

January 2012 Workshops – Faculty Feedback on Draft Proposal

(Synthesized from 4 workshops: 1/18/12, 1/19/12, 1/24/12, 1/26/12)

Issues, Questions, Comments:

Language –

Would this become mandatory for admission?

Would that exclude people who invested in AP science courses?

Argument to require, but count as a zero for the GE credits

Need to get data about how many students need a language

Argument it is deceptive to hide 101 credits

What about if people want to start a new language even if they have had one in H. School?

Q about transfer students, how would this fit into the semester they have to work with?

Q of students today in Math/Lang tracks

Q of availability of HS offerings

Option of in country experience? Semester abroad?

Q of investment here vs. elsewhere – opportunity cost of FTEs, Q of marginal benefit

Lang Req allows, encourages students to practice and interact with other students

Q of returned missionaries testing out w/o academic study in addition to in-country

2nd language to include digital, HTML, programming?

Math – what level to require?

Need to have a level sufficient for more job options

Just 110/106 level? What about liberal arts

112 or higher – right now BUS, EXS, ACCT, need statistics

Possibility of developing a “107” – more developed

Many suggestions for a range of options, music theory, team teaching, Math & Art, Math & Music

Menu of options sounds ok

Quantitative thinking in a concrete framework

Statistics is important, helps people make good decisions

Health & Wellness

Reduced hours better

More hours better – more balanced, go to 2 credits

Level 1

Local comm. – 2 credits? Or 1 time per week

Possibility of adjusting for EIL students, would the writing be too advanced?

How to set up, team taught?

Q of transfer students – esp. w/ assoc degrees, what would they need to take, can they opt out?

Danger of politicized nature of the subject, danger of dogmatic tone

Setting a tone for University experience, need balance

Link it with English 101?

Need to fit service into more classes?

Issue of how a course like this would look on the transcript?

Make sure it deserves 3 credits

Possibility of hybrid class, part online?

Inquiry I –

Linking disciplines of INQ 1 & Eng 101 could be good, team teaching

Questions if would work, having an outcome at this level for these courses that is quantitative

English 101 – needs to be more reading intensive w/o English 201

Level 2

INQ 2 – what distribution strategy?

What would have to happen to a survey course to qualify?

Arguing for one in each category and a second outside (2 days)

Option of making it outside your major

Q of what categories to put some majors in – who decides?

What kinds of courses to have in INQ 2: Trade off – courses in majors/departments OR unique, not in mjrs

Question of how many of these courses should be outside the major

Problem: changing majors, categories that don't fit majors

Good to have students outside a major in a course that might be dominated by majors, “leaven the loaf”

Argument for more credits into INQ 2 category >> 15

People see opportunities here, connect with local communities in INQ 2

Argument for double-dipping, need credits for grad school and employment

Q of lowering English credits, loss of English training

World Comm. No feedback (day 1, 2)

Are our students missing out in not having a modern history survey?

Upper-level courses in some disciplines depend on this

Q of general education knowledge, are we short changing them?

Level 3 – English 315

Possibility of having English 315 move to a 200-level, possibly?

Q of role of senior seminar – probably to stay, Hist 490, Biol. . . .

Argument on behalf of keeping an IDS capstone, shared course for all

Possibility of having an Inquiry III – an IDS equivalent – reduce INQ 2 to 9 credits

No feedback (day 2)

Overall:

Problem of unevenness, is it possible to avoid IDS problem of inconsistency

How to standardize rigor?

Oversight of faculty in many departments

How to give more leverage to the GE committee?

What is the knowledge of a generally educated person? How to address having students have this in INQ 2 courses?

Possibility of a 1 credit career/academic transitions course, help them prepare to be productive in their live

Q of process of going forward, further faculty meetings

Look at outcomes and assessment issues now, while building the program

Q of remediation before they come?? or here??

How much more difficult would it be for an average student to graduate?

Issue: "same demands on the major" or fewer

Assessment – overall perspectives, who is assessing, make it meaningful to the entire University

Need for flexibility in elective classes, problem with language as sequential