be relatively insubstantial (even with a significant role in the grading scheme) and it may be difficult for the student to simultaneously reflect on the culmination of a disciplinary path and their general education/education as a whole.

I believe that an e-portfolio is a tremendous benefit to this process.

SLOs #1 & #2 could be combined: "to pose and answer open-ended..." SLO #5 contains awkward, lengthy wording that seems very similar to SLO #6. Considering all of the reflection required here, is Writing 1 or 2 helping students to write reflectively? It's in several of the "pathways/approaches" but, would every student have the scaffolding required to do a significant, meaningful reflection in the culminating experience?

Proposed Other Requirements

#2. Disagree that reflection must contribute substantially to the course grade - this should not be a requirement for all disciplines.

There is no experiential learning or civic engagement-type requirement for this course, as I can tell. That is a departure from Capstone. While I like a discipline-specific approach and more open-ended question for the culminating experience, it is very disappointing that there is no form of civic engagement required.

Do #5 and #6 have to specify writing? Why not oral? Visual? Why not a choice? Oral or visual certainly might be more appropriate to some disciplines. Or better still, why not all three since this is in part the culminating experience of the student's GE experience, as well as his/her disciplinary experience.

Should there be a critical, ethical and creative thinking SLO? Again this course is the culmination of the student's GE curriculum and those are key skills that should be scaffolded throughout the four years - well, perhaps one could argue that creative thinking is not a key part of our curriculum, but I'm hoping (: and also I'd argue that it should be a component of any 21st century GE curriculum since it is a skill that employers are asking for now.

I'd like to thank everyone who worked on this - I know it was a LOT of work to come up with all these SLOs. My one last overarching idea is that I think it might be good to, as much as possible, use the same language, the same format, etc. in these SLOs For example, if it is decided that "communication" really means "written, oral and/or visual" that should appear in every course when they talk about communication. If the meaning in a specific course is written only, then it should say "written communication only, not oral or visual." (just an example). This would be a unifying aspect. This, hopefully, would be a simplifying aspect for students, faculty, advisors. And I think this kind of parallel language and form would/could highlight that these are GE courses and, as such, they share GE perspectives, goals, etc. Different areas might have to bend a bit and collaborate to do this, but I think overall it would be for the good of the curriculum and everyone who is involved with it.

It would seem that a next step would be naming committees or coordinators or whoever is going to be in charge of these areas. And then getting them to work on this together, not in silos - to use a current word. One positive with the new curriculum is more flexibility. One danger is less cohesion. That's why I think all these areas need to work TOGETHER not apart to make sure that the curriculum is cohesive, coordinated, scaffolded, etc. before things get too nailed down.

I think having experimental projects in the community is a good method for the culminating experience

support as proposed

My only comment has more to do with how we determine which classes meet each aspect of the framework. Obviously, we'll want some system where faculty in the fields related to each component play a substantial/determining role in approving courses, right? I'm just curious how that will work.

Reflection about what?

Looks great.

This is a general comment for the entire process of writing SLOs:

There are unifying frameworks in the literature for how to write learning objectives. Taxonomies of learning are clear ways to categorize SLOs in scaffolded ways to get students from lower-order to higher-order thinking. As I read all of the objectives, it is clear that there is no clear unifying framework as some of the objectives target merely lower-order thinking and others get pretty high. There is expertise in the university to help us analyze these objectives through the lens of a taxonomy for example and find ways to make the language and goals of each section more homogeneous. Let me know if I can explain myself better. I think this will be a fun project!

I noticed that in the proposed changes it indicated that this would fall potentially to the major. If we have smaller departments we may not have "full classes" that meet enrollment requirements in a semester to accommodate seniors/juniors attempting to complete this. As is we are not compensated financially for FA/SP internships or independent studies that require significant time to assess. Will majors be compensated for these labor intensive experiences on a by student basis in traditional long semesters?

Seems appropriate

Just want to be certain we will not have the current requirement that the issue relates to a major sociological problem with a pro and a con aspect. There are many problems that need to be solved without necessarily having a pro and con argument about the topic.

These SLOs and requirements seem very appropriate. It's nice that our existing undergraduate research course sequence (MATH 4157) will likely fulfill the culminating experience with only minor modification.

I assume this is in the major. Will there be time and space to thoughtfully consider the best way to address this? Are there meetings that faculty could attend that would make us more thoughtful of how to best do this?

Good.

-I really appreciate that these leave a lot of room for discipline specificity and also that the CE project can be collaborative (since this is how work is done in many disciplines).

-Small question: For other requirement #2, what counts as "substantial"? If I were an instructor for CE and this were a requirement, I would want a specific guideline or range (e.g., 5-15%).

It should be made explicit that the culminating experience can be comprised of a sequence of single-credit courses over four semesters in the major instead of a single three-credit course.

I thought the CE would be taught and managed by the Schools.

The first SLO talks about posing a problem to be solved or a question to be answered. This seems to echo the capstone paper requirement. Does this prevent an internship course from satisfying this component or is it possible to have the internship reflection assignments address this SLO? I would hope for the latter since otherwise designing a major-specific culminating experience may be very difficult in majors that already require 21 upper division credit hours and will not help to encourage students to add minors. However, if the culminating experience may be accomplished through a school core requirement, for example, a business course required of all BBA's this issue may not be a problem.

How will internships and practicums be integrated into the culminating experience?

Will there be a presentation component to this culminating experience, as there is now in Capstone?

Nice!

I am in total agreement with this! Good job!

nicely done

SLO #6 ties this too closely to the new QEP. If it is well-designed, this course will outlast that QEP, which will make that SLO a burden to the course.

-- this description seems very open and vague for a senior seminar type course so will need much fine tuning to determine acceptable courses for this requirement.

-- is this transferable from another school? Some transfer students come to us having already completed a senior seminar or senior project elsewhere but they are usually taken in as a major elective only.

While reflection is admirable, it is also difficult to grade--who is to say whether or not your reflection is true, valid, deliberative? How to grade it?

#3--how does the student evaluate the results of the inquiry process since by #2 he or she has developed an answer?

#5" Write a reflection paper explaining how..." and combine with #6

Student ...their, them

Great job integrating the QEP into SLO #6

Reflective stuff is difficult to measure SLO 5-6. If a student says they learned nothing and the class was a waste, can we fail them? The same is true of their undergraduate experience. Who is going to grade reflection? There is a reason no full-time faculty teach capstone.

I hope very much that the projects that students complete will NOT be formulaic as they are now with capstone. I am worried about the word "vocational" in SLO 6. I find that to be very "religious." That SLO might be more appropriate in the RELS requirement. Also, there will need to be a variety of solutions for students to take this course. Not all departments/programs have enough students to populate an entire section; and this is not the type of course that will lend itself to independent study. Moreover, many of our students take this course as part of study abroad or during the summer terms when many departments are not prepared to offer sections of this course.

Seems way too broad and may not be appropriate for all majors