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12-7-2020

## 42 Update: F20 Survey Results on Draft Guidelines

University of Northern Iowa. General Education Re-envisioning Committee.

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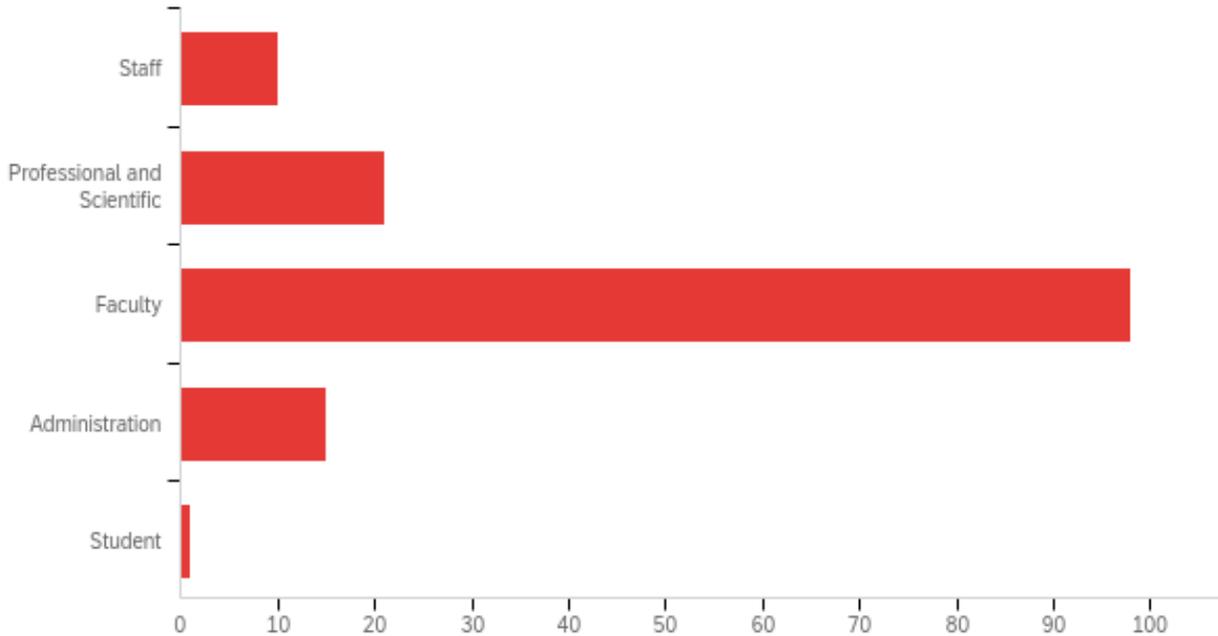
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# Default Report

UNI General Education Category Description Feedback

December 7th 2020, 10:31 am CST

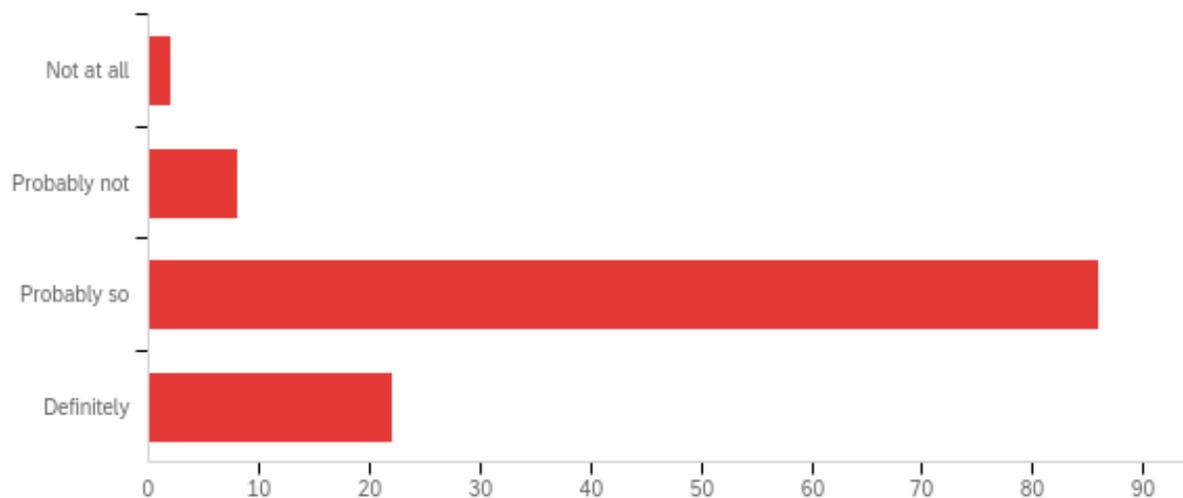
## What is your position at UNI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your position at UNI?	1.00	6.00	2.84	0.75	0.56	145

#	Answer	%	Count
1	Staff	6.90%	10
2	Professional and Scientific	14.48%	21
3	Faculty	67.59%	98
4	Administration	10.34%	15
6	Student	0.69%	1
	Total	100%	145

**Written Communication.** Courses in the written communication category should be designed to enhance foundational communication skills and habits of mind necessary for success at UNI and beyond. In addition to the process of reading, researching, writing, and revising, written communication courses will also enable students to develop critical thinking skills. For a complete description of the category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Written Communication. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	3.08	0.56	0.31	118

#	Answer	%	Count
1	Not at all	1.69%	2
2	Probably not	6.78%	8
3	Probably so	72.88%	86
4	Definitely	18.64%	22
	Total	100%	118

**What, if anything, would you change about this learning area description?**

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The focus on communication in the brief description seems to dwarf the idea of reflection or the clarification and analysis necessary to develop one's thoughts in writing. It is wonderful to communicate effectively, but in fact, the

focus of this category should be on being able to examine one's thoughts on any subject in an organized and thoughtful way to later serve one in articulating such a thought during communication. I would think that the interaction with peers one has in a class in this category would also be vital to the process of critically examining issues in writing. "foundational communication skills and habits of mind necessary for success at UNI and beyond" -- is somewhat vague, does not speak to writing specifically or the reflection necessary to accomplish it; habits of mind could be anything. "also enable students to develop critical thinking skills" - sounds a little like an after thought. The two-pronged approach indicated by the word 'also' may not be as good (or accurate) as indicating this process (examination, development of one's thinking) is essential to communicating one's thoughts in writing.

I hope students can learn about how to logically write and how to make transition to connect their writing points between/among sentences and paragraphs. When I read students' papers, many wrote the paper by jumping their logics or no flow among paragraphs.

NA

Focused attention to writing ethics (e.g., plagiarism) and citation practices are necessary. Organizing information also is necessary.

There should be a rubric associated with the assessment of course proposals, so faculty who submit courses can have a better idea of the elements required for a successful course. This description is too vague. I would like to see more specific guidelines, such as: types of writing required, expected number of pages, number of assignments, etc.

Why are you only asking faculty that teach courses in Written Communication this learning opinion?

Do you wish to limit writing purpose, academic or professional or both?

Adaptation to different audiences should be included. Scholarly, technical, marketing, persuasive, informal, business correspondence and creative are all forms requiring different skill sets. What are we after here?

An integration of Universal Design for Learning principle: that courses offer multiple and flexible options for student engagement, presentation, and action/expression - avoiding privileged modes of written expression and instead balance access and excellence in learning.

In SOL 2, it says that "regular writing assignments that require research, revision, and reflection". What is meant by "research"? Written assignments that focuses on careful reading of a text may not require outside "research", but may in fact push the student to greater depths of thinking and clarity of writing. In contrast, a writing assignment that requires outside research may, in fact, allow a student to stay on the surface of a topic. Both are important skills, can this is modified to allow for both approaches?

More than many of the new categories, 'written communication' needs a tightly written rubric so that non ENG courses that are considering creating a course in this category can ensure that they address key learning outcomes.

For SLO2, it would be worth adding that use of a style manual should be a key aspect of this outcome

I would suggest this wording in the original guideline - "The artifact for assessment will demonstrate the ability to write with" - be changed to "the artifact for assessment will demonstrate that the student has produced a final draft that possesses clarity.. etc. The revised wording highlights the process of writing as well as the final product

Do students understand the term "habits of mind?" Can we use a term that would have more meaning for them?

Is there agreement across the university about what the "foundational communication skills and habits of mind" are? It seems like that statement can be removed so that each description only pertains to the specific category. The generalized statement can only be said once in a preface to the program outline.

See comments on Quantitative.

I would insert the word "their" between "develop" and "critical." As it stands, "develop" suggests its meaning of "establish," implying that the students are bereft of critical thinking skills. With "their" included, "develop" then suggests growth or maturation, which is certainly a more magnanimous tilt.

These are all well intentioned. However, each individual course should have a list of observable, measurable and achievable student learning outcomes. Outcomes such as "develop an appreciation for" or "become familiar with" are not true outcomes as these cannot be objectively measured or observed. For example, "construct a well-written essay" is not appropriate as the term "well" is not objective. Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not. The assessment objectively outlines what a student can do and can't do. The assessments must be based on outcomes and not external factors such as lateness or attitude for example. (Lateness is not an indicator if a student has met the established course outcomes or not unless there is an outcome related to punctuality.) Instructors should be able to use the outcomes in order to inform the student what they are and are not able to do. Keeping in mind the outcomes listed here, an individual course outcome would be written such as: In Language Teaching Methods class, students will be able to: \*trace the progression of language teaching methodologies of the 20th century to the present day. \*describe and define the Communicative Method of language teaching. \*utilize and apply communicative activities in a lesson plan. \*conduct a lesson utilizing and applying communicative language learning activities. \*objectively and critically assess their own and other's teaching \*apply current theory in language acquisition to their own written work and practice teaching All graded class assignments and assessments should be based on specific course outcomes. Faculty should also undergo professional development in order to teach an outcomes based course. With specific outcomes, faculty will be able to understand what students have done in their prerequisite courses as topics and outcomes are consistent between sections of a course and through progression of levels of instruction.

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I can't think of anything, this is a pretty decent description.

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Add in something about ethics?

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Emphasize that the assignments must include revision and resubmission. I think it is also important that for these classes a majority (or near majority) of the class grade should depend on written assignments.

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What does it mean foundational? This could be interpreted many different ways. Additionally, what habits should students have?

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I think faculty new to this area may not realize that students need grammar and punctuation review. I have taught a course outside of College Research and Writing for 6 years that satisfies the current LAC writing requirement. Students must have a verbal ACT of 25+ to get in. At the beginning of the semester, consistently, only 40% of students use commas correctly. Only 3 out of 25 or 6 out of 50 use semi-colons correctly. In addition, 3 out of 25 or 6 out of 5 across 2 sections use apostrophes correctly. I was stunned when I began teaching that students 1) can get a 25+ on the verbal ACT without knowing correct punctuation and grammar and 2) that high schools (or middle school where I learned these skills) have given up on it. Faculty signing up for courses in this area need to know what they are signing up for and that teaching college-level skills in writing will entail some remediation. Employers hiring UNI alums need to trust that they have mastered commas, semi-colons, colons and apostrophes!!!!

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This needs 1. to be less product-based and encompass a more expandable notion of writing development beyond "foundational" (Category description). Perhaps, "designed to enhance facility with textual composition" or "designed to enhance development of students' facility with textual composition." 2. Courses need to require \*multiple drafts\* and/or \*opportunities for revision.\* 3. And "The artifact for assessment \*may\* demonstrate the ability..." with an additional focus on an artifact or artifacts that demonstrate conscious engagement with and reflection upon a process so that students \*transfer\* knowledge to novel exigencies of writing. 4. Writing is also a matter of linguistic diversity and phrases like "conventions of Standard writing English must be covered" is racially insensitive. I suggest "students' own language will be honored as they are guided toward the conventions of standard, professional writing." I would also connect this with SLO 6 as with Speaking. 5. Issues of textual mode and purpose need to be addressed. Writing is simply digital these days, so some facility with multimodal literacies and technologies is requisite for all students here. I suggest "courses must require regular writing assignments blending or crossing different modes of textual communication. The assignments must require research, revision, and reflection as a mode of learning the disciplinary material."

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Add that need to teach how to communicate with different types of audiences Also that writing style and grammar are important

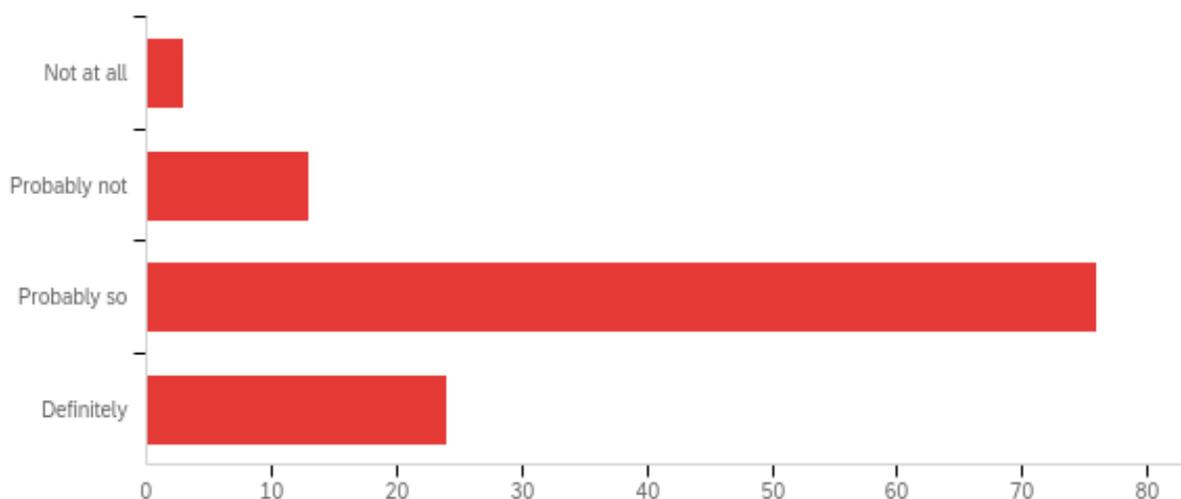
The description lists "revision" as a necessary inclusion criteria. Perhaps some clarification on what "counts" and "does not count" as revision would be helpful. For example, does this mean that the professor teaching this course MUST provide formative assessment (feedback) that is used by the student? Would setting up peer-feedback on writing be sufficient? Would simply allowing (but not requiring) students to submit drafts be sufficient?

Critical guidelines within each concept

Students need one class where writing is taught - and taught clearly. By having this standard spread over several classes, students will hear various ideas and mindsets about writing. I do not believe this will produce competent writers.

NA

**Oral Communication.** Courses in the oral communication category are designed to enhance foundational communication skills and knowledge necessary for success at UNI and beyond. Oral communication courses will also teach active listening, as well as how to engage in civil discourse, especially in diverse groups. For a complete description of the category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Oral Communication. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	3.04	0.65	0.42	116

#	Answer	%	Count
1	Not at all	2.59%	3
2	Probably not	11.21%	13
3	Probably so	65.52%	76

4	Definitely	20.69%	24
	Total	100%	116

### What, if anything, would you change about this learning area description?

The learning area description does not mention formal oral presentations, so it could be assumed that the focus is on listening and discussion only. It should be revised to make it clear that speeches are a main part of the class.

I guess I have a similar objection here to the word 'also' which does not necessarily communicate the relationship between 'the foundational communication skills and knowledge...' and active listening. It would be better if the description indicated the interrelationship of oral communication and active listening. Currently, the description separates communication skills and knowledge from 'active listening'. Could you either mention the skills involved in the production of communication on the one hand and contrast this with the ability to consider via active listening the messages of others?

NA

This can be incorporated into even another formal setting such as conducting and analyzing in-depth interviews. A good in-depth interview requires good listening skills and an ability to allow others to speak even if we don't agree. This skill is difficult and something I try to teach in my research class.

Organizing information also is necessary as well as the importance of oral citations.

This is a good example of more detailed guidelines than the Written Communication one, although I would like to see a more detailed rubric for assessing the appropriateness of courses to be included in this category.

Why are you only asking faculty that teach courses in Oral Communication this learning opinion?

If this is to enhance foundational skills does this mean the requirement or expectation of a foundational course first, then these courses to further develop and hone those skills?

Same as above - are we okay with all types of oral communication and audiences? And, what are our expectations/ how do we address the content knowledge in civil discourse, especially when expertise and facts have been de-legitimized?

Stating courses must include four formal oral presentations (one being a group project) is quite prescriptive. Is it really necessary to have 4 presentations to achieve the SLO? Shouldn't the pedagogy be the individual faculty member's decision? I suggest instead to set certain criteria that the faculty member must meet to demonstrate meeting this SLO, and instead of prescribing the method to meet the outcome provide a suggestion of 4 presentations.

For Oral Communication courses, maybe one could be a bit more specific on what kind of artifacts instructor is expected to submit for assessing the relevant learning outcomes.

The learning outcomes to be addressed simultaneously are great goals to aspire to -- but could be challenging to achieve. I think the scope needs to be narrowed rather than expect each course in this category to provide all of these outcomes at equal strength.

"Work with others across differenceS to achieve common goals." (Missing the S at the end of difference for SLO 5) For SLO 6, there is a nod to intercultural communication--does this mean there will be discussion of specific considerations when communicating with those from diverse backgrounds?

An integration of Universal Design for Learning principle: that courses offer multiple and flexible options for student engagement, presentation, and action/expression - avoiding privileged modes of oral expression and instead balance access and excellence in learning.

I would like to add an awareness of rhetoric and logical fallacies.

SLO 5 is the problem here - no explanation - does this mean in the classroom - what if the students are homogeneous?

This description does not include any positive descriptors of what constitutes "oral communication" (cf. written communication, at least, lists the "process of reading, researching, writing, and revising" as necessary components). Active listening, engaging in civil discourse (but what do we consider "civil discourse"), and .... ? speeches? discussion? Seems like more clarity is needed here.

The short description really doesn't mention effective speaking.

See comments on Quantitative.

These SLOS are all well intentioned and serve to help faculty to focus their instruction in an area. However, each individual course should have a list of observable, measurable and achievable student learning outcomes. The ones listed are, in my opinion, "Admirable Goals" but provide no basis for assessment. Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not. The assessment objectively outlines what a student can do and can't do. The assessments must be based on outcomes and not external factors such as lateness or attitude for example. (Lateness is not an indicator if a student has met the established course outcomes or not unless there is an outcome related to punctuality.) Instructors should be able to use the outcomes in order to inform the student what they are and are not able to do. Keeping in mind the outcomes listed here, an individual course outcome would be written such as: In Oral Comm class, students will be able to: \*describe, identify and define their own communication style and that of others. of language teaching. \*identify, utilize and apply a variety of communication strategies in class discussion and presentations. \*objectively and critically assess their own and other's presentations \*apply current theory in communications to their own written work, class discussion and presentations. All graded class assignments and assessments should be based on specific course outcomes. Faculty should also undergo professional development in order to teach an outcomes based course. With specific outcomes, faculty will be able to understand what students have done in their prerequisite courses as topics and outcomes are consistent between sections of a course and through progression of levels of instruction.

Nothing to change here. I like the inclusion of communicating in group settings.

Add in something about ethics?

Is this just interpersonal communication, does it include online / electronic communication as well?

I think these classes should have the majority (or near majority) of the grade dependent upon oral presentations, feedback towards peers presentations and other areas related to oral communication..

What are foundational? Does this mean presentations, small group work, discussions with professors/classmates, etc.?

Some attention to international content and human rights; these are a good fit with diversity.

I would expand beyond mere "speaking" to cover the embodied and technological aspects of contemporary communication. Maybe "Demonstrate competent listening and effective presentation skills in a variety of contexts, including small and large group and technologically mediated formats." Include reference to audience and purpose in the outcomes. Perhaps add "Competencies must be determined relative to audience, purpose, and context." Is the second bulleted point an SLO or a course description? What does "engaged" mean? Add a descriptor about "groups" especially in SLO6, "groups, both physically and technologically mediated."

Again, needs to teach how to communicate and present to different types of audiences it also doesn't address presentation skills at all

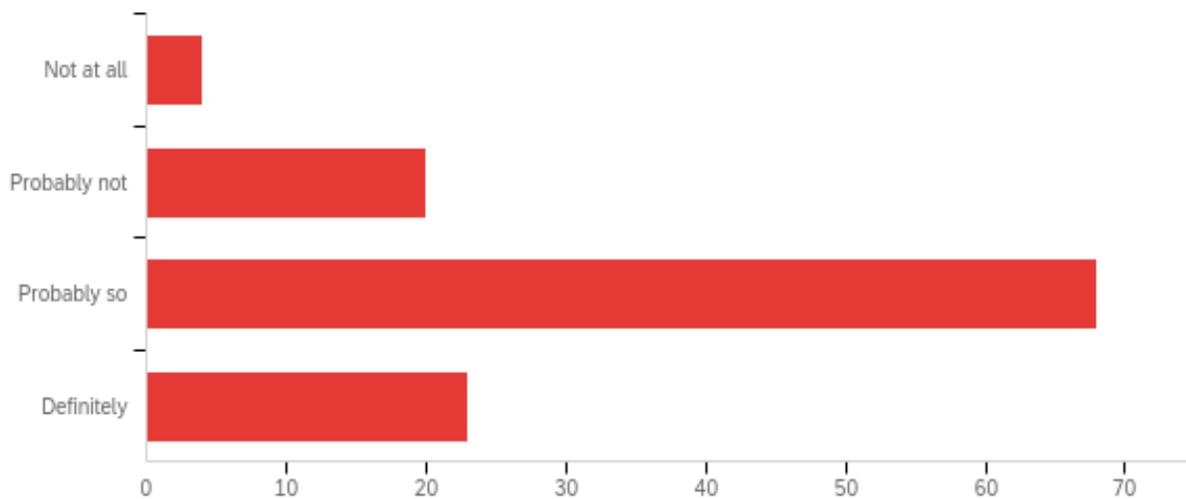
Foundation communication skills are learned from infant to toddlers California Department of Education and our local daycare center. Consider applying a skilled set of communication tools to people who are mature enough to vote.

Students need one class where public speaking is taught - and taught clearly. By having this standard spread over several classes, students will hear various ideas and mindsets about speaking. I do not believe this will produce competent speakers.

I am curious as to why collaboration and diversity are included in the oral but not written communication categories. It seems as though Diversity is helping students to understand different perspectives in order to communicate effectively, which should also apply to the written word.

NA

**Quantitative Reasoning.** This category is not intended to be limited exclusively to mathematics. It may potentially encompass any discipline that uses quantitative methods—with an emphasis on courses that demonstrate how quantitative reasoning can be used to achieve meaning, and the value of quantitative approaches, theoretical and/or practical, rather than on courses that merely involve the routine manipulation of numbers or equations. For a complete description of this category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quantitative Reasoning. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	2.96	0.71	0.51	115

#	Answer	%	Count
1	Not at all	3.48%	4
2	Probably not	17.39%	20
3	Probably so	59.13%	68
4	Definitely	20.00%	23

**What, if anything, would you change about this learning area description?**

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"that demonstrate how quantitative reasoning can be used to achieve meaning" is a good goal but is open to wide interpretation - is meaning based on how it is applied and relevant to students' lives, of those in the community, or is meaning as relevant to decision makers etc. If the intention is to leave it open and field questions as the proposals come in, then it is probably okay to leave it as worded. If not, it would help to provide some examples that might get others across campus thinking about this in interesting ways - the Human Condition category provides such examples that get us thinking...

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Why would say "rather than on courses that merely involve the routine manipulation of numbers or equations."? it sounds like "manipulation of numbers and equations" is sub-par, which is not true, since quantitative reasoning is about how to manipulations of numbers and equations in a meaningful way. By the way, which courses at UNI do belong to that "merely involve the routine manipulation of numbers or equations."? Give me an example.

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Students struggle in dissecting parts from a complex topic that are connected and composed of a complex topic. So they need to learn not only critical thinking, but also diverse aspects of a complex topic.

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NA

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So...what is meant by quantitative reasoning if math is not used?

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Students should actually learn additional quantitative skills (new math to them), not just employ what they already know.

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It needs much more specific guidelines (and a clear rubric) as to the types of quantitative reasoning required, the theoretical and applied expectations for the course, as well as the outcomes that students must meet at the end of this course. This is way too vague.

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The requirement to "demonstrate how quantitative reasoning can be used to achieve meaning" and treating this as being distinct from "the routine manipulation of numbers and equations" is a false dichotomy. Quantitative reasoning is based on the careful and correct manipulation of numbers and equations, and a focus on the latter should not be denigrated or downplayed. Far too many students flounder when they are asked to apply quantitative reasoning outside of mathematics courses, because they are not proficient in the "routine manipulation of numbers or equations." The focus on the unhelpfully vague goal of "demonstrate how quantitative reasoning can be used to achieve meaning" is unlikely provide students with the solid foundation of mathematical skills they need to be successful in the many disciplines that use quantitative reasoning. Courses that do have pre-requisites should be permitted among the options for this category. Some students come in with preparation that is sufficient for them to start in a more advanced level mathematics class. They should not be forced to take a lower level class on material they already know in order to fulfill this requirement.

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Why are you only asking faculty that teach courses in Quantitative Reasoning opinion?

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There is no discussion of rigor here - it is possible for ANY course where there's a pie chart or an average to fit this description. There is something to be said for manipulation of numbers and equations IN ADDITION TO achieving meaning, as opposed to setting it up as a dichotomy.

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Not sure what is meant by the "routine manipulation of numbers or equations". What is the difference between routine manipulation and "achieving meaning"?

I am disturbed at how loosely this category is being defined. There are so many courses that could fit into this category, the way it is currently stated. Courses that USE quantitative reasoning are very different from courses that are ABOUT quantitative reasoning. A course that USES quantitative reasoning may not actually teach students anything about quantitative reasoning that they do not already know. As a result, students could come out of our Gen Ed curriculum being mathematically illiterate, even quantitatively illiterate. I brew beer as a hobby and use quantitative reasoning all the time to make better beer and to innovate. The math skills I need for this are at a 3rd grade level. As I read these requirements, I could design an (undoubtedly popular) brewing course that demonstrates how these 3rd-grade skills advance brewing. There would be no routine manipulation of numbers or equations, the emphasis would be on the value of a quantitative approach to brewing. There is even historical precedent, with Gosset being a famous foundational statistician and head brewer at Guinness. This description emphasizes that the course does not need to be in the mathematics department, but in doing so, it opens up the field so wide that students would not need to learn any quantitative skills in our Gen Ed program. This does a disservice to our students and to the university. I strongly encourage us to come up with criteria that emphasize the quantitative skills themselves, rather than the application of those skills. We should not be turning out mathematically illiterate graduates. For the record, I am not a member of the Mathematics department.

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The student learning outcome section may be expanded. Currently, it only contains two lines.

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An integration of Universal Design for Learning principle: that courses offer multiple and flexible options for student engagement, presentation, and action/expression - avoiding privileged modes of quantitative reasoning and instead balance access and excellence in learning.

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Previous descriptions gave greater specificity to skills and approaches expected in order to meet the learning outcomes. Also, the additional explanation of learning outcomes given in other descriptions would be helpful here as well.

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I would appreciate some examples of quantitative approaches that would fall under this category.

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The critical thinking component privileges computer science, statistics, and hybrid quantitative reasoning courses over mathematics courses that are less applied. I don't think critical thinking needs to be part of this--our university desperately needs students with much stronger math skills and critical thinking is addressed in multiple other new LAC categories.

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description is pretty vague.

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Maybe include a few descriptions or examples of "how quantitative reasoning can be used to achieve meaning, and the value of quantitative approaches." I think I know what that means but it may not match what the review committee thinks it means.

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It's not clear from the short description whether performing quantitative analyses is a course requirement.

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Why is this the only category that stresses the ability of other departments/programs to offer courses in the category? Do you need, then, to put "This category is not intended to be limited exclusively to English" for writing or "This category is not intended to be limited exclusively to Communication" for oral communication? I find this troubling. If no one program "owns" a category, then that ought to be clear from either the framing language for the entire gen ed program (making this sort of language unnecessary in Quant) or the language for every box, which would need to indicate that it doesn't belong to a category that most readily leaps to mind.

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I would end the description after "and/or practical" and delete what follows. I don't know of any course that "merely involves the routine manipulation of numbers and equations."

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These SLOS are all well intentioned and serve to help faculty to focus their instruction in an area. However, each individual course should have a list of observable, measurable and achievable student learning outcomes. The ones listed are, in my opinion, "Admirable Goals" but provide no basis for assessment. Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not

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It's good to include that the category isn't limited to mathematics courses, though I envision most of the courses in the category will have a mathematical component to them.

A learning outcome about diversity and social justice related to and involved in quantitative reasoning should be included.

It needs to be more clear about if any quantitative analysis are actually even done in the course, otherwise this could just be a course with a few journal articles where someone else did some stats and everyone just "discusses" it versus SHOWING student how to USE these practices themselves for their own projects or work. Students do not know how to set up graphs or figure out percents (even for their own grade). But they need to be able to recognize when they can use quantitative reasoning in their OWN lives and work -- rather than reading about others doing it. BTW.. I am not in math and have noticed students lagging in this ability and thus not prepared to do real world tasks in work place.

Needs to include other words that always using quantitative reasoning -- Quantitative reasoning is the application of mathematical skills to the analysis and interpretation of real-world quantitative information -- for the purpose of drawing conclusions. application is a key word that should be included.

Make SLO1 "Critical Thinking" parallel to what it is with Writing by adding "Critical inquiry can take different forms, depending on the instructor and discipline, but courses in this category will emphasize the thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence, before accepting or formulating an opinion or conclusion." SLO4 is solipsistic as it is stated here. I suggest "Apply various methods, processes, and models dealing with numbers and quantities to address complex problems, offer solutions, and/or arrive at probable estimates." I also think this needs greater elaboration regarding student development and metaknowledge. Perhaps an additional point: "Develop student capacity to determine and/or create a workable quantitative model, process, or method relative to a situation."

I think we'll need quite a bit more specificity here. We need more specific outcomes. What does "quantitative reasoning" even mean? What matters more, the reasoning, or the quantitative? Would a symbolic logic class count? It focuses almost exclusively on reasoning. Would a straight-up stats class (rather than an applied stats class) count? At the intro level, it probably focuses almost entirely on quantitative. We're going to need more specific outcomes for this one.

This description is weirdly defensive, defining itself as what it isn't, rather than what it is. Students who are already mathematics averse may be turned off by this framing. And quantitative approaches and reasoning are cool! How about listing some of the many benefits quantitative reasoning provides? A basic understanding of statistics is crucial to informed civil discourse, for example.

Does this include science courses then? I'm not clear on what classes besides those with numbers and equations would fit.

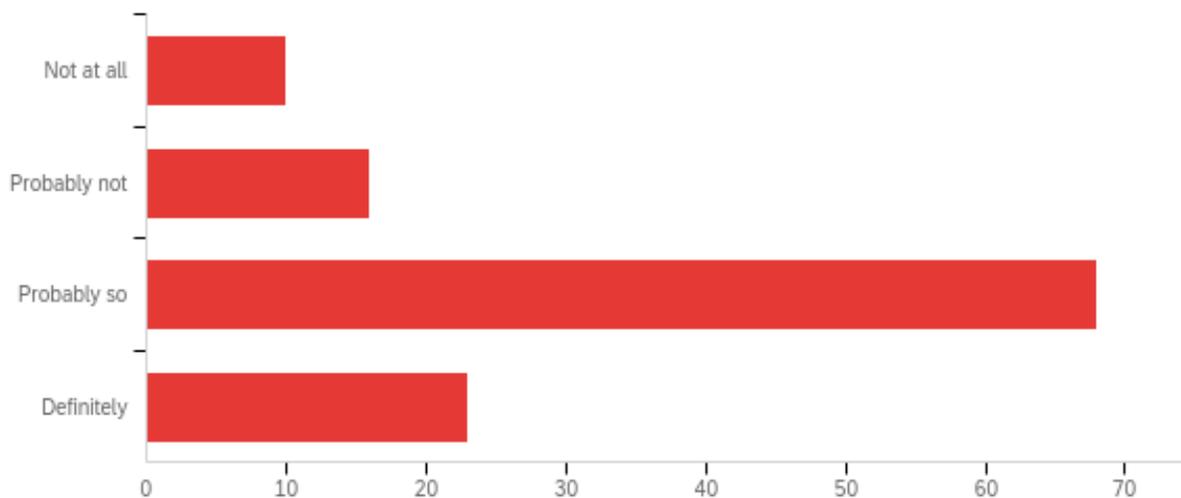
I think the phrase "data analytics" or "data analysis" should be incorporated some how. So many employers and positions for students beyond graduation require the need to analyze data effectively. Having this type of language in the definition would not only be useful for faculty and students, but also to employers who are looking deeper into the education we provide to students.

Math is pretty straight forward. I would hope the basic skills will be covered for our students, especially those with the lowest ALEX scores (most mathematically vulnerable)

I think it would be helpful to have an example of this, to help demonstrate how quantitative reasoning can exist outside of math and science.

NA

**Human Condition.** The aim of this category is to enlarge students’ understanding of what it means to be human by urging them to branch out beyond their own specific background, and to enable them to think about their experience from that broadened perspective. This category includes two courses, one with a domestic or U.S. focus, and one with a global or international focus. Please specify which subcategory your course will fulfill. For a complete description of this category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Human Condition. For a complete description of this category, <a href="#">click here</a> . For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	2.89	0.81	0.66	117

#	Answer	%	Count
1	Not at all	8.55%	10
2	Probably not	13.68%	16
3	Probably so	58.12%	68
4	Definitely	19.66%	23
	Total	100%	117

## What, if anything, would you change about this learning area description?

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The description seems to match the course guidelines. My concern is that the course guidelines seem to encourage faculty and students to focus on specific sub-sections of the human experience (e.g. Asian feminist literature or colonial military history). Since social media is already splintering our society already into a million special interest groups, the LAC should make sure their students are learning broad history, so they can place individuals and specific movements in context. Yes, broad history can be biased and can't cover every group's experience, but without broad historical knowledge, students are very vulnerable to misinformation.

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I have concern about separating this into domestic versus global focus when they are so interrelated.

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It may be important to define 'otherness' not in terms of U.S. and international. The way the description is worded currently does not allow for a perspective such as agricultural versus urban, religious or ethnic mono-cultures versus pluralistic societies, etc. If the aim of the category is to have students consider more perspectives than their own, the narrowness of 'two courses, one with a domestic or U.S. focus, and one with a global or international focus' sets up a false dichotomy.

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No change suggested, but commending the team for including institutions in SLO 7 - it is important to draw attention to local, regional, national and international organizations that attempt to address and improve the human condition - for example, the United Nations

---

NA

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Please change 'queer theory' to the more inclusive 'gender theory', which encompasses the former.

---

What is meant by "this category includes two courses"? Does this mean "two sets of courses"? Or does this mean that students will only need to take two courses in this category? There is a lot about these proposed changes that remains unclear to me. My primary concern is that students will be required to take fewer humanities courses, which I think would be a grave disservice to them, to Iowa and to the student's future communities.

---

Although there is an attempt at giving some guidelines and examples of content covered, we need a much more specific rubric to assess if a course is appropriate for this area. Also, the examples given may reflect biases towards certain topics; it is better to give clear guidelines without providing specific examples, which should be filled in by course proposals.

---

There really is no need for a course with a domestic or US focus. Everything the students are exposed to in the UNI environment is already centered domestically.

---

"Enlarging students understanding" is vague. "What it means to be human" is very much a debated question in philosophy and theology, and the way this description is written seems to favor courses that push a particular ideological answer to this question rather than a critical analysis of the strengths and weaknesses of how the different philosophical schools answer this question.

---

I think the description would benefit from more examples of "diversity" and "commonality," as those given tend to lean more in the direction of the social sciences and away from the humanities (which are also important!)

---

This has got to include mention biophysical limits i.e. clean water, soil, healthy food, healthy oceans, a stable climate etc. The emphasis on humans separate from the environment is old-fashioned and criminally near-sighted.

---

It seems like it is limited to the social sciences and humanities. Could such a course also be grounded in education, health, sciences, etc.?

---

Under SLO 7, add "or historical trends" in the phrase, "Analyze ideas, works, or institutions . . ." I'm actually stunned that the human condition does not explicitly include historical studies. How we are to understand our natures without understand what we have done and what we are capable of doing? I'm not happy with the emphasis on "diversity." It is not that diversity is itself a problem, and yes, we should study it, but these categories look like they have been crafted by social scientists with an ahistorical perspective, with emphases on statistical analysis rather than normative reflection that we find in the humanities. Please develop a deeper and wider grasp of what is done in the humanities so that the study of the human has some humanity in it!

It would be good to recommend collaboration with study abroad as an option for courses with a global or international focus.

SLO 7 is fairly broad, meaning that there would seem to be multiple courses that COULD make an argument for inclusion in this category based upon this description. Was this the intent?

Disability should be explicitly integrated throughout course descriptions and expectations...for example: "Disparities, injustices, or inequalities related to race, class, ability, sex, gender, etc."

I think they've done a fine job on #6

Human condition?????

The challenging aspect of this category is "what it means to be human". In courses, this will be operationalized in ways that are either so extraordinarily specific or narrow that many disciplines are excluded or operationalized so broadly that it doesn't really have any meaning.

U.S. and Global or International Focus are closely related with international policy affecting how we act as Americans on a daily basis. It is important to provide some more detail on how the US plays a role abroad and in foreign countries.

Human condition rests on the condition of the Earth's biosphere. How can this critical connection at least be mentioned somewhere?

This description is vague. What about the meaning of being human will our students be taught?

This category is based on content rather than skill development like the other categories. What are the skills students are expected to develop?"branch out"--which is entirely too abstract--and "think about their experience" are the only actions described here, neither of which provide much direction by way of effective assessment.

The description, particularly for SLO 7, is rather underdeveloped compared to others. There is considerably less guidance, and this one, unlike others, seems to be casting a net so wide that it would include anything. That creates a considerable imbalance in the structure, if most contributing departments are trying to cram into this space. Either the others need less specificity and to be written in such a way as to welcome many departments' curriculum and vision, or this needs more tightening. You open the potential for every department in the university to throw something in this category, while restricting other categories, which mean privileging certain departments over others.

This description is so vague that it must be by design. No guidance is provided regarding what it means to be human. The relevant SLOs, 6 and 7, do provide more clarity; however, I note with regret that being human doesn't seem to involve the natural sciences. SLO 7, titled "Human Condition," excludes any mention of the natural sciences. It seems to me that science is inextricably linked to the human condition and should therefore be explicitly mentioned somewhere in this learning area. The "Scientific Reasoning" learning area mentions human behavior as an explanatory example. There should be reciprocity in this learning area.

These SLOS are all well intentioned and serve to help faculty to focus their instruction in an area. However, in this sensitive topic, it may be difficult to develop individual courses that have a list of observable, measurable and achievable student learning outcomes. The ones listed are, in my opinion, "Admirable Goals" but provide no basis for assessment. In essence, we have to measure how "Woke" a student has become or is. Each outcome should be written as to how or whether wither the students demonstrate whether they have developed a level of understand and awareness about the topic. But this might be hard because the faculty member must objectively define how a student has become more empathetic to the needs of others or how they have build awareness of others. These are very subjective terms, and can't be directly quantifiable. However, a definition of those terms are quantifiable. In other words, can a student objectively Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not

I can imagine that there will be a wide variety of courses for this category and it may be difficult to give students in different courses comparable experiences.

I don't know what this means. What does "mean to be human" imply?

In the field in which I work, a contested category has been what it takes to be human at all. I think that this statement "Disparities, injustices, or inequalities related to race, class, sex, gender, etc" presumes that all players

are human but some are less human than others. But this distorts that actual historical situation in which some we would include as human were not considered human at all. "Disparity" minimizes this difference. "Disparities, injustices, or inequalities related to race, class, sex, gender, etc., including full exclusion from the category of 'human'" would be more accurate.

Is "Junior level status" considered a pre-req? In many of these categories I see "must not have pre-reqs". If the intention is "must not have content pre-reqs" that is fine. The goal of this restructuring should be to allow more courses to be considered for general education credit and I do not see "Junior level standing" is a pre-req.

Under human condition, I would add "examine the persistent and recurring questions of human life."

I have no idea what this means. You'd got to get some of the language from the outcomes into the description, I think.

International

General guidelines for submission: Committee will consider experimental courses Consider the committee members are rotated and retired to keep the thought new.

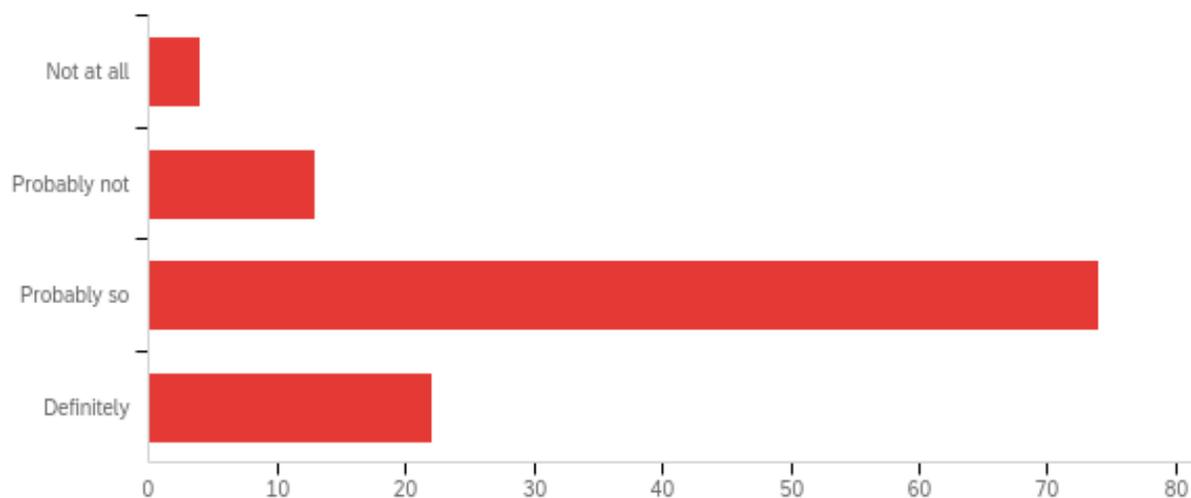
SO vague.....

Why "Diversity & Commonality" here and not elsewhere?

it seems that a standard course in gen-ed/LAC is an intro to psych course; yet, that course seems to have no clear place in this category (about the only category where one would expect it to fit)...that's not the end of the world, though it does change things for our department and our (UNI) students. if the committee intended for an intro psychology course to fit in this section, the description i think precludes it.

NA

**Human Expression. A course in this category must include the creation as well as the analysis or interpretation of creative works in a medium relevant to the field or domain of the course. Creative work can include any artifact, concrete or ephemeral, newly created or a curation of work, in the arts. Courses should provide relevant instruction for creating and in analysis/interpretation, which culminates in assessed work for each skill. The work students create and that which they analyze/interpret should be related by general field of practice or medium. For a complete description of this category, click here. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Human Expression. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	3.01	0.67	0.45	113

#	Answer	%	Count
1	Not at all	3.54%	4
2	Probably not	11.50%	13
3	Probably so	65.49%	74
4	Definitely	19.47%	22
	Total	100%	113

### What, if anything, would you change about this learning area description?

The first sentence and the last sentence seem to be saying the same thing. Are they both necessary?

Human Expression title is so general. Writing and speaking can also be human expression. Why not use "arts" so that everyone can understand?

NA

This area probably has the best description so far, although a clear rubric will be needed.

The requirement that every course in this category must include the creation of a creative works by the students.

There is creative work all over campus and this category seems to be written solely for the "Arts"

I feel a statement regarding the need for "small" class sizes in order to truly focus on the act of creating creative work is essential.

An integration of Universal Design for Learning principle: that courses offer multiple and flexible options for student engagement, presentation, and action/expression - avoiding privileged modes of human expression and instead balance access and excellence in learning.

Would this category also include film and photography?

Perhaps this description could be revised for better clarity.

too narrow a description of "artistic". Also what about films, websites, etc.

The phrase, "Courses should provide relevant instruction for creating and in analysis/interpretation..." does not read well. Should it read, "Courses should provide relevant instruction in creating and analyzing/interpreting"?

This category seems incredibly more narrow than others.

---

Another privileged area: what does "in the arts" mean? What about engaging nonfiction that isn't "creative" (or, what is "creative"? Is anything interpretive a form of creativity, or will you entertain a case being made for creativity in different sorts of endeavors?)

---

This is a difficult one as it is important to objectively determine the degree of creativity or artistic meaning. To have successful SLOs, there should be objective means to determine if these broader outcomes are met. If subjective means are used, it is widely open to interpretation by faculty, students, administrators, parents and other constituents. I mean, how can you break down artistry and performance into objective elements?

---

I think if I were a student, this would be the category I would find most challenging. For those of us not all that creative, this category could be the most daunting.

---

creation and analysis of creative works can also happen outside traditional "arts" disciplines. so, the wording of "in the arts" limits many potential possibilities in other disciplines.

---

This is well written.

---

Will students ever see this language? Because if so, it is opaque. Faculty can muddle through, but other users? Here's a clarifying edit: A course in this category must include the creation as well as the analysis or interpretation of creative works. Creative work can include any artifact--concrete or ephemeral, newly created or a curation of work--in any medium. Courses should provide relevant instruction for creation and for interpretation, culminating in assessed work for both skills. The work students create and the work they analyze should be related.

---

what does "should be related by general field of practice or medium" mean? And does this mean that students have to be good at the creative form? It implies so, but I think just trying and putting effort in should count.

---

more variety of creative work added--such as sculpture....also I wonder if it should be emphasized that the creative is the main component of the course.... not just a one-off assignment here or there.

---

My personal opinion of this learning area is a disappointment. Students need additional fundamental skills and knowledge, such as creating a resume, applying for jobs, home life, and an interactive understanding of professional work development.

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This category and details is most likely going to back fire. Students will not appreciate this category or classes. My guess is that students will fulfill this category at another university and transfer it in.

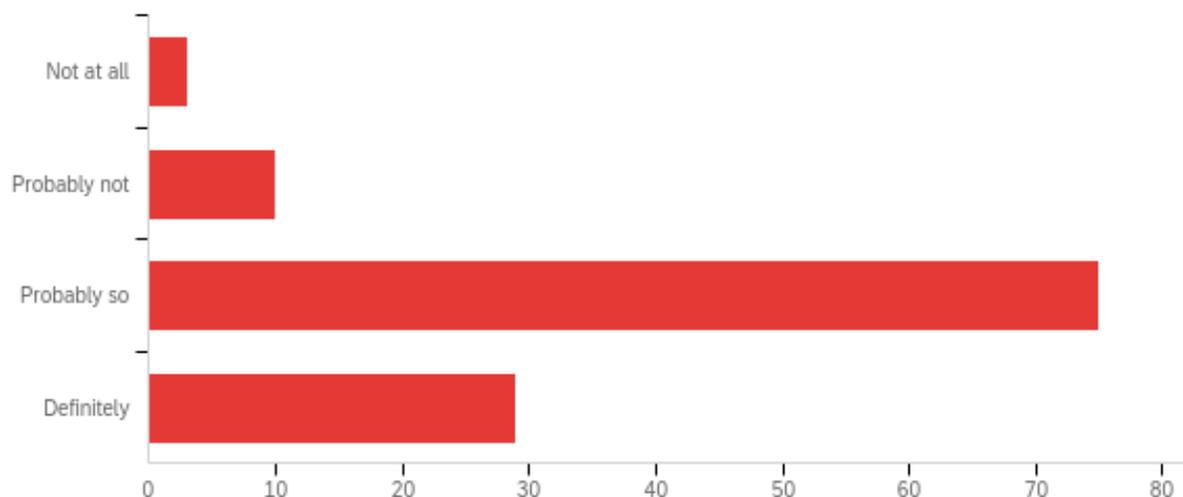
---

I worry that the language here, similar to that in Quantitative Reasoning, will not encourage faculty to think creatively about the types of courses that can fit into this. Creativity is as important in the sciences as it is in producing art, and should be reflected in the description.

---

NA

**Scientific Reasoning.** Scientists discern basic principles that explain natural phenomena through observation and analysis of the world. Scientists rely on theory and experimentation to test and refine the understanding of our minds and bodies, our complex environment, and the universe. Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with the study of basic principles, such as the structure of matter, biological evolution, human behavior, and thermodynamics. A laboratory experience is expected to be part of the course (either a 4-credit integrated course or a 3-credit course plus a concurrent 1-credit lab). After completing a course in this category, students will be able to critique claims using the tools of scientific inquiry. For a complete description of this category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Scientific Reasoning. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	3.11	0.65	0.42	117

#	Answer	%	Count
1	Not at all	2.56%	3
2	Probably not	8.55%	10
3	Probably so	64.10%	75
4	Definitely	24.79%	29
	Total	100%	117

## What, if anything, would you change about this category description?

---

Human behavior: this topic seems to be more aligned with the human experience or other social sciences and/or humanities classes. The requirement of one science class falls short in developing science informed citizens as well as helping our students achieve competitiveness in a global economy driven by STEM.

---

NA

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The physical sciences are given short shrift in the overall Gen Ed Revision. We should be clear here that we are NOT talking about the Social and Political Sciences. Students must be exposed to the physical sciences in this increasingly 'scientific' world. A class in the social sciences may, for example, include 'the scientific method', but this class should not be included in this category. Just a glance at the new structure shows that the entire curriculum is strongly human-centered. Let's be sure the rest of the material universe at least gets a nod in its direction!

---

Could Field Work be a substitute for Laboratory? Do we have a definition of what Laboratory experience is? Again, I would like to see a more detailed rubric on what is expected in this area.

---

The separation of humans from nature and the environment is mistaken. Too much emphasis on human beings. Examples are poorly chosen. A four-hour course will not be sufficient to meet the learning goal of critiquing claims using tools of scientific inquiry. Many students last took a biology course when they were 14 or 15 years old. One additional course at UNI will not accomplish all this.

---

The focus of this description is very human-centric. The purpose of science is described as understanding "our minds and bodies" (putting humans front and center), OUR complex environment, (again, it is OURS), and the universe (finally once we get off of earth, we stop focusing on ourselves?). The focus of science is NOT on humans, it is fundamentally about understanding the universe, which we happen to be part of. As Carl Safina so deftly put it in his book "Beyond Words", if we are studying animals minds simply to understand our own minds, then we were never really studying animals minds in the first place. So I object to the human-centered focus in the purpose of science. Second, and following up on that point, including social sciences together with physical sciences as if there is no distinction between them does a disservice to our students and even to our society. We have seen in recent months how willing our citizenry is to say that scientists don't really know what they are talking about and that science is all "just theories". Some realms of science, social sciences in particular, have more limited ability to test theories through direct experimentation than other realms of science such as physics or biology. This is an important and fundamental lesson that students need to have as a bare minimum to understand scientific reasoning. Here is where the lab is so important. The description states a "laboratory experience" is needed, but it is unclear what that would mean in a 4-credit integrated course, which might not really require a "lab" as is traditionally thought. It should be a requirement that the lab's focus is experimentation so that students are trained in understanding experimentation as a fundamental component of scientific reasoning. Students need to learn how to DO science, not just learn about it. Those two are very different. Scientific reasoning should be a verb.

---

Similarly to my comment above, I think the student learning outcome section could be expanded, as it currently contains two lines only.

---

An integration of Universal Design for Learning principle: that courses offer multiple and flexible options for student engagement, presentation, and action/expression - avoiding privileged modes of scientific reasoning and instead balance access and excellence in learning.

---

One thing that our students need to know is how to interpret studies. Now this might come under quantitative reasoning as well, but it comes up most often in science. What does it mean to have a margin of error? When is it more appropriate to focus on the median than the average? What is the difference between an ethnographic and a control group study? Why are these important? I'd like to see something more specific requiring that sort of understanding.

The description of this needs greater refinement. Why is this defining a specific structure including number of hours credit to accomplish? Why are there references to other universities' goals? Also, the additional explanation of learning outcomes given in other descriptions would be helpful here as well.

---

I am not sure whether the examples in this paragraph, "such as the structure of matter, biological evolution, human behavior, and thermodynamics", can actually help students to understand the courses offered to enable Scientific Reasoning, or these four randomly listed names cause more confusion. Rather than providing examples of the "principles", I think it is more helpful to list the actual academic disciplines that will be considered in this category. Secondly, I am not completely sure whether "human behavior" (I infer it means psychology courses) should be included in the "Scientific Reasoning" category. Within the science community, there has been age-long discussions over whether sociology, psychology, political science should be considered as science disciplines. Not that I don't think these disciplines are not important (I rather think students should have ambient opportunities to learn about humanities and politics at UNI), but for the "scientific reasoning" category, as the description emphasized, it should aim for students to gain the capability to use quantitative methods to explain phenomena in the natural world (physics, chemistry, biology, geology, etc.) I think by including psychology or social science in this category will enable students to use courses from the other categories (such as "Human Condition" or "Human Expression" listed above) to replace their scientific learning requirement. Lastly, I am not completely sure whether we should encourage students to consider "a 4-credit integrated course" as equivalent to a 3-credit course with a lab component. The lab experience in the "Scientific Reasoning" category should be considered essential. Students can best develop their scientific thought process through doing their own experiment in the labs. Lectures, even with a component of experiment of some type, cannot be used to replace what students can learn from doing experiment design, data collection, analyses and drawing conclusion in an actual guided lab condition.

---

This category appears to be the most poorly developed of all of them, reinforced by other university definitions of what science is. Right now it looks like if it has a lab then the class meets the criteria. There should be more detailed expectations for what should be in these courses, more aligned with other categories that have more concrete criteria.

---

Social sciences also utilize scientific reasoning The complete description link appears unfinished

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I suggest the following changes in wording/phrasing/content: Scientists discern basic principles that explain natural phenomena through observation and analysis of the natural world. (add "natural") Scientists rely on theory and experimentation to test and refine the understanding of the natural world and universe (remove "our minds and bodies, our complex environment"--this language is overly anthropocentric...humans are part of the natural world and universe, and can be studied using scientific methods, but shouldn't be given such emphasis in this description). Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with study of the theory and principles of physics, chemistry, biology, and anthropology (remove "of basic principles, such as the structure of matter, biological evolution, human behavior, and thermodynamics"--I really do not like this phrasing...this represents a tiny fraction of the scope of science and it seems pretty random that only one idea/area of study is mentioned from each of the respective disciplines (chemistry, biology, anthropology, and physics)

---

1) Future readers may not realize how central the lab component is to this category. We need students to design experiments to better understand experimental limitations, for example. Perhaps there should be another SLO that focuses on the lab. 2) The goal of the Gen Ed program seems to be to produce graduates with a wide range of skills and perspectives. An unintended outcome of being too inclusive in the Scientific Reasoning skill could be that science-adverse students will avoid natural and physical sciences, doubling up on additional social sciences where possible. This limits students' opportunities for getting a broad perspective. 3) Can a 3-credit course serve as a prerequisite for a 1-credit lab (in addition to the option that it be concurrent)? Decoupling these and allowing the lecture to come first provides students some flexibility in scheduling.

---

this is a very rough draft - it is not even properly organized or formatted yet.

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This is a much more complicated description compared to others.

Scientific reasoning is often based the objective, observable and measurable, developing outcomes and assessments is, in my opinion, less problematic. Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not. The assessment objectively outlines what a student can do and can't do. The assessments must be based on outcomes and not external factors such as lateness or attitude for example. (Lateness is not an indicator if a student has met the established course outcomes or not unless there is an outcome related to punctuality.) Instructors should be able to use the outcomes in order to inform the student what they are and are not able to do.

---

I think the description is good.

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Seems that applied sciences are the focus. I wonder if some sort of appreciation for theoretical work might be included.

---

While courses with labs are definitely best, I'm concerned that this requirement will be detrimental to the smaller science departments because they don't have the faculty available to teach numerous lab sections to go with their lecture course.

---

There are some 3 credit courses currently in the LAC that meet the category 4 objectives. Without a lab, these courses would not longer serve the purpose as presented. There was mention of no prereqs in another document. Would an appropriate score on the ALEKS placement test or passing a college level algebra course be considered a pre-req? The math "pre-req" is to ensure the proper algebra skills to be successful in the course (for example, General Physics I and General Chemistry II). If the math competency is considered a "pre-req" then we are adding an extra course to some students graduation requirements that are currently having this LO fulfilled by courses in their major. The concept of "pre-req" needs to be defined.

---

The "complete description" link had a document that was disorganized with reference pieces all over it that made it confusing to understand. Get rid of "inductive reasoning, and deductive analysis" as this may require all courses to do this when some scientific reasoning disciplines may not rely on this and creates a more "linear," textbook-y approach to scientific reasoning that, in truth, is inaccurate. I would replace with hands on scientific experimentation and other processes of science. I do have a question about the "human behaviour" aspect being added to this as I feel this topic fits more into the other categories and would potentially not round out student education and though processes. I really like now how students take behavioural sciences and more traditional sciences as it reinforces the scientific reasoning and reveals that there are different levels of scientific reasoning and confidence in knowing what we know. This is especially important to have, as we are seeing the lack of this going on right now and feeling its consequences.

---

Add to SLO8, something about communicating science: not just "critique the claims," but perhaps "Engage in critique, extension, and/or revision of scientific claims and knowledge." Make critical thinking SLO parallel to how it is in Writing.

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Sometimes lab experiences are not done concurrently, especially for transfer students who may not have a lab experience option available. The word "concurrent" can be removed from the description.

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word choice? Earth for world..? Interesting selection of the basic principles

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Will need to make sure classes are clearly labeled. There are some fields that still require a biological course AND a physical science course so clearly labeled courses will be needed for advising purposes.

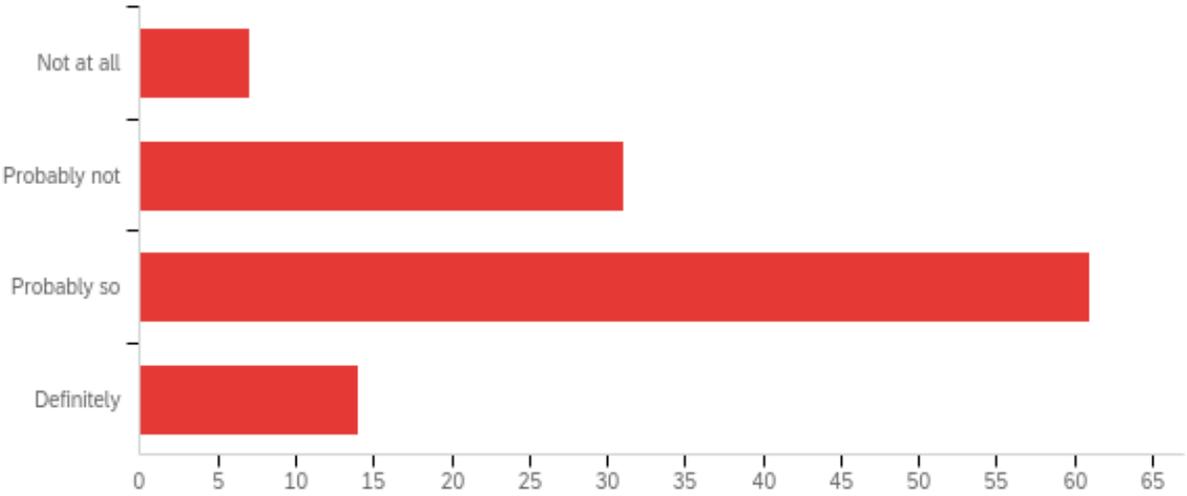
---

These courses need to be directly linked to SLO 1 through 4.

---

NA

**Responsibility.** Courses in the Responsibility category give students the opportunity to develop a greater understanding of their personal and civic responsibilities by exploring ethical theories and their application to human conduct. For a complete description of this category, [click here](#). For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Responsibility. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	2.73	0.76	0.57	113

#	Answer	%	Count
1	Not at all	6.19%	7
2	Probably not	27.43%	31
3	Probably so	53.98%	61
4	Definitely	12.39%	14
	Total	100%	113

## What, if anything, would you change about this learning area description?

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My primary problem with this category is the requirement to provide a "philosophical context" and "theoretical framework." There are many different ways to teach ethics and responsibility, and this seems very restrictive. If numerous departments are really going to be able to teach in this area, the wording needs to be reframed to welcome diverse approaches.

---

The description doesn't reflect the fact that students are supposed to: "Analyze the origins and consequences of one's own personal values." In general, I think this SLO is invasive. We should not be requiring students to talk about themselves in a very personal way, and then filing their reflections as artifacts to be examined by an assessment committee and the HLC. Yes, students do need to--and will--make connections between what they are learning and their personal lives, but ultimately it shouldn't be something assessed on a university-wide basis.

---

I feel out of my depth in judging this category. The idea of ethical theories may have a specific reference with which I am not familiar. I would hope that the examination of values would include how people view their roles in a community. The word 'responsibility' I am not fond of--perhaps because it implies a wrongdoing (not taking responsibility) rather than an examination of and opportunity to act on one's values in the world.

---

Ethics or civic responsibility is a better category title imho.

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NA

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Very brief. It needs more detail and a clear rubric.

---

This looks like two potential courses combined. The idea of personal and civic responsibilities do not seem to require an ethical perspective at all times. Do philosophical perspectives include religion and other perspectives and why are ethical orientations the only ones mentioned here?

---

What does the statement mean: "To qualify, a course would: Issue/disciplinary orientation (Clear sense of what societal issue addressed)"? I honestly don't know what the intent of that statement is. Is it really our goal to "PROVIDE students with a philosophical context and theoretical framework..."? Students already have their own context and framework, I think our goal is, as SLO 11 states, to have students analyze its origins and implications. Perhaps I am misunderstanding.

---

The third bullet under "To qualify, a course would" is not very clear.

---

This seems the weakest of all the SLO proposals, which I think is a result of conceptual ambiguity. The SLO makes it appear as if courses will address "personal" responsibility (SLO 11). However, the other SLO makes it appear as if courses will address "ethical" responsibility (SLO 12). And, neither of these concretely tie to the category description, which talks about "civic" responsibility. Although certainly there is overlap among personal, civic, and ethical forms of responsibility, the outcomes (as written) do not make those differentiations or overlaps clear in any compelling way. I would also add that, tangentially, the moniker "responsibility" may be the absolute worst choice of title. There is no 18-year old that thinks that courses in "responsibility" will engage their curiosity or look good for future employment. It makes the courses sound like a endless stream of lectures from one's parents. Ethical Engagement, Moral Reasoning, Civic Duty, I'm just spitballing here, but honestly this title is not compelling and needs to be changed.

---

Again, this description is fairly broad, possibly promoting a wide range of course proposals. Was this the intent? I'm not sure I have suggestions for change, just thoughts that because the description is so broad, the proposals may be very diverse.

---

Previous descriptions gave greater specificity to skills and approaches expected in order to meet the learning outcomes. Also, the additional explanation of learning outcomes given in other descriptions would be helpful here as well.

---

I like the spirit of this category, but as it is outlined here it is way too general. To align with and carry forward the new K-12 social studies standards (in Iowa and nationally) we should ask that students take informed action as

part of this LAC category and not just engage in self-reflection. The issues of our time--systemic racism, climate change, inequality--require engaged citizens to take action and not just self-reflect.

---

more detail?

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Figure a way to discuss the ingredients for a string democracy from households to neighborhoods, to city hall, county, state and federal...

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Overall, the language used in this description is much too geared toward philosophy faculty. It will tend to exclude faculty in other disciplines who have classes that belong in this category. First, "philosophical context" should be cut. This skews the category toward philosophy professors and this category is supposed to be able to be taught by faculty from different disciplines. People in other disciplines address ethical issues as well, but do not discuss them in terms of "philosophical contexts" - what about historical and analytical contexts? I like your use of "Theoretical framework". that is much more interdisciplinary. Also, the language "exploring ethical theories and their application to human conduct." shifts the subject away from exploring ethical issues to learning about ethical theories. That is also disciplinarily narrow (non-philosophers would likely use different language) - the SLO is about applying ethical reasoning to issues, not exploring ethical theories. Of course faculty will use theoretical frameworks appropriate to their disciplines to explore the ethical issues, but the focus is not supposed to be on exploring the theories. Something like "using theoretical frameworks to explore ethical issues in important issues facing society" would be good replacement language for the brief description.

---

This looks like a gift to the Department of Philosophy & World Religions. You need to change the language to make this gift to PWR less blatant and at least pretend that other departments and disciplines might find a place here.

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Maybe provide some distinction between this category and the human condition category?

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As written, the guidelines provide some direction forward. But there isn't much clarity around what "greater understanding" students should have.

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Why a "philosophical context" exclusively? That's far more narrow than other descriptions. Or perhaps sponsoring departments get to define that term for themselves? I take it that the definition is expansive, and if not, it needs to be. This should not privilege a specific program by name, as a philosophical context isn't the only context through which responsibility can be examined. This feels like a claim is being staked by a program in such a way that it would be quite difficult to get a course in.

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This seems to be a description written for a philosophy department that fails to recognize the important role of responsibility in western and non-western historical courses, sociology, political science, and business. Given the other excellent descriptions, I am shocked by the extremely poor quality of this proposal that is clearly not intended to be a "General Education" course but a class confined to a specific department. Faculty were told that all categories will not favor any department. The committee has clearly failed in this category.

---

Since we are looking at the term "Responsibility", it is problematic as this is a very subjective term. Again, how can faculty define this and measure this. How do we objectively define how students have met these outcomes? . Since we are looking at SLOs, assessment are an observable, achievable, measurable and objective description of how a student meets SLOS or not. The assessment objectively outlines what a student can do and can't do. The assessments must be based on outcomes and not external factors such as lateness or attitude for example. (Lateness is not an indicator if a student has met the established course outcomes or not unless there is an outcome related to punctuality.) SLO 11 Values - "Analyze the origins and consequences of one's own personal values." --As this is a learning outcome, I feel that a student's feeling or beliefs will earn a passing grade. The passing grade is based on defending these values through strict analysis and defense. It definitely crosses over with Writing and Oral Comm skills. How do they apply SLO 12 Ethics - "... ethical reasoning to important issues facing society." Strict set of objective guidelines and rubrics will help define how to measure success or failure.

---

I think it's well-written.

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How are various cultural lenses incorporated? What I read sounded very white European based, and I think this needs to be more flexible.

---

I think "ethical reasoning" needs to have a clearer definition. Are we including teaching skills in normative thinking or descriptive claims about ethical reasoning. For example, would a course in the College of Business that

focuses on empirical research aimed at identifying stakeholders' ethical concerns and when/ how these need to be taken into consideration by marketing firm count as ethical reasoning courses? There would be no normative reflection on whether climate change, for example, ought to be considered by a corporation; rather, the focus would be on identifying costs to the corporation of making stakeholders who care about climate change unhappy.

Add diversity to this. Also, this is a good place to specifically mention information literacy. I would change it to read "philosophical context, informational literacy, and theoretical framework to examine ethical issues."

I think I would need a little more info on how a class would qualify for this category. At this point, it sounds a little like 'doing good deeds.'

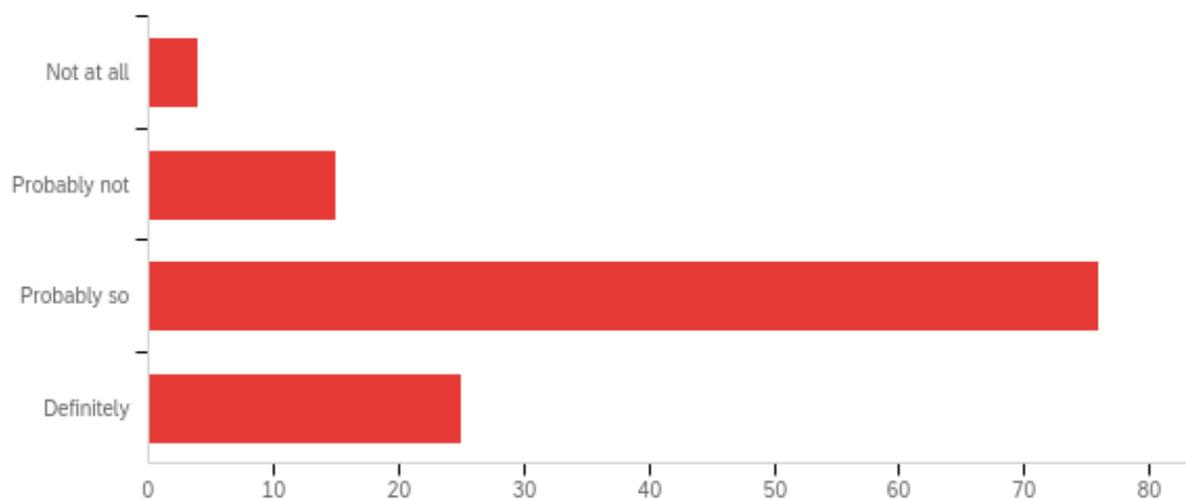
I like this category, but I think it would be of value to include some language that students will recognize various issues, needs, or problems in the world, as well as ways they can responsible respond to those civic needs using their newfound knowledge, skills, and abilities.

I truly do not believe that responsibility can be taught in college. By this age, students know and understand the "rule" of life and civic responsibilities. No class or sharing of a theory is going to change their minds about personal choices regarding human conduct. Perhaps if we (faculty/university) modeled responsibility rather than teaching it, we could have greater impact on our students.

Can these be capstone courses or is that approach going away?

NA

**Certificate. Certificates should bring liberal arts approaches to a topic that doesn't fall within a single discipline or domain. This tier is intended to convey to students that the world's complexity cannot be understood solely from the perspective of any one discipline, and that different approaches can complement one another to build a more complete understanding. The certificates also give students a chance to further develop key skills of critical thinking, writing, and oral communication. All certificates must address these three outcomes, in addition to two additional SLOs (see below). Each course within the certificate must address two of the certificate's SLOs (each course will not address all five). For a complete description of this category, click here. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Certificate. For faculty who would teach courses in this learning area, do you think these guidelines provide enough clarity?	1.00	4.00	3.02	0.68	0.47	120

#	Answer	%	Count
1	Not at all	3.33%	4
2	Probably not	12.50%	15
3	Probably so	63.33%	76
4	Definitely	20.83%	25
	Total	100%	120

### What, if anything, would you change about this learning area description?

Some SLO could be put together for ex; creativity and artistic meaning; human condition and diversity; ethics and values.

NA

This area is more appropriate for vague descriptions than all the previous ones. A rubric seems to emerge naturally from the guidelines, although specific rubrics should be developed for each SLO.

what are "liberal arts approaches" ? As opposed to... No topic falls within a single discipline; this should be taught throughout. With the emphasis on skills rather than content in the LAC, I think the pendulum will swing too far in that direction, and we will regret it. Each certificate should include scientific reasoning as one of the disciplines. Science is underrepresented relative to its centrality to civilization.

I think faculty/departments that propose courses in the "Certificates" area will need to understand they should be prepared to offer a large number of seats for these. These courses can meet the core requirements as stand-alone options (1). As courses with no pre-requisites, they will also be attractive as university electives (2). So it could become quite difficult for students to actually complete a prescribed set of courses to meet the certificate. My concern is that we identify these really interesting packages of courses, but then only offer 60 or 90 seats in a term, which make it quite difficult to plan and complete a prescribed certificate, thus causing frustration and disillusionment among students. However, I do appreciate that the 4 "green level" courses can be completed independently.

intersectionality

Diversity (6) should be a student learning outcome addressed by all certificates.

If there are more than 4 options for students, there will need to be guidelines (or bins) to ensure that students choose 3-4 courses that meet the SLO requirements.

So the certificates must address critical thinking, writing, and oral comm PLUS two additional student learning outcomes, and each course within a certificate must address two student learning outcomes. Huh? That doesn't sound simple and straightforward to me. It sounds like it was put together by a committee. Wait a minute ...

Certificates shouldn't fall within a single discipline, domain, OR COLLEGE. I foresee a single college trying to stake claim to a certificate that broadly applies across colleges, but only seeking input from within their college. This

was the case with "nonwestern" courses of the old LAC (where only SBS courses were considered sufficiently "nonwestern"), and based on the recent curriculum proposals for minors and certificates related to DEI it seems like we are primed to repeat this history rather than challenge or transcend it. I would like to see stronger language clarifying that certificates should reach beyond a single college.

---

UNI has many certificate programs that are excellent. I teach in one of them. General Education certificates mean nothing and will confuse students. This is a poor idea.

---

I think a better explanation of what students who don't get a certificate will be doing would be good, either here or elsewhere in the General Education documentation.

---

I like this idea (I have since the beginning), but I'm still not clear on how these groups of professors will come together and find each other and polish a proposal. I think there needs to be support and infrastructure for this, and to me this is still unclear.

---

I would make the certificate requirement that it be open to all majors optional as the substance abuse certificate is built on social work courses and relates to job preparation. I'd look into this more closely and be more flexible. I'd think a certificate in the business department similarly would be difficult for a student in a liberal arts field to obtain. Other certificates such as the one in conflict resolution is an excellent fit for all majors.

---

"Write effectively" should be changed to "focus on processes of writing."

---

I'd like to see an example of a certificate that is a bit more technical or practical.

---

I'm not convinced we should call these certificates. I think it's going to lead to a lot of confusion with other program certificates.

---

Great concept. Execution will take years.

---

How many departments must be included for it to be acceptable, 2 or 3?

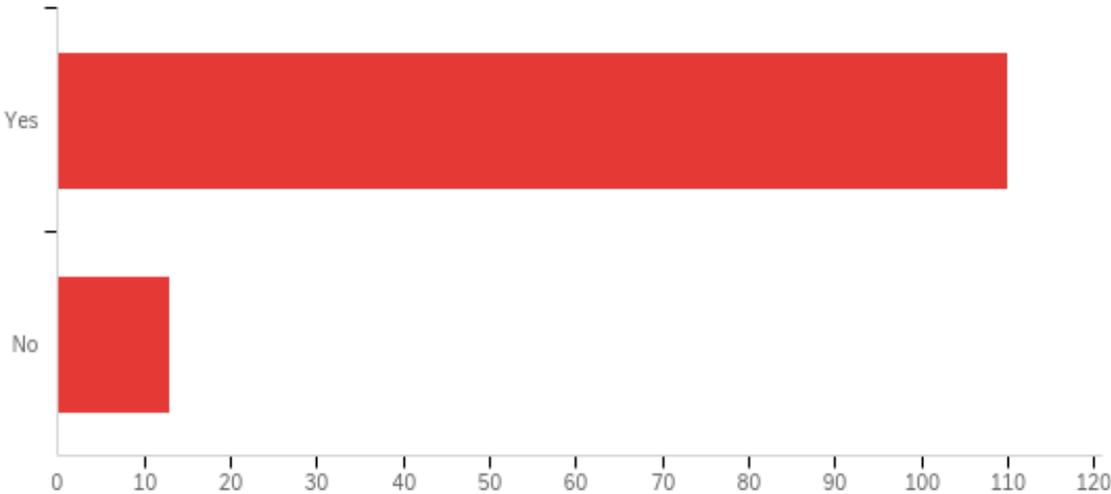
---

this is going to be great; i think a lot of faculty are going to be energized about the possibilities in this area, and students will be eager to collect certificates

---

NA

General guidelines for submitting a course to the new General Education program are as follows: all categories potentially include courses from a wide range of disciplinary perspectives course proposal must show how course meets relevant outcome(s) instructors must be prepared to submit artifacts to be assessed on the relevant outcomes courses may also count towards major, minor, and/or program emphases (as with current policy, individual departments may preclude majors/minors from taking any particular general education courses to satisfy their requirements) courses cannot have prerequisites courses must be designed to include students from majors outside the department proposing the course departments must be willing and able to offer the course regularly committee will consider experimental courses committee may ask faculty to resubmit a course proposal if revisions are deemed necessary For faculty who would be teaching courses in the new general education program, do you think this provides enough clarity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General guidelines. For faculty who would be teaching courses in the new general education program, do you think this provides enough clarity?	4.00	5.00	4.11	0.31	0.09	123

#	Answer	%	Count
4	Yes	89.43%	110
5	No	10.57%	13
	Total	100%	123

**Please provide any further feedback you have regarding these general guidelines. You can also review current LAC administrative policies here.**

---

Many students', and their families, want to see a concrete path from the time and money spent in college to a career path. This is particularly true for many of our students who hail from lower socioeconomic backgrounds, are single parents, first generation college students, etc. Having certificates that facilitate their entrance into their new career phase would be extremely beneficial. Thus, certificates should be a good way to strengthen students' education and competitiveness in the work force.

---

The possibility of having LAC courses offered within majors could encourage students to separate into silos. For example, the oral communication class is supposed to teach people about interacting with people from diverse backgrounds; but if a student in certain liberal arts major takes her oral comm class with other people from that major (who share a similar worldview and similar interests), there could be a narrowing of viewpoints. The best way to practice civil discourse is to actually have people who disagree with you in the room and allow everyone to express their views. I support students being able to spend more time focusing on their major, but the LAC structure might want to bring students from a variety of majors (PE, Math, Business, Music, Psychology, etc.) together occasionally.

---

I have serious concerns about the "courses cannot have prerequisites" guideline as this would preclude all of our upper division classes and most of our lower division ones as well.

---

Is this necessary: "courses cannot have prerequisites"? Perhaps one course could have a previous course in the certificate as a prereq. Or, perhaps there could be a list of several additional courses, each of which might have a prereq.

---

The issue of "cannot have prerequisites" is a serious problem for courses taught in a different language, since there is a sequence of courses designed to provide students with the language proficiency that will allow them to write, read, speak and listen in the foreign language. For instance, in Spanish, courses such as SPAN 3001 or SPAN 3006 are not prerequisites in the sense of including a base of content knowledge, but rather they are designed to secure students' skills in the language in order to engage in later content courses. So courses in Spanish which list the above mentioned courses as a prerequisite should be considered equivalent to courses taught in English which do not have a prerequisite at all. The same should apply to other languages taught at UNI.

---

These guidelines are very transfer friendly. Of the transfer students who come in with AA degrees, they actually graduate at a higher rate than our students who begin at UNI as freshmen. Often times the non-Western and capstone requirements are a burden to these students, lengthening their time to degree. The new model will be extremely effective in marketing and recruiting of transfer students to UNI.

---

The requirement that no courses that are options in a category can have any prerequisites means that the revised Gen Ed structure will have one of the major weaknesses of the current LAC, the majority of the courses are taught at a low level. This limitation appears to also apply to the courses that are part of the "certificate" tier, even at this level students are not expected to utilize any prior knowledge, which in practice makes it hard to do in-depth analysis of complex questions.

---

I think overall these look very good.

---

Is it set in stone that courses cannot have prerequisites? Will sample proposals be available? That would help A LOT.

---

More information on how the course proposals will be evaluated, and by whom, is needed. There should also be a process for review/revision, and appeal, that includes participation of the departments affected.

---

I'm curious how the green level courses will be presented so that students know they are meeting the breadth of SLO's? Will all courses be grouped by SLO? Some students will just want to select from a list of classes. But if we list them all in one group of "Certificate", then what will guide students to cover 5 SLOs (to include 1, 2, and 3 plus two others?). How will students know which courses work together for a core certificate? How will these be identified and noted on the student record? Will a student need to "declare" their intended core certificate? UNI has a significant number of transfer students. There are also articulation agreements with the Iowa community

colleges that Associate of Arts degrees will satisfy the core. A team should clarify the details around this well before this is implemented so students can make appropriate choices and plans prior to transferring to UNI. Is this in the works?

---

I don't have a quarrel with the various categories for the new LAC, but I am deeply worried about the structure. We want a new program that will be so organized that it will itself be an argument as to why students need to take it. This is just a big cafeteria of themes and courses, with no real reason as to why anyone ought to be interested in it. We need to provide an overlaying structure that will make it easy to sell students on the new LAC. Otherwise, it will be no more compelling than the current LAC. I don't ever want to hear another student say that they went to Hawkeye to get their LAC "out of the way." We want students to come here and be engaged in our LAC as the core of their education. But to do that, we need to organize the LAC in a way that makes it intuitively compelling to students. Right now, it does not do that.

---

Be strict when considering what courses to adopt into the new LAC. Any gen-ed program is a window into the academic standards of an institution, so we should avoid trendy and fluff courses. For an example of what not to do, look at the University of Iowa's program, which has categories with 50-70 courses each, and students simply pick one more-or-less at random. Off the top of my head I think around ten courses per category is appropriate, and keep them mainstream (e.g., Intro to American Politics, Religions of the World, Intro to Statistics, etc.).

---

I answered 'no' to the above question only because I am assuming that rubrics will be created to assist faculty in matching existing and new LAC courses with new categories, to ensure they meet the criteria. Several of the categories described above are a long ways off from the rubric creation stage and are too general, especially 'scientific reasoning' and 'responsibility'.

---

This is confusing to faculty and administrators who work here. How are students supposed to manage it? Way too much complexity.

---

does the course level number matter?

---

The statement, "instructors must be prepared to submit artifacts to be assessed on the relevant outcomes" makes it sound like student work (which is usually what is referred to as an "artifact" must be submitted, however, how would that be possible for a new course. Also, are things like minimum ALEKS scores considered "prerequisites"? For example, many courses in science and mathematics that satisfy current LAC requirements for science and math majors require a minimum ALEKS score. Would those no longer qualify as LAC courses because there is a minimum required to be able to take the course?

---

The relative depth and breadth of each category varies considerably. Some categories are described according to content and others by skill or expected activity/assessment. Perhaps consistency across the board is not feasible, but it seems "human condition" and "human expression" are the categories in need of further revision to align with a skills-based program.

---

I think it would be worthwhile to see rubrics or some indication of how the SLOs will be assessed.

---

I favor the policy of counting gen ed courses toward major, minor, certificates, etc., in particular, as department resources will necessitate efficient procedures for scheduling. If departments are to offer courses regularly and service their own departmental programs, the opportunity for double counting is an absolute necessity.

---

Courses should be able to satisfy both General Ed and Major requirements. Otherwise, given the reluctance of the Provost to hire faculty, my department will not have enough faculty to teach both major courses and Gen Ed courses.

---

Faculty should be able to show that they have an understand of how course objectives, goals and SLOs differ and work together to develop a course that is consistent from session to session and consistent between different sections.

---

I am confused by the word "proposing" in this sentence: courses must be designed to include students from majors outside the department proposing the course.

---

I think it is a bad idea to eliminate course with any pre-requisites. Students should be allowed to explore more deeply than the shallow courses reserved for freshman.

---

"courses cannot have prerequisites" Define prerequisite. Is Junior Level Standing a pre-req? Is an ALEKS math placement score a pre-req?

I'd like to see some emphasis on environmental sustainability and at least one course with an international focus for all students.

---

There should be greater alignment across each area. Some barely list criteria, others are more elaborate. Writing, speaking, critical thinking, and quantitative (even though that sounds counter-intuitive) should all deal with relativity of meaning in some way -- ideally that courses will teach students to work within the area relative to others in an audience, process for a purpose, and constrained by a context. This is just a subtle way to move from the "here is the absolute truth of things" to a more nuanced "here is what we think and why we think it, but we are still open to information and other ways of looking." Such framework really isn't the domain of one area, like diversity or responsibility, but a whole democratic orientation that has sadly broken down over the past thirty years or so.

---

I've said it before, and I'll say it again, some of these explanations/descriptions, although thorough and important, are long and will be over-whelming to our students and/or external constituents. I still think there needs to be some sort of modified version of this that makes it more accessible and of interest to students and external constituents (parents, policy makers, employers, etc.). Please consider this as you roll this out to those constituents. Some will want to learn more and dig into these descriptions, but many will want a 30,000 ft. view of the general guidelines. Make this communication concise, to the point, and of interest, and offer it in a visual way. Furthermore, I think one phrase or sentence should illustrate why students are completing coursework in all of these areas. The mission of completing this course work must be articulated; a powerful "Why" statement that shows what we believe and why we feel this is important to complete. My two cents.

---

Any proposals that are turned down could have employment implications. Going from our current LAC (many taught by adjuncts and new faculty) to the new model of accepted proposals could eliminate the need for faculty. What are those folks going to then teach?

---

The only guideline I am concerned about is the no pre-requisites. If our students are BUILDING, then there should be pre-reqs, even if it is that students need to have a level 1 writing course before they can go to a level 2 course that builds upon writing skills.

---

Disagree on the bullet item that courses cannot have prerequisites. Does the committee mean that the courses should have Label 1 and Label 2 completed prior to taking Label 3?

---

NA

### **Please provide any additional feedback you wish to share with the committee.**

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I'm afraid the Human Expression category which requires students to engage in creative activity could prompt some prospective students to choose other schools. If you love the arts, you can go to any school and choose to take some art classes. If you fear creating art more than you fear public speaking, you may avoid a school like UNI. Furthermore, it could discourage people from trying new things. If you hate performing and know a little about drawing but nothing about dance, you might choose to take a drawing class and forgo the dance appreciation class even though you think learning about dance would be extremely fascinating and benefit you throughout your life.

---

It is important to have clear categories. The current LAC had the categories divided up 1A, 3B, 4A. This helps to provide easy to comprehend equivalencies for our transfer students and for students completing college credit in high school. What sets UNI apart from other colleges as we can say exactly how each of their courses will transfer to UNI and make it easy for them to understand/see what they have done. I am currently working with a student from Normandale CC, this institution labels their categories by Goal 1, Goal 2. See examples here: <https://www.normandale.edu/advising-and-services/advising-and-counseling/academic-advising/aa-degree> In order for us to stay competitive with bringing transfer students to UNI, it is vital for our core to be transfer credit friendly. Transfer students top priorities in selecting a college is how credits transfer and how much it is going to cost.

I have been teaching Research Methods at undergraduate level and noticed that many students are good at speaking and writing based on opinions, but they lack of thinking based on scientific evidence. They don't even understand what scientific evidence means. We need to practice them how to find scientific evidence and how to understand scientific evidence to enhance their knowledge.

---

I appreciate that the proposed General Education requirements are very transfer friendly as they do not require pre-requisites and do not require additional course hoops for transfer students bringing in an AA. Time to graduation is important for all UNI students and is a big factor in the decision of transfer students to attend UNI.

---

I hope that more specific guidelines and rubrics are developed for each category and/or SLO. Right now descriptions are very vague, and it is not clear at all what criteria will be used to include or exclude courses for each category.

---

The certificate option is a great idea. Students today are interested in micro-credentials and other more short term opportunities to add expertise. This will be extremely popular with students and I think we will actually see more students taking courses in the gen ed curriculum even after they have completed their core requirements.

---

I hope the committee is thinking about the complexity or ease of communicating the new LAC to transfer students - and all of the resources that will need to be updated (Transfer Plans of Study, Transfer Plan-It, equivalency sheets, etc. etc. etc.) These things are going to take a LONG time to change. And the new LAC needs to have "categories" or "requirements" that are easy to communicate to transfers and high school students taking dual enroll courses. For example, the current LAC categories are labeled (i.e. 1A, or 2B, or 4A, or 5C, etc.) Will the new LAC have categories like this that can easily be put on the equivalency sheets?? If we wait too long to think about these things and bring the right people to the table, the roll-out could be messy.

---

I'm disappointed that the new guidelines do not incorporate technological literacy and/or mastery. Current students will design and shape the future of our technology, therefore it is important that they have an understanding of how humans have developed, used, and mis-used tools and technology in the past.

---

I really like the breadth of this core. I think it has excellent academic merit and can provide a great educational foundation for students. I think the logistics of tracking and monitoring this, as well as explaining it to students in a meaningful way, will be a challenge. Please involve advisors, admissions folks and record analysts in this discussion as they will be key in making a successful transition to this model. Thanks!

---

I'm also stunned that you don't have a capstone course in this LAC. Our current capstone course is the one place in the LAC that presents the most creative courses in the LAC. It also requires students to use their knowledge and skills to reflect upon one important value issue in society. Yes, we have a category for value and for ethics now, but neither are a "capstone." We can expect more from students when we identify a course as a "capstone course." Otherwise all our courses will be pitched at the freshman and sophomore levels.

---

Who submits a course for consideration when the course is taught by multiple departments? For example, the Humanities I/II/III sequence is taught by faculty from at least four departments.

---

This new structure for the General Education program offers exciting opportunities for new collaborations and learning experiences. However, I hope that measures will be taken to ensure that university politics will not play a role in the committee's decisions on which courses are approved and which are denied.

---

The concept of university education is changing. The pandemic has accelerated this transition. Our curriculum ignores any transition or changes in how higher education will be received or delivered. Nothing new is being proposed. We are only reshuffling a deck that could be completely thrown out within the next 2-5 years.

---

I hope that we will continue to offer faculty-led, short-term study abroad courses in the LAC. We could meet the new criteria best if part of the instruction occurred at UNI and part of it occurred abroad.

---

I am very concerned with the current tendency that many students are using their high-school AP courses to fulfill their LAC requirement at UNI. I understand that UNI takes the AP credits in order to increase enrollment. However, many of the AP courses, especially those in science, cannot provide adequate science education to students that can meet our education goal at UNI. I have met senior students at UNI who can barely understand what an experiment is or how to interpret a simple graph. I suggest that if we are going to continue to take AP credits (which, I think we should), we should provide courses as a "college-level science enhancement" for students. These courses may have fewer credits (maybe just 2-credit instead of 4) and should have a lab emphasis. By doing so, we can verify the students' scientific reading, critical thinking and interpretation skills, and fill in education needs that they did not receive in high-school.

Highly technical fields or professional readiness programs should be able to opt out of all of these requirements. Like they do at Iowa or ISU.

---

I would like to see a change in the structure of these LAC courses over the course of restructuring. As a recent alumni myself, I see a lot of students interested in accelerated learning, and/or more time spent in the classroom daily as compared to two-three times a week. This can boost student productivity and engagement in our core curriculum.

---

Two questions: -- In what specific ways will this new arrangement help our students see that our well being and human economy rests on the well being of the Earth's ecosystems? (compared to the previous curriculum) -- In what specific ways will this new arrangement help our students learn to become active citizens of their communities and demand that public policies are based on science and evidence? (compared to the previous curriculum)

---

For Oral Communications, emphasis is given to active listening as well as producing a competent speech and conveying it well. I would like to see an emphasis on reading within the written communication area, not just as part of research.

---

The complexity of this scheme is dazzling. It looks very much like our students will come away with a hodgepodge of courses that provide them with "skills" at the expense of actual knowledge. They come here impressively uninformed by their primary and secondary education, and this will ensure that they leave with their ignorance intact. But then, "ignorance is strength", as Orwell said.

---

Thank you for your hard work and dedication to the university and its curriculum.

---

As my comments indicate, there's an odd tension in the definitions as they been roughed out, with varying degrees of specificity and the privileging of certain programs over others, depending on narrowness of operating principles. It's the product of putting together the admirable notion that "all categories potentially include courses from a wide range of disciplinary perspectives" with descriptions of varying degrees of specificity that will have the effect of letting some departments have a privileged path toward proposal acceptance.

---

Revising the General Education program during a pandemic when faculty are stressed out taking most of their time mastering online teaching is an extremely poor idea that displays a lack of care by the administration for its faculty and students. This can wait.

---

Faculty should be able to show that they have an understand of how course objectives, goals and SLOs differ and work together to develop a course that is consistent from session to session and consistent between different sections. There are many fine faculty and P&S Staff in the Education departments, TESOL and the CIEP that could provide guidance in that area.

---

I would like to propose a new course, but am concerned I will not have enough time to develop the syllabus prior to when the course proposal may be due. Communication with clear timelines will be important for planning.

---

Not faculty, but if the certificates could be actual certificates that are awarded in the system like current ones, that will help students. It would be super confusing to have two different options if that makes sense.

---

Overall, I do like the new structure and I hope that there are many disciplines that will look closely at upper-level courses for this new structure and provide more courses to choose from.

---

This is tough stuff, but keep continuing to focus on student development across stages of the curriculum as well as ways high impact practices like writing, presenting, undergraduate research, and the like are often the routes to outcomes and not always the outcome itself. They are like BOGOs -- a two for one deal where how you focus on one thing leads to gains in another! Thank you all for your work!

---

I like the idea of the certificates and expect that some pretty unique interdisciplinary options may emerge. However, I'm leery of courses that try to cover too many SLOs. I'm not really a fan of Cornerstone and prefer courses that offer more disciplinary grounding.

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Looks promising.

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Great job on this work. I'm really liking what this is shaping into.

Will other major course WAIVE any of these new requirements? I certainly hope so. Students were hoping for a smaller, less complicated LAC system. I certainly hope this new model doesn't eliminate the need for individual faculty on campus. We can't afford to have more faculty than we have needs for them to teach.

---

I do not teach any courses in the general education coursework. However, the "Toolbox, Sandbox, Soapbox," labels are dumb and I would be embarrassed to use those. The other names suggested are significantly better.

---

This has to be the worst constructed survey that i have had the privilege (or "dis"privilege) of reviewing. Try working with a survey methods expert, please. If you learn anything from this, it will be a miracle.

---

Go with Engage \* Discover \* Connect .... much better than a Toolbox | Sandbox -- action words that are exciting. I love it. I also wonder if we can possibly drop LAC as the name. The committee has done a fantastic job in setting the environment for a much stronger LAC. However, given the political environment, let's really sell this great product and not let it get hijacked by the right. Consider a name change such as University Core or UNI-Core or, hopefully, something much better than these suggestions!

---

NA