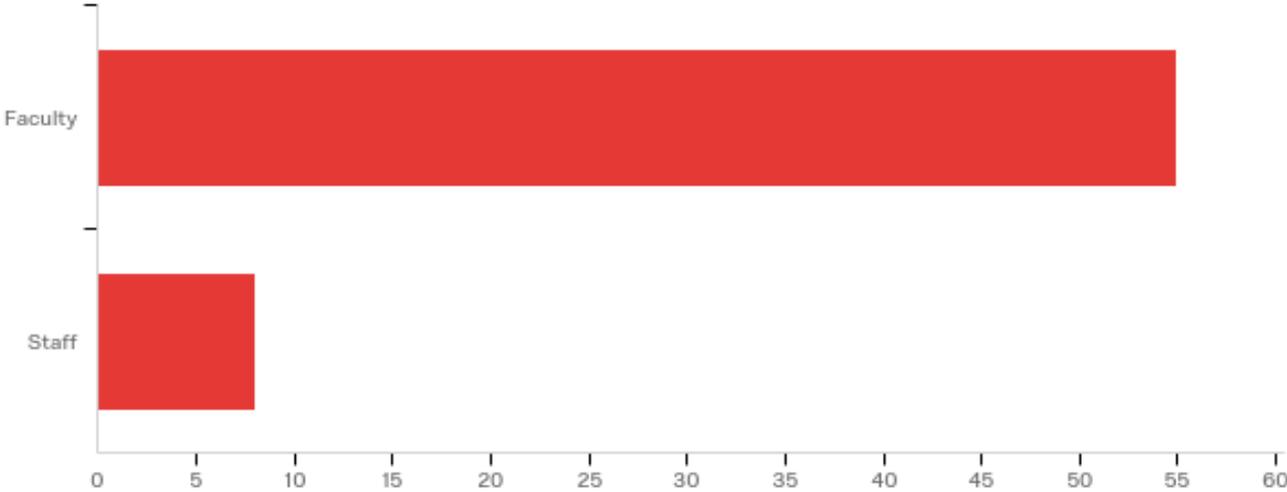


Default Report

2nd Gen Ed Elements SLOs & Requirements Feedback

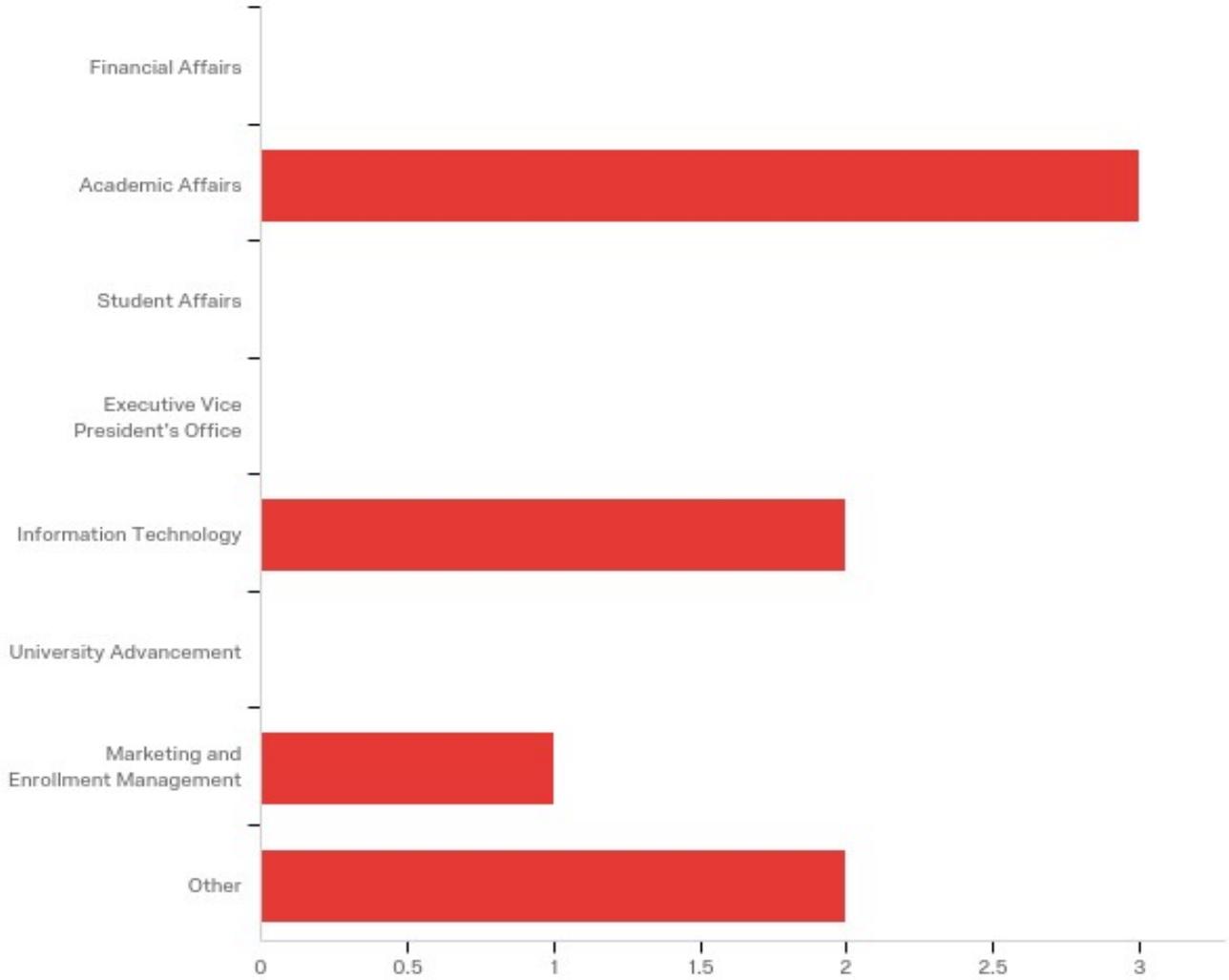
April 24th 2017, 8:45 am CDT

Q4 - Primary responsibility on campus?



#	Answer	%	Count
1	Faculty	87.30%	55
2	Staff	12.70%	8
	Total	100%	63

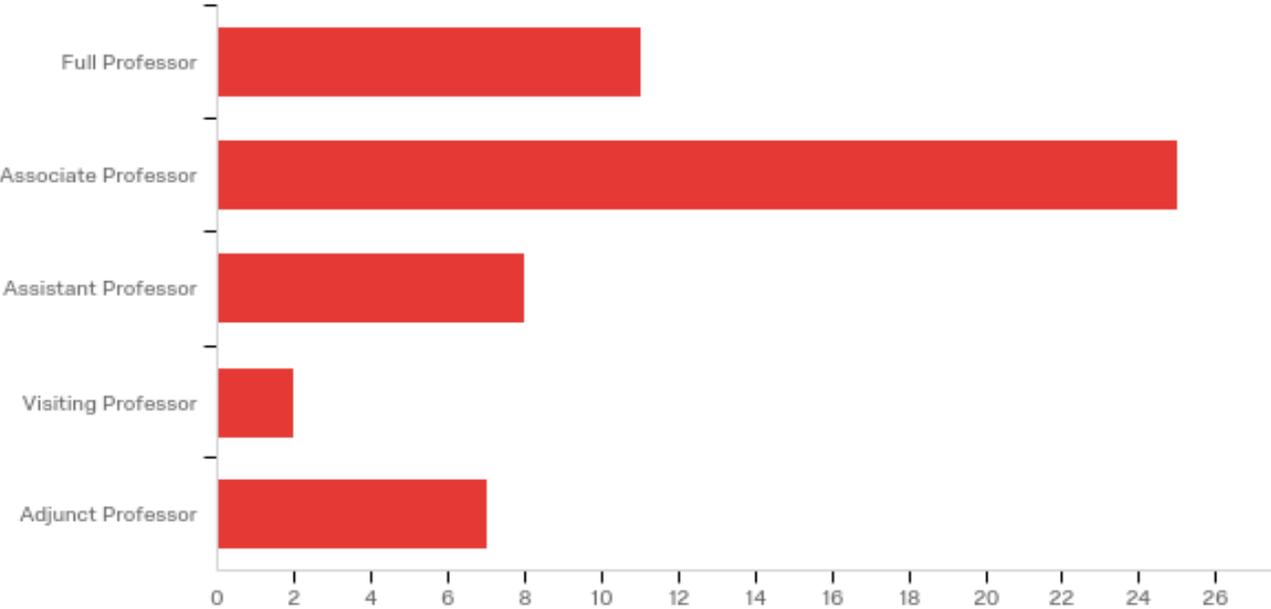
Q5 - Staff Description



#	Answer	%	Count
1	Financial Affairs	0.00%	0
2	Academic Affairs	37.50%	3
4	Student Affairs	0.00%	0
5	Executive Vice President's Office	0.00%	0
6	Information Technology	25.00%	2
7	University Advancement	0.00%	0
8	Marketing and Enrollment Management	12.50%	1
9	Other	25.00%	2
	Total	100%	8

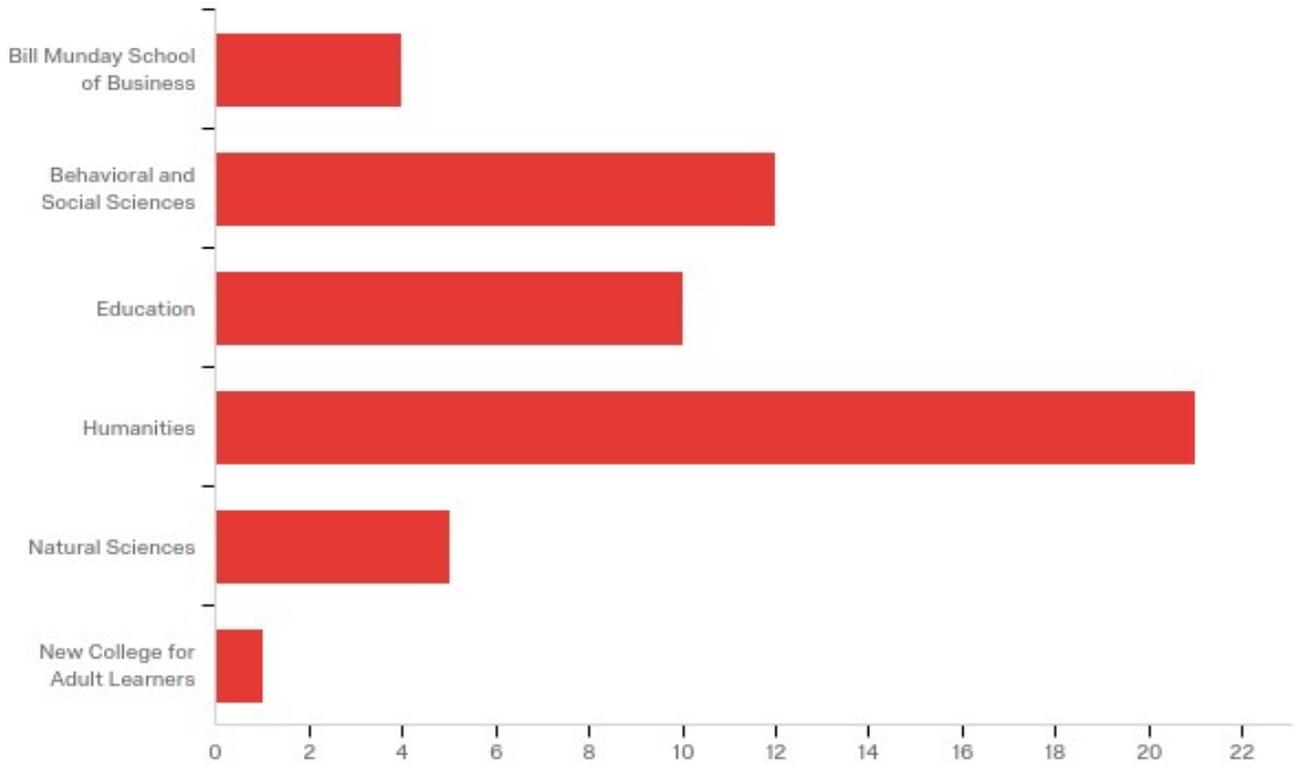
Other
Other

Q6 - Faculty Position Description



#	Answer	%	Count
1	Full Professor	20.75%	11
2	Associate Professor	47.17%	25
3	Assistant Professor	15.09%	8
4	Visiting Professor	3.77%	2
5	Adjunct Professor	13.21%	7
	Total	100%	53

Q7 - School of



#	Answer	%	Count
1	Bill Munday School of Business	7.55%	4
2	Behavioral and Social Sciences	22.64%	12
3	Education	18.87%	10
4	Humanities	39.62%	21
5	Natural Sciences	9.43%	5
6	New College for Adult Learners	1.89%	1
	Total	100%	53

Q10 - Interdisciplinary Concentrations comments and/or questions

Freshman Seminar comments and/or questions
In the description of Interdisciplinary Concentration, how does one interpret the phrase "...complex issue that reflects St. Edward's Holy Cross Mission?"
-Can this be within the major? (sorry if I missed this!)
Curious how the reflection process will work since the Interdisciplinary Concentration happens outside or as a overarching theme for the courses. Who "grades" the reflections?
Sounds very utopian and wildly unmanageable. Oversight of design? Above all, who decides how that the interdisciplinary goals of this goal are being met? This could be a full time career for multiple people? And cutting corners, it could be fairly meaningless.
So lots of potential--and I've read of schools with similar programs doing amazing things--, but again, (wo)man power concerns.
"Pathways" or "Interdisciplinary Concentrations" are a great idea! The Proposed SLOs, however, do not appear to be linked to actual classes. It is very nice to say that after completing a "pathway" a student should be able to analyze an issue from two different disciplinary or methodological perspectives. BUT Learning Outcomes MUST be linked to classes. WHERE & HOW will these proposed SLOs be applied? If I teach a course flagged as an "Interdisciplinary Concentration" will I be expected to teach two different methodological perspectives? Will I be expected to create an assignment for my disciplinary "IC" flagged course which requires students to describe the connections between their course and their major? If so I will actually have to learn the disciplinary standards of all university departments in order to effectively evaluate the accuracy of the students response. Will I be required to have an assignment for which students "reflect" on the learning process itself?
I think this is wonderful and think that it should be up to the student working with her/his advisor and mentors to NAME and DEFINE that interdisciplinary concentration. So this is a good idea. If there ends up being a finite number of choices and combinations or limited way of interpreting what counts here, then I would be opposed.
How will the potential concentrations be selected? Will there be a faculty group selecting a limited number of possibilities or will individual students be able to design their own? Does #2 mean that they will have to take courses in at least two different disciplines or would three courses from an interdisciplinary major such as ensp or global studies count?
As an adjunct, I'm rarely offered the opportunity to teach within my area of research. I would like to teach an Environmental Communication course, which I taught successfully at another university, and was cross-listed with Environmental Studies. Please consider offering your adjuncts the opportunity to participate in creating and teaching more interdisciplinary courses, with a course development grant so that they are compensated for their work in writing courses.
Very important
Like everything else I've read regarding the mission markers, these interdisciplinary concentrations are a great idea and the SLOs sound appropriate. It would be helpful to include examples of such concentrations.
How will the differences in methodological approaches be determined?
#1 - I am not sure that I completely understand what this means. Will students really understand this and work on it from their freshmen year onward?
#2 - ADVISING will be a key factor.
#3 - If this is not "required" in some way, students will not do it. Perhaps it is required and I am missing that in the description. I would say that a one credit course requirement will be meaningless. To students, one credit is not

something to focus on. This has to be required in a significant way to make it work.

#4 - This seems like something A-B students will do. What about our C-D students? This will be good for them to do but they will need a lot of guidance and assistance.

#5 - I wish there were more mandated "interdisciplinary" things in the curriculum. There are "multi-disciplinary" components, but I don't think there is anything overtly interdisciplinary, like the current FSTY or the original version of Capstone. Students and faculty will need instruction in the practice of "inter-disciplinarity."

Still very excited about this in theory. I hope there are ways for faculty to co-teach within this framework. Or at the very least, for there to be collaboration across classes in an Interdisciplinary Concentration. This will require some shifting of administration and compensation models to pull off well and not fall flat due to turf wars.

General education courses associated with Content and Context - what does this mean?

I would like to know more about the implementation of this requirement. I do think it has been thoughtfully created, with very doable SLOs, but I would like to see/hear examples of how this will work. Will students in a major take courses outside their major to acquire "interdisciplinary perspective"? What courses and what professors will be designated as part of the interdisciplinary concentration? Or, is this a group of particular courses taught by designated faculty members?

This is going to be immensely complicated to develop and/or implement for the departments.

I would recommend:

- 1) Phasing the program in gradually
- 2) Making the flagged courses extremely flexible
- 3) Limiting the number of potential themes
- 4) Perhaps making the ICs an option rather than a requirement

I like that these concentrations are tied to the SEU Mission and that they are interdisciplinary. I do have a concern that these concentrations seem focused on problem-solving. Perhaps I'm reading this too narrowly, but I want to be sure that courses in History and the Humanities could be included in these concentrations. I would also like there to be a potentially broad number of concentrations that could eventually be developed. So, for example, a concentration like "Sustainability" would work well with this description, but what about a concentration like "Beauty"? I can easily see concentrations tied to the university mission that are not necessarily about problems. I'm also concerned about how these SLO's would be integrated into each course, and/or how they would be met. It doesn't seem possible to meet them in any single course. Would students be asked to complete work during/after they take this series of courses in order to assess if these SLO's are met? Would there be a requirement that students take courses from more than one discipline? Would students have to take at least one lower division and/or at least one upper-division course in the concentration? (this seems implied, but not clear--how would courses within a concentration be scaffolded?) SLO #3 seems particularly broad and hard to assess. Finally, how would concentrations get approved, and by whom? I would certainly like to see a cross-disciplinary committee with representatives from each School for this one. When would students decide on a concentration, and when/how could they change concentrations? What would be the process of designing and proposing a concentration? (again, I know many of these questions are down the road, but they seem really important)

This is the cleanest set except for 'reflect on the learning process itself.' These SLOs determine content and how the students will be evaluated. Past vocational choices--does that mean they are all making vocational choices throughout their four years.

Very little has been improved on SLOs since the first set. These simply do not lend themselves to multiple faculty members teaching courses whose students can then be evaluated on the SLOs.

Who measures these SLOs and when? Does it occur inside of actual IC classes or later (perhaps in e-portfolio)? If in classes, that could be logistically tough for 2 reasons. 1) A class could have students taking their 1st IC class and/or early in their major who can't articulate connections yet so they couldn't fulfill SLO 1 or 2. 2) It requires that instructor add in a significant self-reflection and QEP component. That may make it harder for a class to both qualify for IC status and deliver needed content/instruction in discipline. If these SLOs are tested outside of classes, who oversees that and how are they compensated.

The SLOs themselves are wonderful ideas and articulate why I think IC is valuable. But they seem more like reasons for doing the program itself and less like SLOs that could be easily measured or seamlessly integrated into existing classes.

I assume that this is being revisited in the past by the visiting accreditation team.

This seems unnecessarily complicated, and could actually limit the options that students have thus limiting their ability to really explore different disciplines and career paths. I do not support part of the plan.

How will the SLOs be assessed? Are they part of a course or separate? If in a course, will there be mini-capstones for this sequence that have to be taken third? If separate, who will grade the assignments and determine completion, and for what compensation? I cannot support this requirement even in theory without knowing it is feasible.

This is a very complex proposal and may prove to be a challenge to advisors and student alike. Why does this have to appear so complicated?

Not sure how an English writing major would connect their major to a complex issue that reflects the Holy Cross Mission. Square peg, round hole??

I like this idea, but I am concerned about its implementation. Who will determine the concentrations? I think it is VERY important that the concentrations be determined by the SEU faculty as a whole--not by a committee or by administrators. How will we make sure there will be enough courses in a pathway? It seems like we should start broadly with just a few concentrations and MANY flags for this concentration. How will this be assessed? If we can make this work, I think it could be useful for students--and it should be something that shows up on the transcript.

How will this work in terms of accomplishing SLOs 1 and 2? Will faculty design and teach their courses together? Or will there be an additional 1-hour course attached to the concentration, as there is with the LLC model for Freshman Studies? If not, I'm curious how these objectives will be accomplished and if they will be truly interdisciplinary courses and concentrations or if they might rather be renamed multidisciplinary concentrations. I fear that without collaborative creation and even collaborative teaching and assignments that this might end up being three courses on the same topic or theme in three different disciplines rather than a truly interdisciplinary concentration.

University Studies faculty might have a lot to offer to this part of the curriculum if they are able to generate courses for this concentration since they teach interdisciplinary courses and many are both trained in interdisciplinary fields and produce interdisciplinary scholarship.

I do not agree with this approach. I cannot see how it will be cleanly carried out, and I do not believe students will see the connections we see or the value in having their education structured in this manner.

What happens for students who change their mind (as most do) or transfer students?

How will faculty advise students on this?

How will faculty be aware of these concentrations?

This is exactly what we do in some of the freshmen studies courses.

Thank you for your work!

So its my understanding that gen ed courses are going away (CULF, CAPS, etc.) - if so, how does this fit in?

ambiguous enough to be very "flexible" but I'm not clear on implementation

A laudable goal but problematic for advising. How will we work with students who are ready to graduate but haven't fulfilled this requirement? Will students be able to designate course work that they have transferred in as partial fulfillment of a concentration?

This element seems like it will be so complicated, though I was part of the process creating it, and I know other schools do it. Would love to see a well-conceived example or two of what it would look like. It also requires reflection, but not in any specific form--how about a short written essay for the eportfolio? These reflections in the various parts of the curriculum need clarity for faculty--they will be feared, so I think light writing tasks are

sufficient, though we must guard against students not taking them seriously. Balance is needed between rigor and overkill.

I fully support the goal of the linked courses. I have questions about how these concentrations will be designed and when the the assignment described in the SLO's will be completed?

As much as I applaud the concept of Interdisciplinary Concentrations, I fear that we're creating too many complex requirements and will not have enough flagged, approved courses each semester. I encourage flexibility with I.C. so that we do not create added, unnecessary bureaucracy in the form of petitions and waivers for students who need to graduate but can't meet our IC requirements because of our [potential] failure to offer enough approved IC courses.

Here's the problem: how will any instructor be able to include and assess these SLOs? If the students are required to use knowledge from other courses that the instructor may not be familiar with, then how will he or she develop an assignment to fulfill these SLOs? What if this is a student's first pathway course? Then what?

The SLOs seem to suggest a reflective assignment as a measurement. But who has the competency to assess these? We can't expect students to be better interdisciplinarians than we are.

make it easy for transfers, study abroad etc.

Who will be doing the flagging? How does one get their course into the list so that it counts? How does one measure #3 above? Why do we have a general education program that includes sciences, math/statistics, diversity, etc and then have students take more of the same? Isn't this duplicative and to what purpose? Again, are we not accomplishing our intent with all of the gen ed courses and therefore we need to make students take the whole thing over again? Who will gauge whether or not students make the connections and how?

Q12 - Mission Marker: Experiential Learning for Social Justice comments and/or questions

Quantitative Reasoning comments and/or questions
Would Proposed Other Requirement #3 require some sort of evidence or artifact?
love the concept but curious how "Students reflect on how community-based, social justice work shapes their understanding of the course material and their values, and how it relates to a liberal arts education at St. Edward's University." will be evaluated as there is no substantive description as to the quality/ merit the reflection will serve.
Concerned about oversight needed to make effective both in vetting and assessment..... noble of intent
I'm excited about this one!
I have 3 questions/comments about the Experiential Learning for Social Justice requirement. 1. How will the university fund the training of faculty to teach these courses? 2. How will the university compensate the Institutional Review Board for the vast increase in workload generated by these new classes? 3. Who will coordinate the various classes across the university which have this marker to: a) make sure that they meet the proposed requirements, b) assess the effectiveness of the courses, and c) assure both flexibility but also consistency in what gets defined as social justice?
I like the idea of getting out into the community and experiential learning. And I like the name of this component to gen ed. I would hope that these designations are not rigidly or narrowly employed. Also, it is past time to ask a question about how much any of our students can reasonably do credit hour wise in 4 academic years. We take on additional co-curricular experiences as if our students (working outside of the university, taking 18 hours) can handle another "opportunity". Such features in the program would work well if all our majors were limited to a particular number of hours required of students (for example, no more than 45 credit hours required per major). Some of our students in ED have to take over 100 credit hours in their major alone. For such students, isn't their burden great already? Keeping a schedule that is doable and mindful of student debt is a SOCIAL JUSTICE issue we really are obliged to address.
While I value working with the community, and I do it in my classes, I don't support that it be required for all students for the same reasons that the capstone interviews were problematic, as having thousands of students going out puts a burden on receptive community groups and having everyone go out, not just those that are interested or prepared, means that every year of the thousands going out, many (not most but a significant number just like in any class) uninterested, unprepared or just too busy to deal with it, are going out in the community wasting community members time and denigrating the reputation of St. Edward's and its students. Caveat - if the intention is just to go out and attend a meeting or event that doesn't require specific time or effort of from the community members, then the above concerns do not apply.
How do I designate one assignment within a GE course as "experiential learning for social justice?" This designation would help me guide students toward selection of social justice topics within this assignment so that non-SJ topics aren't selected.
Keep religion out.
How many courses are required for this component and at what level? Is this the same as the writing rich courses (2, with at least one at the 3000 or 4000 level)?
I am not sure if these two components have to go together - experiential learning and social justice. Both are important, but the pairing seems to limit options. And, as with the previous Mission Marker, the requirements seem ambitious. This could be an outstanding opportunity to make sure that every student lives the Mission (with

oversight and assessment). From another perspective, however, as written this could lead to an "anything goes" situation. I could see "research with faculty" (one of the bulleted options above) evolving into ANY research with faculty whether it involves social justice or not.

Community members engaged as instructors should be recognized for their knowledge and properly compensated.- I thought one of the primary goals of the new gen-ed was to reduce the number of adjunct instructors. Where will we get the \$? A cursory read of these mission markers implies that we should reduce our mission down to a single sentence - St. Edward's: Adjunct Taught Social Justice courses for 40K a year.

I think the requirements are excellent overall. I will be curious to see how the first two bullet points under #2 (learning and knowledge sharing) will be defined and implemented over time. They are very broad and flexible stipulations, which is a good thing since the types of experiential learning in the community are equally broad and flexible. I think the reflection piece in #3 ensures that the elements in #2 are valid and worthwhile.

I approve of the experiential learning encapsulated in this component. Will these guidelines also apply to co-curricular elements?

I like the concept of engaging outside communities and outside expertise for this requirement.

I like the way that "Experiential Learning for Social Justice" is defined here, and the clarification of what kinds of approaches would be included. What I would like to know is how the flagging of these courses would be approved-- would there be a committee similar to the one for Writing Rich courses, with representatives from each School included, etc? Or, perhaps even better, would there be a cross-disciplinary committee of faculty with expertise in experiential learning and social justice who would approve the flagging of these courses? I think this would be essential. Also, what I would want to be emphasized is that keeping "experiential learning" linked to "social justice" is crucial for meeting the requirement. In other words, not every research with faculty, study abroad or internship or field experience would qualify for this requirement. This is clear in the "proposed other requirements" in this description, but without a clear plan for oversight and approval, my concern is that this could quickly become a way to broadly approve all experiential learning activities.

There are no SLOs here. 'carry out' and 'reflect on' means what? 'Work with'? What does 'sharing disciplinary knowledge with the community mean? Does the student have to present a paper to someone in the community? Has a process for this been established? Must faculty teaching this course bring in practitioners to teach? Who is paying for this? The School? Devising a new strategy, etc. is a major initiative; is this a group project? Will students be pressuring community groups to participate since this is a huge number of students?

This seems to be a veyr noble gola that will be very difficult to implement over a wide variety of disciplines.

This seems like a good idea. I support it.

Assuming we have the community connections to pull this off at scale...

I am glad we will have these flags. A course like this is important for SEU students so that we retain our mission emphasis on social justice.

I'm curious why these groups were charged with creating SLOs and now they are listed as proposed other requirements. This Mission Marker has two crucial components--both social justice and experiential learning. The way in which this is framed, it looks like the experiential learning is the focus and that the social justice might or might not be a central focus as it's largely covered in the "proposed other requirements." What Gen Ed courses or major courses does GERC envision fitting with this Mission Marker? And will students be able to count more than one Mission Marker at once, for instance having both a Writing-rich marker and this one or the identities one and this one? Which Gen Ed classes would be eligible for this marker? Any of them? And is there any sense of where this marker would fall in the curriculum, or can it be taken at any point?

The faculty who have been teaching the civic engagement sections of American Dilemmas have been doing excellent interdisciplinary work in this area, and I would argue that the class in its current forms serve as models for exactly what this Mission Marker calls for. How might these faculty be able to teach courses with this Mission Marker?

Please see previous comments for Mission Markers.

Great work! Thank you!

I include a "Service Learning" speech as a graded speech in my Presentational Speaking course. Of course the annual persuasive speaking contests requires subjects having to do with social change.

I'm confused how the co-curricular element will be tracked. Will these be part of the flagged courses? Or independent of them?

how many hours is "significant"?

So professional-focused internships would not necessarily fulfill this requirement if they do not have a social justice component? I expect that for any discipline's internship, some students will work for social justice causes and others will not. Can certain BUSI internships, for example, fulfill this requirement while others with the same course number fail to fulfill it? That sounds complicated. On the other hand, allowing all internship courses to fulfill this requirement does not seem like "service learning for social justice."

I wonder if the bulleted forms of experiential learning need expanding--does the term "service learning" sufficiently cover enough traditional or other forms of civic engagement, such as the many kinds devised by students in Capstone (teaching or presentational activities, participatory activities, creating media, etc etc)? Being explicitly inclusive here will allow for more innovation and creativity. Also--that reflection part. Might a 2 minute verbal exercise with a peer count for this? Seems like a little more rigor should be specified, or can this be connected to the eportfolio--a written reflection, even a short one seems not too much to ask.

I read the mission, and it does not mention the words "social justice". It does mention that we need to teach the "skills needed to be independent and productive". How do classes in orthodoxy make students independent and productive?

The description says it can include non-classroom experiences. How will these be measured? Who will be responsible for reporting the measurements/assessment and to whom? If the description stands as noted above, #3 in 'Proposed Other Requirements' is difficult to measure and report.

Q14 - Mission Marker: Two (2) Writing-rich Courses comments and/or questions

Modern Language comments and/or questions

-How is "regular intervals" defined? I'm thinking of an existing course in our major that I'm hoping would fulfill this requirement, where students produce annotated bibliographies and outlines early in the semester, a draft about 3/4 way through the semester, and then a final paper. Because the course is centered around a research project that requires development, the draft and final paper are both towards end of semester (although there are lower stakes assignments earlier). My feedback is that to be conducive to writing within multiple disciplines, while I agree that writing should not all occur in one final paper, there should be some flexibility (regular intervals should not necessarily mean once every 2 weeks, for example).

As will be common here, the concern is the staff-power (man-, woman-, whatever power you choose) necessary to make both vetting and assessing these valuable. If well done, it's admirable in its intent. If not sufficiently supported, it could easily become just form.

Hope envisioned is sufficient support for non-writing faculty on effective means of teaching writing in a content course -- effectively but with limited loss to the intended content.

My main concern is how transfer credit (AP scores, CLEP exams, coursework from other schools) would be applied to this requirement.

IF Writing-rich courses are designed to "deepen students' learning in areas particularly important to the SEU mission," it would make sense to require that the two writing-rich courses be upper-division.

While I am a HUM person, I worry very much about this requirement (Writing Rich courses at the 3000 and 4000 level) for our Natural Science/Computer Science/ Mathematics colleagues. I am not sure that it makes sense to mandate for them what should happen in their 3000 and 4000 level courses. And we must ask ourselves if it makes sense for students to take on a 3000 and 4000 level course outside of their discipline, where presumably they would lack the necessary background to do well. I DO care about writing and like the idea, but I like it best for HUM and BSS (maybe ED, BUS).

Would the culminating experience count as one of these two courses or in addition to?

I hope there will be "remedial" courses for our international students to get them up to speed in academic research and writing formats in English.

This is good.

#1 - The first sentence of the description above mentions expression in "oral and written form." However, the Mission Marker, for some reason, refers only to "writing-rich courses." I think it makes a lot more sense to expand this to "oral and/or written communication-rich courses." I think this expansion would much better serve our students who need to be competent in both areas to succeed in the 21st century. It also opens the door to the possibility of courses that are oral, written or oral + written-rich courses. My experience at St. Edward's is that, for whatever reason, there has always been a strong emphasis on written expression and little on oral expression. This was a "battle" during the last General Education revision. I would hope that in this iteration the university would recognize that both are equally important components of the skill set that each student should leave SEU with.

#2 - The requirements above seem quite hefty and specific, considering that the "writing-rich" aspect would be in addition to the main content emphasis of the course. I personally think they are overly hefty and would limit the instructors who choose to submit their courses for this Mission Marker. However, if the university decides to go in the direction above, two things would need to be in place. First, faculty would need significant training in written (plus I am suggesting "oral") communication to make sure that they are able to teach these skills, i.e., a course that includes an oral presentation or paper does not mean it is an enriched class if the instructor does not understand the skills involved at a level significantly above the students. Second, to make sure that every course is actually doing what it promises, i.e. assessment, would be quite a challenging and time-consuming job. There

would need to be resources - time, money and talent - assigned to this.

#3 - Some of the other Mission Markers mention "curricular and co-curricular" possibilities. If that is the case for one, I think it should be the case for all. For example, in this case it would seem that a student who writes for Hilltop Views could possibly earn a Mission Marker for "writing-rich communication." A student who performs a significant role in a theater production could possibly earn a communication Mission Marker in oral communication.

Will there be access to writing-specific rubrics and/or training for faculty who take on the Writing-Rich marker so that the language used in Writing 1 & 2 can be built upon?

I think the requirements for the writing-rich courses are very good. I'm relieved and pleased to see that they are very inclusive, making it possible to designate a variety of courses across the curriculum as writing-rich. I think it's also important to distinguish such courses from those that do not have the designation because it emphasizes the importance of cultivating writing skills in all disciplines.

This mission marker is particularly strong because it not only clarifies what "writing-rich" means, but also includes a discussion of how writing-rich courses would be approved and how they would build upon Year 1 and 2 writing. Perhaps language could be added that would specify that these writing rich courses would be taken AFTER Year 1 and 2 Writing courses are taken? (thus, also including some scaffolding) Also, eventually elaborating the details on this approval committee and the process by which courses, once approved, would be assessed, periodically reviewed, etc. for meeting these requirements.(I know that's probably down the road, but thought I would mention it anyway)

There are no SLOs here. Feedback will take place...has so many options connected by 'or' it would be possible that the faculty member would never give written feedback. Once a paper has received feedback, there should be guidelines about improving the grade. If a student can turn in poor work, receive feedback, follow the feedback and receive an A, I do not believe it will motivate students to do their best work on the first submission,

I support this "mission marker" as described as long as the course provides writing guidance from people who are qualified to do so in a well-structured environment.

This seems like a good idea to promote writing development specific to disciplines.

I suggest requiring a grade of C or better, not just a letter grade.

Who will teach the second course to insure 'discipline-specific' elements. How many such courses would need to be added to cover all disciplines?

This is very general and leaves questions unanswered.

I think these "Writing Rich" courses are very important, and I am glad we have them. Our current gen ed curriculum has an emphasis on writing, and I am glad this is not being lost. The specific requirements of the writing rich courses seem reasonable and like something that could be achieved in most majors. In fact, I think this will develop an important connection between the gen ed curriculum and the majors. And, of course, if a major doesn't want to have WR courses, those students could fulfill these requirements elsewhere in the gen ed curriculum.

So I'm assuming this means that since these are flags that students can get credit for both a writing-rich course and another requirement, such as whatever Re-examining America is still called or the Creative Texts class. But can they also be double counted for other Mission Marker classes, as well, whereby a student might get credit for the Writing-rich, and Experiential Learning for Social Justice, and a major requirement all for one 3-hour class?

These are general questions, not specific to any one aspect of the Mission Markers...

1) How will advisors navigate this with their advisees?

2) How will DegreeWorks indicate options or show these requirements have been met?

3) Do students need to complete all three mission markers? Or do they pick one?

4) If all three, what if there are not enough classes in each marker for students to pick from?

5) Along these lines, AND MOST CONCERNING, isn't it possible that students will be taking a class JUST TO FULFILL a mission marker (i.e. a class that has nothing to do with their career, major, future plans, interests, goals, VOCATION, etc). If so, that feels very wrong. We are gatekeepers to degrees in the public eye, and I worry that this format will reinforce that negative idea/the idea that we just take money and force students to take unnecessary

courses.

This sounds reasonable.

Thank you for your excellent work!

I believe that the course currently called Presentational Speaking is also a "writing-rich" course in that students must craft speeches using powerful language, imagery, and rhetorical devices. It's much more than just getting up and speaking impromptu.

Who will be training faculty outside of Rhet/Comp to handle these courses?

Why is the writing-rich mission marker the only one to specify a cross-disciplinary committee to vet courses that will get the flag? This may be unnecessarily complicated. Why can't a single coordinator vet the courses and suggest ways in which courses might be redesigned to meet the requirements? If a course is turned down, perhaps there can be a committee of appeals (for this and other gen ed courses) that would hear appeals for a course to be included.

Looks good and inviting to me as a teacher/designer of courses. I teach writing and Capstone and approve of the flexibility here, and the not-TOO-extensive revision emphasis, as well as the openness to different kinds of assignments. My main suggestion is regarding the language of "discipline-specific" which might exclude interdisciplinary courses or projects created to supplement writing rich offerings in the majors. Maybe we specify "discipline-specific or interdisciplinary" to allow for these options? Also, in specifying that only a representative committee (all the schools) can approve these offerings seems to limit the kind of structures that will be needed for all the other new gen ed offerings. If each of those committees is to be strictly representative, all we will be doing in the future is serving on these new committees. I'd be fine with several writing faculty or others with expertise in writing and gen ed administration overseeing this "integration"--seems like overkill for what will be a fairly simple matter of reading syllabi, communicating with faculty, and doing some assessment. Someone will also need to support faculty development in this area, such as teaching revision, other techniques of writing instruction, etc.

The standards do not include any guidance on how much writing would make a course "writing rich." Does every discipline offer "writing rich" courses even if they require very different amounts of writing?

There should be some adjustment to #4 which requires students to make substantive revisions. It should state instead that instructors will require substantive revision, since we can't control what students will actually do.

Will we use fewer adjuncts, and will students be able to transfer in all of these credits?

Q16 - Mission Marker: Social Identities comments and/or questions

Oral Communication comments and/or questions

It will be interesting to see how this plays out.....is it an American studies-focus? (with American perspectives as prerequisite) or something more--which seems possible?

concerns with what all may be involved in oversight and assessment.....but likely manageable.

There are no SLO's here. If each faculty member has complete autonomy in creating student learning outcomes for their own course, how can one possible measure the effectiveness of a requirement such as this?

I have heard that some of the members of the Board of Trustee are on the conservative side. Do they have to approve the description given above or only vote on the curriculum? If the former, there might be ways to nuance the description.

These courses are highly relevant to cultural competencies on campus; no comments or suggestions other than "bravo" for the inclusion.

Same question--how many courses and at what level? The components and expectations of the course are good.

This is not my personal perspective, but I think there are some faculty and staff at SEU who would say that the Diverse American Perspectives course is enough.

ADVISING will be a major issue. i can foresee a lot of student "What do you mean I can't graduate" issues.

Glad that Diverse American Perspectives is a prerequisite for this marker.

Could this be in the major or woven into another gen ed Context & Content course? Or will these be an additional stand-alone course? Particularly asking because of the requirement that a majority of content must relate directly to Social Identities. Wondering if a course can serve too many masters.

Under "other requirements" I would specifically say that SICC content must be part of the whole course. Right now it says 2-3 weeks is not acceptable and my concern is someone might do 4 weeks and then ignore it other 75% of the semester. Maybe some other language besides or in addition to foundational that makes it clear it should be throughout the entire course content.

Why are there description and student learning outcomes sections for "Interdisciplinary Concentrations (formerly Pathways)" but only description and requirements for the other ones (social identities, experiential learning, etc.)?

Will Diverse American Perspectives be a 1000-level course that students will take early on? I ask because I'm not sure how the idea of having that as a prerequisite works. For example, in the upper-division language courses (French, German, Spanish) many of our courses focus on social identities. Will students need to have a course in Diverse American Perspectives before taking any upper-division language courses that meet the requirement? This could be problematic since some freshmen have communication skills (documented through test scores) that come directly into our upper-division courses where they may enroll in a course that focuses on social identities. Would they be barred from such a course if they had not taken Diverse American Perspectives? Or, is it wrong to assume that the social identities component could be fulfilled in courses that focus on non-US social identities? This is something that should be tweaked to be clearer, because in languages many of our classes (beyond 2312) focus on identity issues whether in culture, literature or linguistics.

I like that the focus on the intersection of identities which will help student see greater complexity of social problems/better understand historical contexts.

I like the way that social identities is defined, and the various ways that this requirement could be fulfilled. I like the clarification that social identities needs to be fundamental to the course, and that it be scaffolded to be taken after Diverse American Perspectives. My question here would be the same as for the "Experiential Learning" component. What would be the process for approving these flagged courses, and who would be part of that committee? I would like to see a cross-disciplinary committee of faculty with expertise in social identities who would approve this designation.

SLOs should have one verb per SLO. I have no idea what "express ways" means. #5 would result in a 50 page paper if each was explained and analyzed. Someone needs to revisit material on SLOs and learning objectives so that these make sense to faculty to teach these courses. Integrate, synthesize, and apply do not belong together as separate objectives.

Again, this seems great in theory but fraught with difficulty in implementation details.

How many courses will meet this requirement? Hopefully more than one, otherwise it's silly to have a marker for it.

It is a good idea to have a flag like this one. It retains an emphasis on respect for persons and social justice that we have in the current gen ed curriculum and that ties to our SEU mission.

What courses does GERC foresee fulfilling this Mission Marker? Will other General Education requirements be able to be double counted for this flag, or will it be primarily in the majors? Where does it fit into the sequence of Gen Ed classes since it has Diverse American Perspectives as a prerequisite? Does this make it an upper-division course? Will it appear in the Culminating Experience? I can envision a course that does both experiential learning and social justice in a number of disciplines--Sociology, Social Work, Communications, Political Science, Psychology, maybe some Natural Science courses and Humanities courses, but I'm curious how every student on campus is going to take a course with this content if there are say one or two special topics courses in various disciplines available each semester that meet these requirements.

It would be nice if University Studies faculty had opportunities to develop and teach classes with this Mission Marker since they have expertise in this area and might even be seen as leaders on campus in this area.

Please see other comments for Mission Markers.

Will these courses be hosted in the majors as well?

I support this requirement

Sounds good. I look forward to seeing how majors might develop courses to fulfill this requirement.

Though I teach in and care a lot about the social justice elements in our curriculum, I'm really worried about the overreach of this description, which is SO specific and detailed, and seems more appropriate for our one actual, diversity-themed gen ed COURSE than a flagged course with other important content to cover, to which diversity issues are relevant but not necessarily the main focus. I would imagine faculty would blanch before these requirements, and the oversight would be a nightmare as well. This needs stripping back and flexibility. How about some "OR"s here? I understand we don't want social justice to be ghettoized in the course or marginalized, but this is too daunting.

What is meant by "understanding of social identity (diversity)?" Is it social identity or diversity? Is it both, or one or the other? Why the parentheses? If social identity is a synonym for diversity, choose one and use it. Why is equity receiving so much emphasis here? The description states that equity and diversity are "goals." Goals of what and whom? Is this an advocacy course? Instead of mandating that instructors teach to identity and diversity as goals of the US, why not allow instructors to teach how the US deals with identity and diversity, and allow the students to determine whether they should be goals for their country. The requirement that half of the course be devoted to social identity is nice, but I believe it will have the effect of severely limiting the number of instructors who feel competent to deliver these courses. And if we don't have enough courses, then we can't hold students accountable for this part of the gen ed.

Isn't this just the unpopular American Dilemmas course by another name? The good news is that we have a cadre of adjuncts who can teach this course, leaving full time faculty to pursue research and teach classes that students actually want to take.

First, this will be very difficult for just anyone to teach, and thus hiring to teach these courses will have to be done very carefully (by whom?). Second, besides the fact that the description is incredibly 'politically correct' what's didn't happen in Diverse American Perspectives? Was/is the course so unsuccessful that we have to have a second

one? If so, why don't we 'fix' Diverse American Perspectives so that it does what we want to be accomplished?