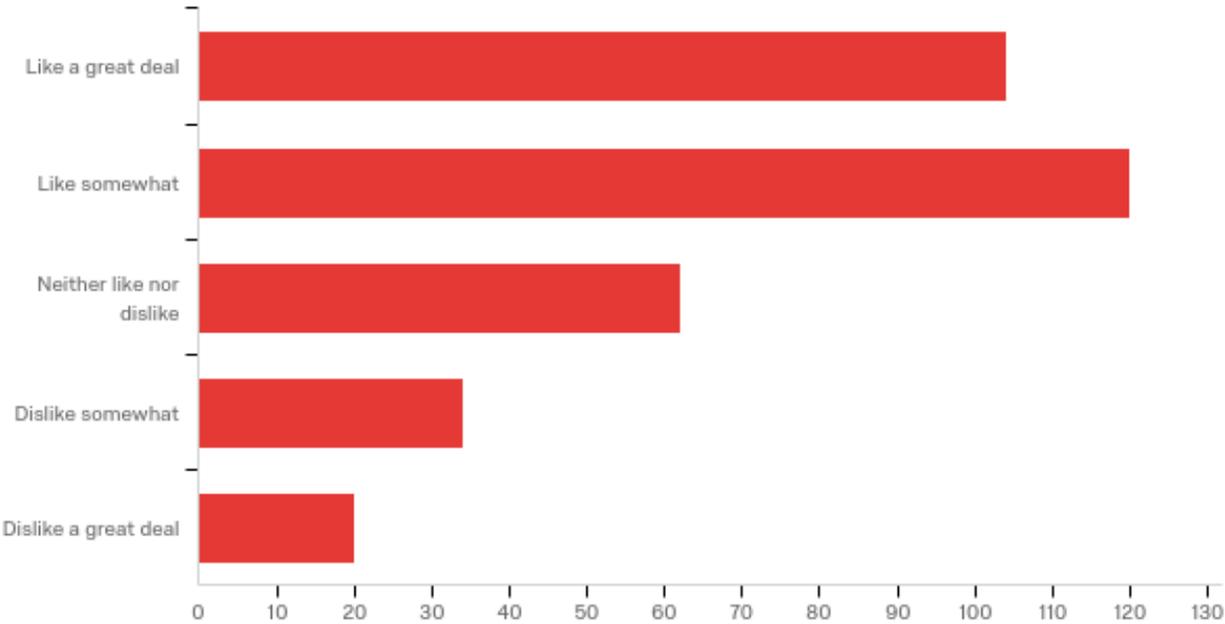


UNI General Education Revision Structural Elements Survey Results

The purpose of this survey was to solicit feedback from UNI faculty and select staff regarding the elements and forms that might make up a General Education curricular structure. Responses were collected online from May 1-20, 2019. There were 370 respondents.

Q1.3 - Interdisciplinary Certificate: Students complete 12-15 credit hours in courses across several disciplines addressing a common theme proposed by faculty.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Interdisciplinary Certificate: Students complete 12-15 credit hours in courses across several disciplines addressing a common theme proposed by faculty.	1.00	5.00	2.37	1.49	2.22	340

#	Answer	%	Count
1	Like a great deal	30.59%	104
2	Like somewhat	35.29%	120
3	Neither like nor dislike	18.24%	62
4	Dislike somewhat	10.00%	34
7	Dislike a great deal	5.88%	20
	Total	100%	340

Q1.4 - Comments on Interdisciplinary Certificate:

Comments on Interdisciplinary Certificate:

Let's keep in mind that an important purpose of general education is to give students the *foundation* they'll need in the rest of their studies. An interdisciplinary certificate, on the other hand, is something one might do as they're beginning to wrap things up.

I like the idea of a stand alone Interdisciplinary certificate for those non-traditional students who want additional education to supplement what they are learning in the workforce. This could add expertise in a field that they might not have pursued while getting their undergraduate work years ago.

By its nature, the general education curriculum should be interdisciplinary. This would not be the case if students focus on only a few classes to get this certificate.

The certificate concept seems related to Capstone, which also is meant to "integrate and apply what students have learned." (from the sheet on High-Impact practices)

What are the various courses that were proposed by students, with guidelines provided by faculty?

Should include at least 3 hours of a natural science, preferably more hours.

Interdisciplinary is nice. And of course there are already some certificates. Econ and Health, Recreation and Community Services have jointly proposed a certificate in the business of health care administration. I assume there would be some flexibility for students and faculty to design certificates to meet a student's needs and interest?

I would rather see certificates or minors proposed that are not arising from the general education courses curriculum but from programs and departments recognizing shared or overlapping fields.

I like somewhat if students were able to select the disciplines for the certificate and if they were related to their major. For example, if the student was secondary science teaching major, would the possible disciplines be STEM related?

overly complicated for an LAC

Too prescriptive for Gen Ed.

I see this as easily becoming interdisciplinary in name only, and in reality an extension of individual student interests. This defeats one purpose of general education, which is to ensure a broad education (as embodied by the mission statement's clause "common experience for all students").

This element has the potential to lack focus and rigor. There is no peer oversight or review for focus areas.

Too unspecific. Any theme could be proposed by the 'faculty' but assuming this means some sort of board or small group. Seems to exist more to scratch the itch of 'interdisciplinary' that is currently so popular.

Everything would hinge on who constitutes the "faculty" who are proposing the common theme. Is it all the faculty? If so, then actually it's only all the faculty who participate in whatever surveys or "workshops" are involved; furthermore, faculty from the vocational colleges (CoE, CBA) will outnumber those in the liberal arts and therefore will dominate the results, potentially skewing them those results in vocational directions and hastening UNI's transformation from an educational institution into a job-training institute.

Being able to view an issue from different perspectives is extraordinarily important.

So a random assortment of classes are selected for what purpose? This is not little league.

Generally, I like this idea because of the cross-disciplinary nature of it. However, I do think that it leaves a lot of room for essential skills to be dropped in favor of the exploration of topical issues.

This is far too vague. I am not opposed to interdisciplinary sets of courses organized around a common theme, but students would be much better served by faculty creating interdisciplinary certificates or minors where the central theme is part of the name for the certificate or minor that goes on the transcript. This makes it easier for students to

communicate to others what major ideas and skills they learned at UNI. There is also a potentially serious problem that setting up a generic "Interdisciplinary Certificate" would open the door for the setting up of new certificates without going through the proper curriculum proposal and approval process that maintains the oversight of the faculty as a whole over the curriculum.

I think this has potential to be really good, but also very difficult to manage. If included, I think these should have a very specific practical application for real-world situations. Ideally, it would allow students to develop skills outside of their major area of focus to make them more multi-dimensional, and that has great merit. If a student had a focus very similar to their major concentration, then I would not like this at all. I think this could be difficult to implement at UNI unless there is (I hope) more options within the GE requirements. Years ago there was some discussion about offering students who complete all GE courses at UNI would get a second concentration to validate completion of "our" program. That seems to be more attainable, but not as focused. It would be helpful to have some examples of what you might consider a certificate.

I am very skeptical regarding what the possible themes might be.

Good idea, but certificates should be used thoughtfully.

This seems like it would be a good idea but difficult to execute - would the theme rotate over time, would there be several different themes going at once in a cycle?

There should be several certificates, not just one.

How the content across disciplines would be coordinated lacks articulation. If there was a stable theme such as sustainability with discussion about curriculum across faculty participants it could work. If the theme and faculty changed often it would be difficult to have a coherent curriculum.

Themes should vary widely, so that students have a choice of a theme that appeals to them, rather than just another requirement to "get out of the way".

I like this from the perspective of learning, but will students see it as useful? I'd have to see the themes and what courses would address the themes.

I would need more information on this, but it sounds like a good idea on the surface.

My instinct is that an Interdisciplinary Certificate is something very different than a comprehensive education. An interdisciplinary certificate is a broad look through a common context. A comprehensive education is a broad look at a broad set of contexts. One helps you become an expert in the context, the other in life. I'm not really committed to the somewhat dislike... I'm concerned doing only this would sharply narrow the comprehensiveness of the UNI experience.

Opportunity for students to be purposeful, intentional, and mindful of their courses within the General Education curriculum. Today's student likes the option to earn further recognition - even through ideas such as this (microcertificates)

I am having a hard time envisioning what this would look like. Which faculty propose the theme? Are there themes to choose from or does a student work with their advisor on this? It feels like, potentially, it could be a logistical nightmare. I like the idea, but just not clear on how it is carried out.

It would be good to have a targeted/focused theme to motivate students, but it might be best to have a number of them instead of just one, to cover a variety of student interests. It might also be a good idea to require some sort of concluding assignment for this certificate program, to provide feedback to instructors regarding student outcomes.

we really need to get structures in place that would support this. Crosslisting serves no one. Coordination and faculty time allocations that are fair will be extremely important.

This just sounds like a minor. An actual minor would be more valuable than a certificate.

I think a broader area with a common theme would allow UNI to have more flexibility when accepting courses in transfer. Specifically with gen ed, I think we need to be more flexible in counting military experiences that are ACE approved for college credit. Rather than elective, we need to consider applying credit to gen ed.

This sounds promising and potentially beneficial to students IF it's executed well.

Such a plan does not guarantee coherence, but coherence may not be possible without it. I would want the proposals to be vetted for explicit coordination and dovetailing. It is not enough to find a collection of courses that has the potential for integration; the integration needs to be built in.

Climate change would be a great interdisciplinary topic

How can you like it or not if you don't know what the "themes" will be?

Not sure how the courses would be addressing a common theme. Are these new courses closely aligned to a theme? Or existing courses trying to fit a common theme? Moreover, if we think we have 7 learning areas, does this mean that students won't have the ability to cover it all? If that's not a problem, then, ok, this could be a good idea.

I think this might be a good option for some students, but should not be required.

Feasible with administrative and instructional support

It doesn't seem very useful. Is this something that employers would be excited about?

survey faculty (quick and general to start) for ideas on interdisciplinary certificates -- when the time comes

I would prefer it to have a slightly higher credit amount (15-18 hours) as 12 could be only 4 classes. The rest of the survey appears to be over requirements for the gen ed, is this also a requirement? If so then I dislike a great deal as I don't think it is fair to require students to get an interdisciplinary certificate.

I think it should have a higher credit requirement than the proposed 12-15 hours. Would this be a requirement of all students or optional? If required, I don't agree with it. If optional, it's fine.

This will have many logistical challenges that will require a better structure for interdisciplinary programs; the current Ad Hoc committee on Interdisciplinary Studies could benefit the GenEd committee on the challenges and potential options.

Why are we rewarding students for something they should be doing already? Isn't that the point of GenEd classes, for them to get a crosscut of coursework? What if they are still exploring their choice in majors and so they deliberately choose classes that do not have a common theme? Do we then "punish" those students (by not rewarding them) by not giving them said certificate?

Maybe a good idea - but not as part of the Gen Ed. Would not be consistent.

Would these be predefined certificates with certain courses required? Or would they be defined between faculty and student?

Would this be required? If not, please consider adding a required interdisciplinary seminar for students, similar to the JINS program at Truman State: <https://www.truman.edu/wp-content/uploads/2014/07/20032005jisp.pdf>

I like this idea, though I do believe several themes need to be present.

Prerequisite courses cause problems for the interdisciplinary courses we currently have on campus. This is an issue the faculty needs to consider when designing these certificates.

I like this idea in principle, but making the idea of trying to get faculty to decide on a common theme, would be akin to herding cats.

Will we have general advisors that will meet individually with students to help them decide on Interdisciplinary Certificate? Or will there be some "pre-designed" certificate options available?

I fail to see how this is beneficial to a graduate, how it is transferable outside the university.

This sounds good, but I don't see it as scaling well. Maybe a sequence is developed tailored to a particular group of students (a particular major, say) and "everyone" earns the credential. Perhaps this was envisioned as a nimble way to respond to or address important themes ... but regularly creating "new" courses doesn't seem efficient.

This should only be an option.

I don't like that the theme is chosen by faculty, the student should be able to decide what he/she wants to study.

I'm not seeing where the value added would be to the interdisciplinary certificate is. If the classes had some depth (requiring junior level course work) then perhaps there is some value.

While I like the chance for students to pursue individual interests, doesn't this work against the idea of general education as providing common experiences and a knowledge base that all citizens should share?

unclear what this means. Why is a certificate necessary?

while at one level it sounds good, I think it's likely to evolve into nonrigorous combinations

Does this mean that a student would earn a certificate as a result of taking GenEd courses? Would this be an option for students, or built in for all students?

Disciplinary silos in part are a historical accident. Real world issues rarely stay within disciplinary boundaries. Creativity and innovation are sparked when jargon has to get translated and thinkers are forced to think outside of the silo.

Offer more than one option. Create different areas so that students can have alternatives.

My previous institution did this and it has been a terrible mess. If you do decide to go this route, I strongly recommend talking with Danette Johnson who led this initiative at Ithaca College.

Proposed by what faculty? Committee?

Let student be a part of it based on their interests.

We are currently very silo'd; I don't see the infrastructure in place to support this. Too much interdisciplinary work ends up producing shallow knowledge. Also, this is a way to create turf wars: "common theme" imagines this won't be politicized once there are resources attached.

would appreciate more student choice than current LAC

What kind of themes? Which faculty?

I would like an example of a theme in order to evaluate this further. My concern is that it might be too narrow in focus.

If GenEd is a requirement for graduation, the ensuing degree is already a proof of completion. Adding a title to the degree is unnecessary and degrades the value of the degree itself. This to me sounds like adding a "non-commercial car endorsement" to a basic driver's license. That is what a basic driver's license is!

Interdisciplinary studies are always something people say is the "next" or "big" thing. But, administration and faculty very rarely know how, or have the resources to invest in, running these types of programs. Take, for example, the Interactive Digital Studies major on campus--interdisciplinary, but also starved for funding and labor because it is considered a part of the communication studies program's budget/hiring rather than as a university-wide priority. "addressing a common theme proposed by faculty" is unclear--which faculty? annually? who decides? who is left out?

A very good idea, if implemented carefully. Who decides what interdisciplinary certificates are accepted, which rejected? How many disciplines would be represented? I would, personally, want to see at least one science course as part of any interdisciplinary certificate. An applied course, internship, undergraduate research course would be another thing on my wish list.

What do you mean by 'a common theme proposed by faculty'? Do you mean a common theme proposed by the student's advisor? Would it be one of the common themes to be proposed by the Gen Ed Committee? Student's Advisor would be OK but the Gen Ed Committee will not be acceptable to me.

It is possible that this may not serve elementary education majors well. The Teacher Preparation Program relies on the General Education courses to provide content knowledge that elementary teachers need to know and be able to teach.

I have encountered students who have interests that are not captured by a single program. This would help them tremendously.

I don't believe students are interested in certificates. Plus, 12 - 15 hours is too many.

May present logistical difficulties. Also, the point of general education is exposure to different things, not to create a mini-major area of concentration.

It should include an environmental sustainability focus as well as a global/human rights focus.

These Interdisciplinary Certificates could be coordinated with the Elementary Ed, Special Ed, etc programs. We depend on the students developing a good grounding in content area with the Gen Ed classes so a certificate that directs students to take a certain path, would help articulate knowledge developed between course.

I like the idea of it, but only if there's a structure that assures that these areas cycle in and out and we're not stuck with legacy topic areas that are no longer relevant to students or to faculty. We need to avoid a situation like the legacy Capstone environmental course.

Anything that makes us work together (out of departments) strengthens us as a whole.

The certificate should be clearly defined in advance.

I am concerned it will become a "dumping ground" for students who want to avoid certain GenEd disciplines or outcomes; I feel we already have a credibility issue with our general studies major; I feel this option is more of the same.

I'm not sure what's meaningful or valuable about certificates, but I may understand better with specificity.

This seems like the problem with Capstone, which even as a single class did not have much organization, oversight, or execution of the original vision. A theme for a certificate, which would be required (?), would be resented by at least a finite group of individuals. Interdisciplinary courses, which are team taught is also a problem, with the change of instructor (unless you have the luxury of having the instructors remain in the course for the entire semester) disrupting the "flow" of the class.

"Professor and creativity guru Sir Ken Robinson once said, "Creativity depends on interactions between feeling and thinking, and across different disciplinary boundaries and fields of ideas." Apple visionary Steve Jobs, meanwhile, broke it down to even more basic terms in insisting, "Creativity is just connecting things." And no other course gives you more things to connect than an interdisciplinary approach." Besides creativity, critical thinking skills and the needs for citizenship and workforce ability to see, think and feel in a more engaged way are key demands on the 21st century. UNI Mission Statement excerpt gives even more clarity: "enabling them to develop skills and knowledge across a breadth of disciplines. We take pride in preparing students for fulfilling personal, professional, and civic lives."

The devil is in the details. Could be great. Could also be a nightmare. I think it would be nice if there was room for such courses. Could spark some creative energy/collaboration on the part of faculty. But I have rarely seen that kind of energy/collaboration on campus.

I do not understand this. What is the context? Is this certificate required or is it some sort of an option? I'm checking dislike only because I have not been told what this really means.

What are the data of how employers or graduate schools view certificates? Less than a minor, why not structure course to make it easier to get a minor? How will students be encouraged to 'go out of their comfort' zones to expand the interdisciplinary nature of their majors? Currently, it appears most students are mostly going for the certificate because it only takes a class or two beyond their major course work to earn.... That may not be enough to help them make the necessary cognitive/interdisciplinary connections between seemingly unrelated areas of study.

I like this a lot but worry that our current budget and governing systems that use department and college level structures may have a big limiting effect on creating and sustaining programs across departments and colleges.

Overall, I am not in favor. However, if approved, it should include a science course, even one that might not be part of the Scientific Inquiry category. Too many "touchy-feely" courses should not be part of a Certificate.

This sounds like self justification for faculty teaching general education. Many students take "Gen Ed." at other institutions to save money. It seems to me that a student could very well come into UNI with the course and receive the "certificate" without taking UNI courses.

Are they for "career" advancement or are they for academic knowledge enhancement, such as a liberal arts emphasis?

What will this do for the person earning the certificate -- what is the value?

I presume that this is a sub-set of a larger program, not that the gen ed requirement is reduced to 12-15 hours. My own liberal arts core undergraduate experience included a thematic approach in linked courses which were actually team-taught. Those stayed with me much longer than my silo-LAC courses because I got a much stronger sense of how important human experiences are explored by the different disciplines and how each lens is absolutely crucial to an informed and nuanced perspective on these experiences.

Would this be in addition to the LAC/Gen Ed requirements? There are already a number of certificates and minors on campus that are interdisciplinary - would this just create more of them?

A theme in the Liberal Arts core that is a certificate would seem to detract from the purpose of the Liberal Arts core.

Seems like a good idea that allows students to think about and become well versed in a focus area of their passion aside from their major.

For me, the success of this kind of program would depend on how much emphasis would be given to understanding the interdisciplinary aspects of the courses taken. Would the faculty talk about course content and how they might talk about what it means to do interdisciplinary work? In other words, would the "interdisciplinarity" of such a certificate actually be obvious to students and faculty?

I think this has great intentions but taking random classes across different fields should not be required but an option.

purpose?

Would this common theme stay the same for X number of years? Or would it change every year?

Could include several tracks to cover various colleges of study

I like this idea in general. Would this be an option for students or a requirement? Would students be able to earn more than one of these certificates? I need more information about courses to provide more intelligent feedback.

Feeling indifferent here, as I don't know what benefit the student would receive from a GenEd participation trophy or how employers would perceive yet another credential without knowing a bit more about what this certificate would entail. Yes, I feel interdisciplinary studies are important, especially the understanding of how everything is an intersection for another field of study (despite how many silos exist in academe), but a "credegree," as they're becoming known, is something perhaps to proceed entering into with caution.

Connect the theme or topic to a current societal or cultural challenge.

We have insufficient faculty to do this and it would require more administrators.

Maybe. The topic would have to be useful in terms of adding to a resume.

We already have a number of interdisciplinary minors and majors and certificates. I like them conceptually, but I don't see any need to invent a bunch of new ones.

I'm not opposed to this idea; I'm just not certain certificates have a lot of value outside of academia. Unless the students are being certified in some specific skill (software, etc), I'm not certain this would add value to their resumes at graduation.

It really helped me, personally!

I wish the current Liberal Arts Core (apparently future General Education) title would be Interdisciplinary Studies. Isn't that what the General Education curriculum is, interdisciplinary? Or perhaps the General Studies major could be renamed Interdisciplinary Studies. Just a thought.

How will it be funded? Where will resources be shifted away from?

I think this is a fantastic idea. I would really like to see this included!

I don't see what the advantage of this is to students.

I like this but I think it should be optional.

This could make UNI stand out. Depending on what they were, this could attract students.

Technology/Environment/Policy

I'm not sure it is purposeful for future employment...

I like the idea of students looking at an important topic through several disciplinary lenses. One of the goals of a liberal education should be to broaden one's perspectives and this would give them a variety of "tools" for analyzing issues and problems. Would there be a choice of themes? How would they be decided? Would it change over time? Does the entire course have to be dedicated to that theme? If not, how much of the course has to focus on that theme in order to count? How would SOA be done? Separately for each class? Or would students produce some sort of final paper/project/presentation on the theme which would require them to draw on perspectives from at least 3 of the classes?

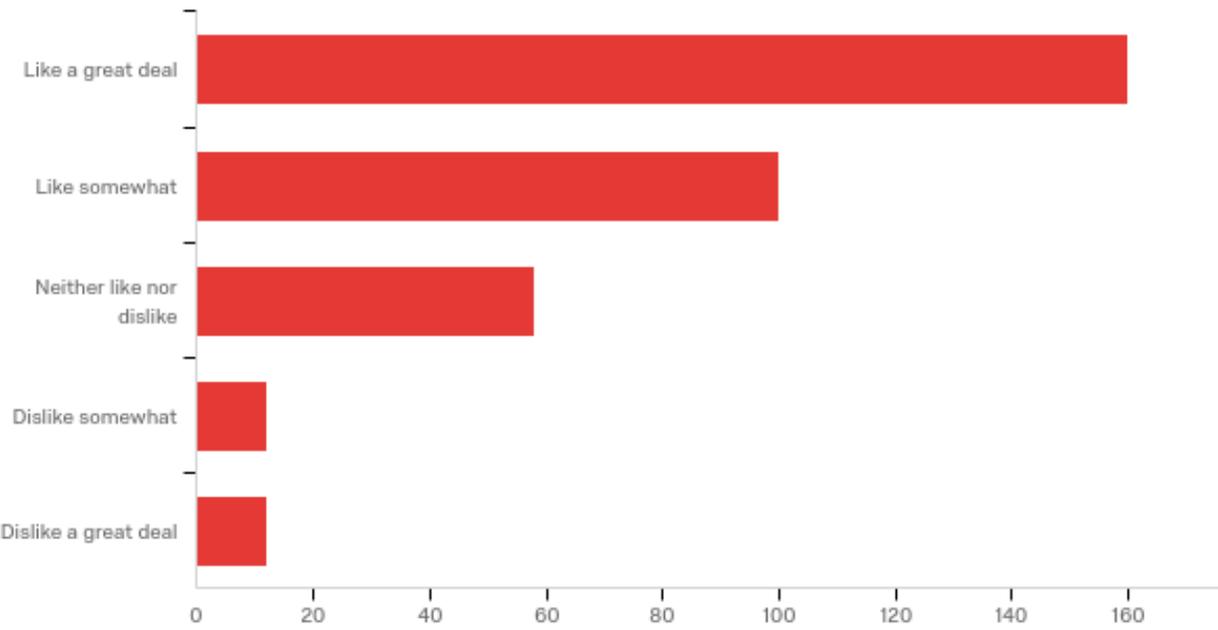
This might make the Gen Ed Program too complicated for students -- especially transfers -- to complete.

need more information

Students will want a clear understanding of how they will benefit.

What if a student isn't interested in that theme?

Q1.5 - High Impact Educational Practice: Students participate in any one or more of the high impact educational practices as identified by the American Association of Colleges and Universities.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	High Impact Educational Practice: Students participate in any one or more of the high impact educational practices as identified by the American Association of Colleges and Universities.	1.00	5.00	1.88	1.04	1.08	342

#	Answer	%	Count
1	Like a great deal	46.78%	160
2	Like somewhat	29.24%	100
3	Neither like nor dislike	16.96%	58
4	Dislike somewhat	3.51%	12
5	Dislike a great deal	3.51%	12
	Total	100%	342

Q1.6 - Comments on High Impact Educational Practices:

Comments on High Impact Educational Practices:

Of the "high-impact learning practices" listed by the AAC&U, I think that (1) common intellectual experiences are *very* important, for a number of reasons. They provide students with a common intellectual background so they can understand each other, and knowing what students know in common will help instructors know what to presuppose, and what not to presuppose, in teaching. This is one of the true benefits of the current Humanities sequence. (2) Writing-intensive courses are also *extremely* important to build into the general education program. One of the main things to get out of a college education is writing, and this is not taught to the same degree in all majors. (3) First-year seminars and experiences could be very helpful in laying a foundation and providing an orientation to college studies. Diversity/global learning is important, but only if it's done right, deeply incorporated into courses, and not "ghettoized" into separate courses. The last thing we want to hear is a student saying they've got to get "diversity" out of the way! Collaborative assignments and projects are effective in many classes, when appropriate, but I don't see all that much reason to focus on them in the general education program. I tend to think that capstone courses and projects can be useful, but we have a lot of data already on this from UNI's long-standing Capstone courses. Learning communities might be a good idea, but they could also prove much more trouble to organize than they'd end up being worth. I can't see any role for undergraduate research, important as it is, in the general education program. This should be done at an advanced level in the different majors. The same is true for internships; I think these belong in individual majors. EPortfolios should probably be encouraged in students' individual majors, as part of professional or graduate preparation.

I'd like to see the Cornerstone concept continue, with its emphasis on writing and speech (though even more explicit work with all four verbal arts and then an emphasis on the links that the adult must know between words and thinking (not just how words convey thoughts). I like the common intellectual experience concept, too, and first year seminar, but notice that what is common to all these is that students are exposed to words in all of them. Hence the need (as colleges already understand) that Gen Ed have courses that have students gain what I call an adult engagement with words. At least one course in the major having "writing-intensive focus" would be good. then the capstone course would tie all the aspects together, for adult thinking (whether one is going to remain in the academy or go back into the "civilian" world.

I especially like the high impact teaching and learning practices concerning "diversity/global learning", which is critical to our current globalized world.

I believe collaborative assignments and projects, service and community-based learning, and diversity/global learning will continue to become increasingly vital to a student's success during and post graduation.

Some seem more appropriate to UNI (Capstone course, writing intensive courses, undergraduate research etc.) than others.

I know that personally service learning and undergraduate research are the reasons I am doing what I do today - these are powerful!

A good idea, particularly if a portfolio is developed and accomplishment of several of these goals is met. The University of Iowa College of Business Administration has a requirement called RISE which requires students to participate in some of these high impact learning experiments.

I think these practices and experiences are essential to the success of the students.

good to stress writing and research

Yes. Other colleges and universities where I have worked follow these guidelines/practices. They work well.

There are lots of educational practices listed in that document, some of which seem better than others.

Undergraduate research continues to be very important to our programs & to UNI.

AACU missed the highest impact practice, especially in this particular time in human history; health and well-being for individuals, communities, and the world.

This category seems to include everything but the large-section lecture class. It seems too much to be meaningfully implemented.

Read link. <https://www.aacu.org/leap/hips> speaks in generalities rather than specifics, and is full of fail-safe superlatives that could be slapped onto any set of courses by anyone. It is unclear whether this would be top down or bottom up, though I bet it's the former. Discipline specific may be the way to go. I teach in a discipline that already does many of these things. Those practices that don't fit particularly are hopefully presented to students elsewhere. Top down will result in inauthentic practice. Perhaps faculty should look at own practice to identify those pedagogical approaches they already use these practices, or components of them and build on them or adapt those that fit best.

Looking over the AACU's list what I see is snazzy buzzwords. The practices involved would be more applicable to the skills brought to college by entering undergraduates at the big name universities and elite liberal arts colleges where most faculty got their educations, but lengthy experience of typical UNI undergraduates has impressed me with how wide the gap is between them and the students who attend prestige liberal arts colleges and doctoral institutions.

Being able to integrate different concepts and apply them in a new situation is a skill worth developing in students.

It seems like many of these practices are already a part of our courses.

Practices such as undergraduate research and writing intensive courses are indeed beneficial for students and it would be good to increase these types of opportunities for students. However, these high impact educational practices require a large investment of faculty time and other resources in order to be done well. Thus any decision that all students should be provided with these opportunities must be accompanied by the commitment of the university to supply the necessary resources, especially faculty resources and taking these activities into account in the overall workload expected of faculty and in the number of students that faculty are expected to teach in courses that are writing intensive.

These sound like great teaching and community building practices we should strive for in our work. Instructors in the core should be excellent teachers who incorporate multiple types of learning opportunities. UNI should have this approach all over campus, inside and out of the classroom. So these are all great examples, but if required in the core, identify one or two to be required, then do a really great job of implementing, with broad, multi-department, multi-division buy in. And make the purpose easy to understand and buy in to. We have some momentum in many of these practices. I think we need to be mindful of how to make these high-impact practices accessible to all students. Offer a variety of options.

Depends on what the students do. Some of the indicated practices are not high impact.

Not sufficiently familiar with this to comment.

HIEPs that are ideally suited for UNI include collaborative projects, undergraduate research, diversity/global learning, and service learning.

We should focus on things we are already doing, such as undergraduate research or service learning, rather than trying to implement a whole suite of new high impact practices.

Some of these are more impactful than others. Portfolios should probably be a part of almost every degree but I find it hard to believe that it could be as impactful an experience as undergraduate research for most degrees.

I would like to see every student required to take a writing intensive course before they are juniors. The classes would have to be small enough to teach them to write. Our students really struggle to express themselves well in writing. It is a critical need that we are literally decades behind in implementing.

We need to be innovative and intention in what and HOW we are providing General Education to our students. These high impact practices will help our students develop the liberal arts / transferable skills that are needed in their future and assist them in the personal preparation for entering the world of work...no matter the career direction.

Something that requires students to learn collectively while learning to work in a group would be important. Somehow, this generation of students seem to think they should be able to earn an education without ever

contributing to someone else's learning.

The AACU list has too many different examples to offer a single evaluation. Plus, there are limits on what can be done with larger sections, which are becoming increasingly common at UNI.

Is this synonymous with internships?

I like the idea of encouraging HIP wherever possible.

This aspiration, like some others proposed here, assumes much more pervasive pedagogical training and conversation than we currently muster.

Of these, a common intellectual experience and first year experience seem particularly important. A few courses that all freshmen have in common would benefit our students.

There are so many "high impact educational practices" in this list that it could be almost anything. I'm hesitant to completely commit to this without more specificity. Please, though, no ePortfolios! That is such an old, dated idea, and was underwhelming when we did this 10-15 years ago at UNI. There is a tool for digitally sharing material. It's called the web. Put your best work there, and carry your portfolio for life. Don't get bogged down in a proprietary ePortfolio system. It's a graveyard.

This doesn't need to be a required part of the gen ed program - we are doing it elsewhere - but it is fine if some of the course options include these practices. For example, service learning can be fine, but don't make everyone do it. Give students some choice.

Not sustainable with current resources. Only a very small percentage could of students could be offered this opportunity

Many of these high-impact activities are already entrenched at UNI. It would be helpful to students to engage in at least one, and it would be easy to integrate these practices into the revised General Education program because faculty already incorporate them into their classes.

sounds like jargon.

Are you saying this would be a requirement of the gen ed and if so, is this that certain courses are designated as fulfilling this requirement? Also are you saying you need to complete multiple practices as you have one of the practices listed in next in the list.

Would the first year seminar in the question below meet this requirement? And is this a requirement or optional? If required, how many of these high impact educational practices would be required for each student? Do faculty have to apply to have their class accepted as part of the "pool" of high impact educational practices classes?

I'm fine with these concepts as long as there are no plans to add more to our students already over-burdened workloads.

Again - all good ideas - but for Gen ED ?????

Some of the options on the list of these practices are great, especially for freshman students.

YES especially undergrad research and writing intensive courses! Writing needs to be elevated in the curriculum.

High-Impact practices are only effective if they are engaging, meaningful, purposeful, and are able to be effectively measured. We have a tendency to miss meeting all these marks. Examples: 1. ePortfolios are great. They do require a student to be engaged in their learning and they have a great deal of measuring capabilities, but they really lack a true purpose (they are helpful to the student, but they get put on the shelf - employers rarely care to see a portfolio) and can be a waste of time beyond graduation. 2. Service Learning, Community-Based Learning are excellent learning opportunities. After all they are the best experiences for encouraging worthwhile citizenship. However, if there is no reflection after an experience; no way to effectively assess what took place from a meaningful perspective, then these experiences lack significance. Students struggle to understand the impact altogether. 3. Learning Communities are also excellent. However, they require a lot of work and engagement throughout. Having the right people in the right communities as RAs, RLCs, and faculty is important. Also, if you say a community is a teaching community, then there better be quality educational programming to engage students in throughout the community, rather than just grouping education majors together on the same floor. So these are

great, but do we have the capacity and willingness to do them well?

I feel like we already do these ... Cornerstone, Capstones, and some departments offer individual research or project experiences. These are all great, but they require small class size. Which requires funding and faculty members. With our current lack of hiring for retirement losses, etc., and the emphasis on larger class sizes, how is this going to be sustainable?

Some practices on the list are less valuable than others.

I need some more information -- is a high impact educational practice to be required in every course? The use of the practices makes sense; I particularly like that growth (or connections or ...) is valued and that deep learning is the expectation. Grading that will be the problem.

I like the idea this, but if UNI will believe that the current capstone classes cover the capstone as described in the link, they are greatly mistaken. I never took a class as irrelevant to my degree or frustrating as the capstone required in my undergrad.

High-impact educational practices are evidence-based and we would be wise to emphasize them. Include as long as institutional supports are sufficient for faculty to engage in these practices.

We do some of these HIEP already, counting them as part of the general education requirements is important. What can't be done is to focus only on a very small number of HIEP. There will need to be significant number of courses that will be able to embed them as well as what may be "stand-alone options".

This would remedy the lack of common experience and general learning that seems to stem from the idea of individual certificates.

How are faculty going to have time to do this on top of everything else?

The devil is in the details. To take just one -- learning communities. I have seen such bastardization in the hands of administrators who themselves do not really understand the trendy new thing they are pushing down and enforcing, and who therefore set up incentives (negative and positive) that completely undermine and end up creating the opposite of the programs that generated the data about high impact. I would be really skeptical about any of these done in a rah-rah fashion. And to roll out a bunch at a time would probably guarantee failure.

It is necessary but be careful with making it without foundation. These track needs to have clear expectations/outcomes for students. What do these practices contribute to the major/educational experience. Provide variety.

I don't really see the purpose of this.

This fits with our institutional narrative re: service learning. It does require resource investment to not produce faculty burnout, but many of these things build on our current strengths, which seems a better path than attempting to pivot toward the unknown.

I assume this would be an alternative to the current Capstone. It must follow a careful discussion of whether the current Capstone (especially the "vacation abroad" model) fulfills its intended mission.

We're already doing a lot of these practices, so if the question is "do we keep doing these things" my answer is "yes." I would say, though, one thing we are not doing is an Eportfolio--and that's great! Eportfolios are a waste of time (no one really reads them) and often require a costly software company to manage.

"Internships" would be strongly preferable.

I like some of them more than others. And of course, it all depends on how they are implemented.

Again, one of the ideas listed may not work for all students, so variety would again be important for students to fulfill the requirement.

This is what UNI is all about and these practices identify our strengths in our offerings for students.

First year seminars are an excellent way to help students feel part of the larger university community. I also like the global emphasis as this promotes critical thinking.

Building learning communities is a crucial practice that should be supported.

This is all fine, though there's shockingly little good scholarship that actually backs up whether these things make the difference claimed, or whether the findings of "high-impact" are primarily due to selection bias.

But it should be better defined. For example, first year seminar is considered as one of the High Impact Educational Practice. Will it double dip?

I like the idea. It would be good for our students. However, UNI admin has been reducing the faculty through attrition, resulting in ever larger classes and demands on remaining faculty. Without proper faculty numbers and support, this is not feasible.

This now becomes a major specific course? All of the internships on campus would qualify? Research? This is sort of meaningless, except if you limit it to those that aren't major specific opportunities, but again that requires course development/enhancement. If these are coupled with another "traditional" GE course, then that's fine, but it seems that several of these require small class sizes - any support for that?

1. First Year Seminars and Experiences we need more of. It is costly, but then again, it would aid in retention of students, which offsets some of the cost. 2. Learning Communities - two more more classes linked up and seeing through two or more separate lenses is great. More challenge for faculty to offer more of this, but very beneficial and fits with interdisciplinary goals too. Engagement, making connections! 3. EPortfolios would be wonderful if done across the entire undergrad population, no matter what the major. Great for helping students connect up their different experiences and courses, reflect on and showcase their different skills and new perspectives while they are a student. Great for showcasing and helping when ready to enter the job market too. 4. Capstone class still a great idea to include.

I like the idea that students have A CHOICE among these high impact practices. I DO NOT like the idea that ALL students would be required to take specific designated practices.

Sure, but there are many different things on that list. Can anyone graduate now without doing some of those?!

We already do this, what is different?

Allow choice among the full range of practices.

Must not detract from the overall goals of the new program.

Idea is good but implementing may be challenging and the quality of performance across options may be inconsistent.

All courses and for sure a mix within each degree major -- there should already be High impact practices. This has been around for about 15 years and is now old practice -- or should already be incorporated.

AACU offers evidence-based, well-tested recommendations. No reason to reinvent the wheel here at UNI. We should follow their lead.

Like these!

This to me is essential... the more we integrate any/all of those high impact practices at UNI, the better.

Sure, but how many of these are even possible here? First year seminars? Really expensive (and they are very different from the first year courses we currently support). Other practices--like internships--may be more suited to majors, not gen ed.

This would be so important for students to discover their purpose or what field they should go into. It would also help students figure out challenges and have a chance to ask questions.

This is what I would consider an ideal model. I vote for this one.

Adult independent living would be an area for focus - many students lack basic information and skills to function in the "real, adult" world when they come to college. Another area to include would be "inclusion" as many students have limited experience engaging with others who are "different"

My main concern is that so many of these requirements that are courses (FYE, capstones, etc.), whether university wide or within a department, end up getting taught by adjunct and terms. See, for example, UNI's cornerstone course. What many of these requirements have in common is that they create long term relationships with faculty. But you cannot have a long term relationship if the faculty are short term. We need tenured and tenure track

faculty who are experts at the skill teaching foundational first year skill courses.

How would we track this? We could use this as a marketing tool for the University, I suppose.

I cannot stress this one enough. All students, if we want to keep the academy alive for future generations, must must be exposed to research, especially undergraduates. How else will we prepare the next wave of sages on stages if they aren't exposed to critical thinking and information literacy to which we are held? Additionally, related to HIEPs, ePortfolios are a way for students to experience an integration of knowledge which relates back to the premise of the GenEd as well. Those also are a way for students to take a reflective look at how far they've come throughout their time as an undergraduate.

Why change the core when it is not broken.

I like high impact practices, but I really don't like the idea of "naming" certain courses as eligible. The practices are much too faculty-specific and turning them into a bureaucratic hoop will guarantee they lose their impact.

I am especially a fan of first-year coursework, writing-intensive coursework, and capstone experiences.

High impact is WAY to political.

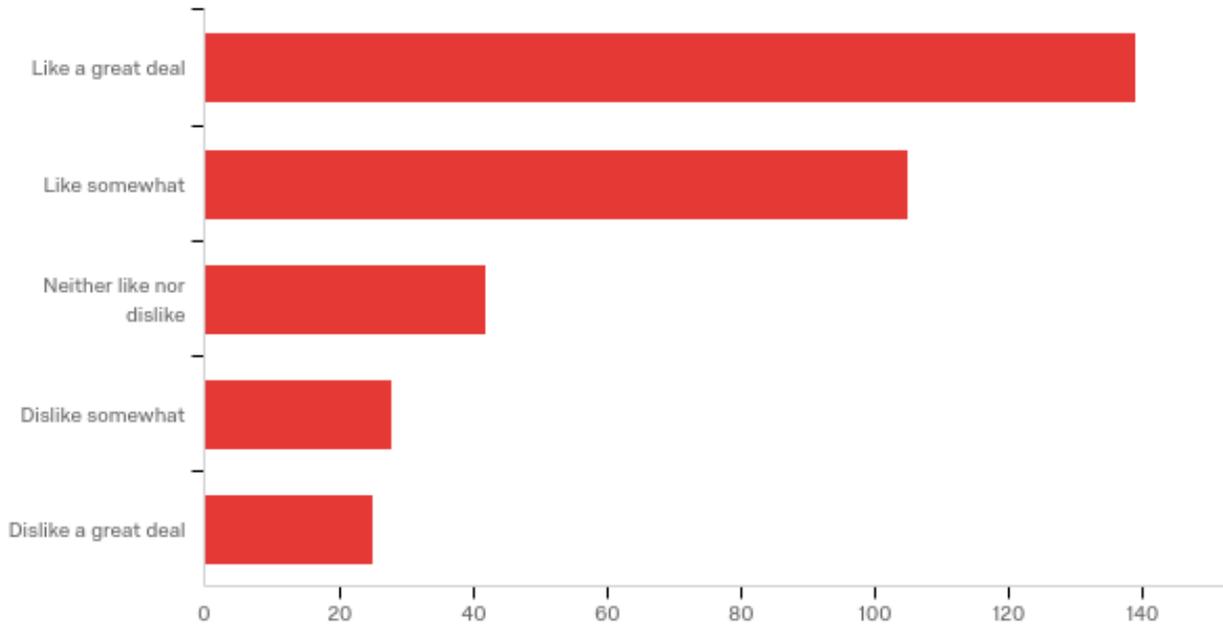
This is already done in most if not all departments. Is the intent to shift resources away from the departments to gen Ed?

Gives students the opportunity to participate in community learning and research

We already offer a lot of these things. Some could be labor intensive if in the LAC.

I think these are very valuable experiences for students to have. In many ways, they seem better suited to a small liberal arts college than a big school like UNI. I wonder how this would work in terms of teaching resources. Can we afford to have small enough classes for these to work effectively?

Q1.7 - 1st Year/Transfer Student Seminar: Students are required to take a course their first year on campus that would meet a common set of learning outcomes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1st Year/Transfer Student Seminar: Students are required to take a course their first year on campus that would meet a common set of learning outcomes.	1.00	5.00	2.10	1.23	1.51	342

#	Answer	%	Count
1	Like a great deal	40.94%	140
2	Like somewhat	31.29%	107
3	Neither like nor dislike	12.28%	42
4	Dislike somewhat	8.19%	28
5	Dislike a great deal	7.31%	25
	Total	100%	342

Q1.8 - Comments on 1st Year/Transfer Student Seminar:

Comments on 1st Year/Transfer Student Seminar:

Unless there were some way for students who clearly don't need this to "test" out of this, *something* like this might be helpful, since it's well known that the education students tend to get at community colleges is often at more of a high-school than a college level. This would have to be done very carefully, however, since I can easily imagine that a class that transfer students were all required to take (and instructors to teach) could be dreadful for all involved. Perhaps good advising could help here.

Incoming students need to know the basics about college life, common stressors, and ways to deal with stress.

In my 27 years of experience at UNI, I've found many transfer students in need of something like this. I would need to see more particulars, though.

Transfer students already take these courses at the community college level. Why would they need to take another GenEd course?

The first year seminar would have some overlap with cornerstone perhaps such that it is too redundant?

Would this vary depending on whether a student was transferring from a community college, junior college, private college, state and/or out of state universities?

The challenge will always be staffing. These should be small classes, taught by professors if at all possible.

Yes! This is needed and it supports the transition/connection building.

Can be helpful, but maybe one size doesn't fit all. Has to have an objective for learning content.

In my experience, transfer students often can't quite "plug in" all of their prior coursework and are just a little behind junior standing. An additional requirement would be a burden.

I think it is a good idea as long as the number of credit hours associated with the seminar is not extensive and not a burden.

Why not make all juniors??

If they don't meet the requirements to come to UNI, they can go to a community college until they are ready.

Like it a great deal if it is a true freshman seminar, but not if it is cornerstone.

depends on what the class is. This seems like a one credit class. Have field trips/orientation trip options.

Needs to be USEFUL.

It depends on the common set of outcomes.

Since one class isn't going to replace the LAC, it is difficult to weigh the value of this proposal (which duplicates Cornerstone in some ways) outside of the larger context in which it would be proposed.

A 'cornerstone' for transfer seems a odd solution for a complex problem. Many 2 year institutions do a poor job, and the quality of high school credit for college courses, given transfers a questionable quality of education. By the time they get here, a seminar will not heal them. Yet parents want badly to believe that their children are 1) better than average and 2) what we offer is of such poor quality that the community college and college credit for high school courses is desirable regardless of the problems. That said, some of the 2 years do a good job in our discipline (most do not), and some high school students are exceptional and are lucky to have some exceptional teachers. Perhaps provide a test for transfers to identify weaknesses. Further, campus advising violates the Articulation Agreements consistently for those courses taught in our department. This is because Advising looks only at course description (rather than allow any wisdom shown by the Articulation Agreements to prevail) When this happens for a student

from a weak 2 year program, it hurts the student substantially. Perhaps if UNI could get its own house in order, a universal approach might make sense. Still, you'd be hard pressed to prove every single student should take the course, and you'll probably anger parents who believe their kids are just the best (that's why they chose a lesser quality institution). What I've said above does not apply to strong or gifted students from families that are impoverished or have lacked a wide range of opportunity. Those situations complicate an already problematic issue. In my experience students who transfer in from community colleges, especially with their AAs in hand, too often lack very basic skills necessary to succeed in a university setting. Some of them seem to be barely literate. A course like this might serve to identify those students and get them the help they need. At least it would bring it home to them that they're now in a different educational league.

These may help to ease their academic path by creating the right set of expectations.

Transfer students need fewer barriers to graduation.

I like that there would be an attempt to make the transfer experience more cohesive.

Whether this is useful or not depends entirely on what the "common set of learning outcomes is." The proposal is far too vague and undefined, and so it should not be included in the Gen Ed structure.

I think the common thing that students need their first semester has to do with transitions to the institution, level of study, community. These are really important, and there are both Faculty and Student Services professionals that are really good at doing these things, and would be great to have dual leadership in each seminar.

A similar course should be offered to all incoming faculty and staff!

Depends on the learning outcomes. If little more than handholding, it would be worthless.

This would help with retention, and the formation of a common culture. It might be interesting to explore something for the second year, depending on the course, when students are asking new questions (This comes from a reading of the Book "Teaching the Whole Student")

We want to attract transfers, not tell them what they have to do and when.

I recommend that this be a course that is embedded in various content areas but that has common learning outcomes, similar to FYO courses.

Why? Rather assess where they are in the curricular program and jump in with less categorizing as Transfer Student

This sounds like expanding the Cornerstone course to make it required. That's not for everyone. I dislike the idea of requiring a specific course at a specific time in a student's career. There are some majors that have little flexibility in the first semester or first year scheduling.

Many of us have been proponents of a first-year seminar requirement for years! Cornerstone isn't it. Strategies for Academic Success is closer, if understood to not be a course for academically under-prepared students.

It depends on the course -- if it is designed well, it could be beneficial.

Students come to the university in drastically different places, not all of that (probably not much of that) is connected to their age or grade level.

We need a first year seminar to help students in their understanding of and to build their confidence with their higher educational experience. This type of opportunity - which can be delivered in various formats - can assist students with their transition to college, understanding of the policies and procedures, knowledge of resources and opportunities, and how they build their self efficacy and belonging here at UNI. This type of experience can provide a common baseline for students in their first year at UNI which can be built onto as they progress through their educational journey.

I like this idea, but probably because I really enjoyed a similar experience at my undergraduate institution. I appreciate the climate it provides and the learning together with classmates in a similar transitional situation.

depends on what those common outcomes are...

More and more students need help acclimating to UNI, and a first year course that covers all aspects of being

successful here is important. It needs to include personal money management & time management.

Something common that everyone takes to given a common experience.

I appreciate the transfer student opportunity.

The Cornerstone seminar seems pretty good for students. It is so important to develop their communication skills in their first year.

This what we currently have in Cornerstone, right? I think having a couple of classes that hit common outcomes for all first year students and provide a sense of what all students know/can do after they all take that course in their 1st year is a good idea.

If they come with an AA then the are good to go.

Not a big fan of students taking "administrative" courses. If it substantial learning, though, ok!

What would the learning outcomes be? Who would teach it? No faculty want to teach Cornerstone. A variety of choices of FYO courses is a much better idea.

Builds team spirit and camaraderie among the first-year students.

a one hour course only for transfer requirement... and Not if they are just transferring one or two courses (perhaps taken in HS)... maybe have a nine(?) hour min to trigger or something. Give this some thought

Would you have this as a requirement, what types of classes would meet this requirement and could they be in the major? Would you put 1st year students and transfer students in the same classes?

Would this meet any requirement of high impact learning educational experiences? Would all these courses have the same common set of learning outcomes?

My support would depend on what is included in the "common set of learning outcomes".

Why? Is there a proven need for this? Would it count towards their required credits for graduation? What would be the transparent purpose of this kind of class so that students felt it benefited them rather than wasted their time?

I think there are many things that students do not know about college education that are assumed they do or they will know quickly after arrival. A class like this could help remedy that situation

First-Year Seminars and Transfer Experiences are fantastic. I believe wholeheartedly in these experiences. They can be powerful, but if they lack an engaging instructor who doesn't have time to give meaningful one-on-one attention when necessary, then these too fail. I would encourage opening up opportunities for student affairs professionals to engage in these opportunities as well. Professorship does not require a doctorate. Don't get me wrong, there are faculty members who should definitely be teaching these courses, but we do have some very talented, effective, experienced, bright staff members on campus who carry the torch as well, who might be able to offer up the necessary time that is needed too.

Often times, when classes are required by all students, many of those classes are taught by people who care little about teaching and it wastes the students' time.

Although students don't like this idea, it does really help with retention and building interdisciplinary friendships on campus. They are great, but are quite labor intensive for the faculty and student Peer Mentors. I don't think people realize that the faculty and Peer Mentors involved are basically on duty 24-7 that whole semester. Many burn out from it and sometimes don't return. The ones that do return are very dedicated and self sacrificers. You may get more faculty to participate in this if they get a 1 credit hour course release that can be banked up.

Established by whom?

It is really hard to create a one-size course for everyone course and have it NOT be the lowest common denominator.

It is very difficult for transfer students to complete the program already. I hesitate to add any other demands.

Classes I've taken like this feel more like a hindered than a benefit. I think what could be covered in a class like this would be best to be condensed and presented during orientation.

I would support a common first-year experience, but not the same model for transfer students.

I am never a fan of a "required for all" type of courses as they become a drain on faculty/time resources. I am in favor of there being an options for this kind of course but not for all students.

Transfer students are not always well prepared for a four-year university; neither are freshmen. This is a good idea. But who will teach it?

This would be a great way to make sure all students are getting consistent information in their first year/semester at UNI. This could be a great course to build community, but also set academic expectations.

Our students wander in to their 1st year on campus from so many disparate directions, I can't see how the same learning goals would work for all of them. Having some kind of orientation course is a great idea! But a common set of learning goals? not so much.

Students that transfer from CC may need more than one seminar. How can you know what skills are needed ahead of time? This seminar may need a diagnostic assessment. Again provide options.

I previously participated in a program like this (as faculty) and I loved it (and it was great for students too)

This seems not to take into consideration individual differences. How do we know the transfer student has not already achieved the "common set" of learning outcomes?

Pros: builds community and might alleviate the challenge of helping both high-need, struggling students and high skill, advanced students within the same class. Cons: students hate this kind of thing; how to we sell them on it? We'd need attractive course topics and curricular flexibility for instructors.

And this should cover many BASICS of being at uni (registration, myUNIverse, resources, etc.) This would be AMAAAAZING!

I would like to know what the success is for these types of courses. I am sure there is data on this.

I like the current set up for First year only or transfer only class sections of classes they would take anyway. This way doesn't seem like hoop jumping and additional requirements.

This is often some sort of "freshman success" class, which are just money grabs from universities. There is no real learning need for them, and their credits don't transfer.

If truly a seminar, this could really help these students adjust to UNI and help them find a major. Ideally, these would be interdisciplinary to expose students to all the options for their career at UNI.

I like including transfer students in this. we are not meeting their needs now and they tend to flounder some until they find what they need.

Currently, a portion of 1st year students get a first-year experience type of course and the level of knowledge (student success, UNI policies /procedures, connections to campus) of the students with this experience is higher than those who do not have this experience. This is a critical part of a 1st year student's experience and requiring an option like this would align UNI will many other universities that also have this requirement.

Since you don't explain what the common set of learning outcomes are, I don't have enough information to answer this one.

This is too vague to have an opinion about. I have an idea in my head of what a "first year seminar" is, but I have no idea if that's what you're asking about here.

Many students are not prepared for the rigor of higher education or how to allocate the limited resources of time and energy to fulfill their responsibilities. Setting realistic goals, priorities and effective study techniques could be important topics to cover.

What are the learning outcomes of the 1st year seminar? It is not clear so it is difficult to judge.

Could show them basics on "how to do college" which a lot of our students are missing.

I'm not keen on "required," but I do like the concept. When anything is required students (or faculty for that matter) are less likely to value it. I fear students will resent the experience rather than invest themselves in the experience. My other concern is that this class will continue to be farmed out to adjuncts and term positions rather than from TT or tenured faculty, which would be more valuable to students.

This doesn't always work perfectly for students who come in with college or transfer credit and do not need the class. The class should not be required in those situations.

Is this like the Academic Success course? Or Cornerstone? Or the COBA first year no-credit course? Not enough information to judge.

FYO requirement should be retained with Cornerstone or with a FYO class during first semester. Taught this FYO before and it is wonderful experience for students, for peer mentors, and for the professor.

I think this could be valuable, if done well and was monitored for quality and outcome.

Is this not what cornerstone is supposed to be doing? What is different? Did we drop cornerstone? I have not heard student talking about it?

Definitely needed!

There are too many differences to learning outcomes in different disciplines. This sounds like a 1 course fits all and would be highly variable from teacher to teacher.

Tie to other learning outcomes such as writing, speaking, historical or cultural experiences.

For a non-traditional student this will have little value. Is there credit associated with this or is it zero credit?

This would be a resource-heavy investment. What I think works today is the option of having 1st-year only sections of a multi-section LAC course. I don't see UNI having the funds to apply this across the board.

I really like a 1st year seminar, but not as keen on requiring transfer students to do it.

Transfer students are often unprepared for UNI. This course would presumably help them "catch up".

YES, though it would depend on what those common learning outcomes would be...

I think that this would help students find a community and a chance for them to learn about an institution. This also helps them be separated from "freshmen," when talking about transfer students. I think that a first year course should be required and it should introduce students to the campus, resources where faculty and staff can introduce themselves to the students.

Common core is not working in K-12 education, transfer students have different support and academic needs than do freshman. Seminars focused on building transitioning skills would be more beneficial in my opinion

What content would this course include? Who would teach this course?

As the university faces stiff competition from our peer institutions, let us not forget about our position in the changing landscape of higher education. We must have the foresight to keep in mind the needs of non-traditional students and students at a distance as well. For degrees that can be completed entirely online, those students should also have a seminar like this, but the course should be offered online welcoming them into the fold at a distance.

Yes! This the number one priority to be included.

I like the cornerstone idea, or something similar for 1st year students. I have always believed that we need something similar for transfer students, particularly those coming from a community college with an AA degree.

I think something like this would greatly enhance the success of first year/transfer students. Students who take college credit courses in high school and/or community college are NOT necessarily prepared for course IN college. There is a difference and students need a better understanding of that. It is evident they do not currently appreciate the rigors of the college curriculum or workload.

It's fantastic for Freshman. Transfer articulation will be difficult, and I don't think the value is as great.

There is so much data supporting this practice. The data from Cornerstone demonstrates the value we have already seen at UNI in terms of student GPA and retention.

Would the content for Transfer students differ from that of first-year students? Would the rigor increase? I ask this as a former transfer student who would not look kindly on being required to take a class with First Year students that didn't meet my standards for rigor.

unclear what this would really be? an intro to college course? how to study?

If students had such an offering I believe it would be important for their to be separate sections for first-year students and transfer students. What would such a seminar consist of?

Dislike as transfer students have very little wiggle room to take courses for their major, let alone if they want to try to get a minor as well. Having another gen ed course to take may delay timely graduation.

Any course that all students must take tends to sink to the bottom in terms of quality and rigor. Ok if departments are allowed to incorporate this into major instead of relying on gen Ed

This would level-set skills for transfer students coming in.

From student feedback in Strategies for Success, 27 of the 28 students at the end of the semester admitted High School did not prepare them for college. In my opinion, all first semester (freshmen and transfer students) should be required to take and pass a First Year Seminar.

This is sorely needed, especially for transfer students.

In my opinion, this question should be split. I would 'Like a great deal' a first-year seminar for new, freshmen students. However, in my experience working with transfer students, they do not want to take more courses for the sake of taking courses. Transfer students are MUCH different than first-year students and with that, transfer students should be treated differently. Students transferring from a community college just want to know one thing - how long until I graduate? By adding unnecessary coursework to their plan, I believe this may be a deterrent for those students to choose UNI.

Creates a requirement for transfer students that other universities don't have. Is the the sort of thing that we push off on adjuncts?

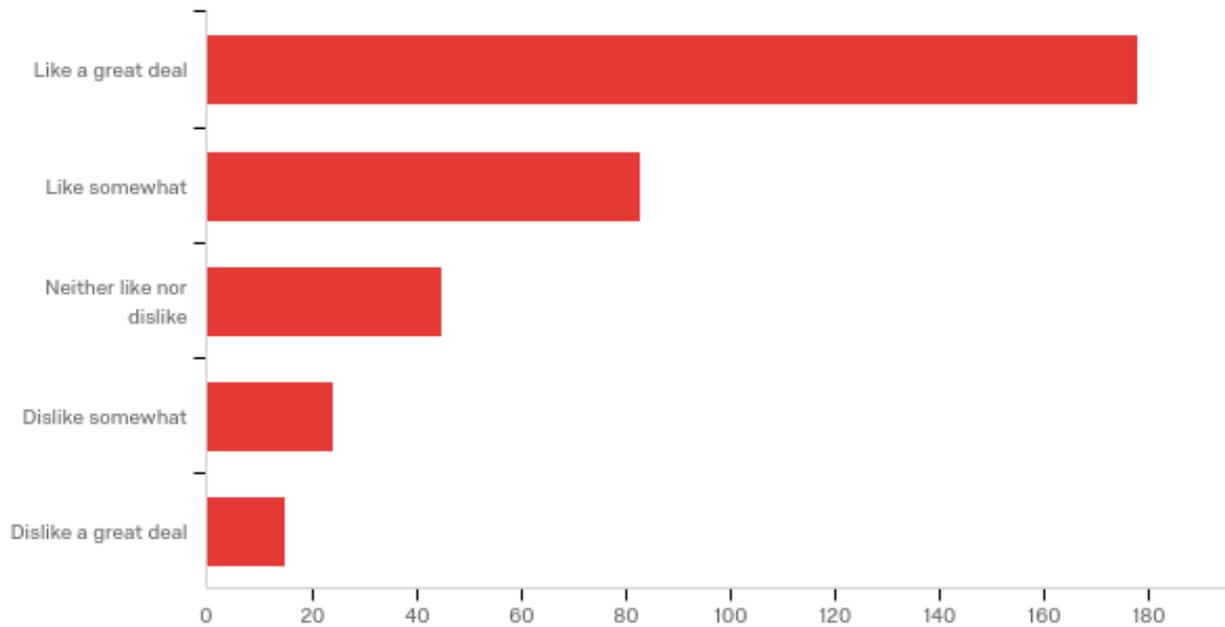
We need to start addressing the needs of transfer students

This will bring out a connection piece for students, which helps with retention/graduation!

I think this will only be truly useful if appropriate departments determine curriculum for such a course rather than a coordinator.

The concern is with staffing and resources. We do not have sufficient funds to cover everything we are doing. Our Gen Ed program now requires too many resources, which detracts from the many other obligations we have.

Q1.9 - Developmental Sequencing: Courses are arranged such that fundamental skills are taught first and then reinforced in later courses that may address more complex issues.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Developmental Sequencing: Courses are arranged such that fundamental skills are taught first and then reinforced in later courses that may address more complex issues.	1.00	5.00	1.88	1.14	1.30	345

#	Answer	%	Count
1	Like a great deal	51.59%	178
2	Like somewhat	24.06%	83
3	Neither like nor dislike	13.04%	45
4	Dislike somewhat	6.96%	24
5	Dislike a great deal	4.35%	15
	Total	100%	345

Q1.10 - Comments on Developmental Sequencing:

Comments on Developmental Sequencing:

This is obviously a pedagogically sound practice, but it's important not to teach classes that are supposed to focus *just* on a given skill (like reading or writing), devoid of content. We learn to read and write about what we're interested in.

What makes this different than the current setup?

I would see the structuring of the entire 4 or 5 year degree program as being sequenced, with Cornerstone having students being inner directed, especially focusing on one's internal engagement with words as they hear and read words, as well as speak and offer revised written products. Then Capstone could be more outer directed, more service or community oriented, so students show how the 'adult education' they learned in the Gen Ed portion of college helps the civic institutions they will be a part of.

I believe this will help students in building their skillsets and enable critical thinking.

Students won't be able to get courses in the sequence because of limited offerings, and it will delay their graduation. Think about this very critically before going this route!

Good in theory, but I wonder with transfers and community college credit and enrollment issues and other expectations such as high impact activities if this is practical or if it is an obstacle to timely graduation.

This would be very helpful in writing.

Isn't this already the case especially in STEM related courses?

Isn't this pretty basic?

too complicated and also too restrictive for creating courses

There needs to be some flexibility in this as well if it is implemented.

It seems to me that this is (and should be) mostly structured into majors' courses of study, not so much in general education

Great idea that may impact student scheduling.

This sounds like a nightmare to schedule.

Intensely dislike lack of specificity. But, is this a distractor? The above model parallels best practices in my discipline and many others (athletics, dance, music, language development, most trades). It parallels physical and language development as well. So doesn't it make the sort of remarkable sense that it should not be on a survey, as if this is something new and wonderful? Seriously, all you're talking about is basic scaffolding. If we are not already doing this, we should really pack it in. Wouldn't you agree?

This might help to remedy the often depressing lack of preparation that students from rural schools exhibit. We need to ensure that students have the foundation for college-level learning that all too often their secondary education failed to provide them.

The superstructure depends on a solid foundation.

Some areas this may be helpful, but again... students need fewer barriers to graduation.

I feel that the courses should be structured to combine both goals from the beginning. Nobody's wants to sit through a rhetorical course.

I like the idea of developmental sequencing, where the Gen Ed learning outcomes are reinforced in upper level courses after being introduced in freshman and sophomore level courses. However, there is a serious problem in

that the list of learning outcomes chosen for the revised General Education is far too long, which means that it will not be possible to do developmental sequencing without making the General Education requirements take up too many hours, one the very problems of the current LAC that this revision is meant to be fixing.

I don't think this is practical within each learning outcome area (3 levels of communication, quantitative, etc.), but to offer some scaffolding and sequencing of types of learning would be ideal. We try to do this to a small degree now - goal to complete 1A, 1B, 1C in the first year, and Capstone ideally last. But in reality, we don't always have the course options, and it sometimes depends on the sequence of the major, that it is sometimes logistically impossible to do this? We also have approximately 1/3 of UGRD students transfer, as well as many students come in with transfer credit, so to present our GE in levels seems to require a broader conversation at the state level for anything beyond what we currently do. I'm not opposed to presenting in a little more sequential way (if using current categories it might look something like: 1A (but different semester than 1B) 1B (but different semester than 1A) 1C 2A(1st) 4A or B one from 5 1D 2A(2nd) 3A 4A or B one from 5 2B 3B one from 5 6 With the make up of our students (transfer credit) - to have a pure developmental sequencing might be quite difficult to implement.

Sequencing sounds nice. Impractical.

Skills should be an important part of all courses and tied to content.

This sounds good in theory, but I think it would be really challenging to implement, especially in courses in the liberal arts

It may be challenging to arrange these and the order and sequence could be arbitrary or unhelpful for students.

I would like to see an example of this.

This depends...I don't necessarily agree with a "basics first" approach to all curriculum (e.g. in math, it is not necessarily to have your multiplication facts memorized before you can learn algebra), but it depends on the content/discipline.

Novice to expert experiences are good.

As an institution we should have a core set of developmental courses that we want every student to complete during their first year with General Education...and then plan for the appropriate course offerings (through number of or purposeful size of classes) to meet that goal. At same time need to not set up too many barriers for completion and need to consider the rising number of students who are bringing transfer credits and the number of transfer credits students are bringing in.

This makes logical sense and matches with what we know about the science of learning.

I would strongly recommend using Perry's intellectual development framework to guide this sequence.

If the students KNOW that is the logic in place, that will help--it certainly is important for a major.

I don't think we need sequencing for gen ed courses. They can all interrelate, but not have pre-reqs.

I understand the challenges for transfer students.

Sequencing like this is appropriate for some content, but should not be the sole approach within majors. We live in a complex world, so every major should include significant multidisciplinary experiences in addition to developmental sequencing experiences.

I hope writing might be one of the areas where increasingly higher expectations might be placed through the core.

Another way of reinforcing the idea that skills are not built in one-off opportunities. I like to think students and faculty alike could risk more if they knew they were playing a "long game."

I hope that the University Learning Outcomes (Communication and Critical Thinking) are the fundamental skills that they develop at this level. These skills set them up for success in the rest of their courses, and provide a common skill set we can count on in future courses. I believe this is the most important element on this list.

Yes! It is really helpful to have all students have certain writing and speaking training before they reach my upper

division courses. I don't have time to teach everything from scratch, so some common training in these fundamental skills is really helpful.

There is a point to students understanding how to write and speak effectively first before being asked to do that in other courses. Same with quantitative reasoning and scientific inquiry.

Sounds like a good idea in theory but may turn out to be an advising/scheduling nightmare.

Although supportive, this would create log jams in our registration, given the lack of courses available

This doesn't seem to be very useful either. It would reduce scheduling flexibility for students but I cannot see what the students would gain.

I think this depends a LOT on the major -- so broadly -- no.

I thought this was for the general education requirement, I would need an example of what you mean by this as I would think this should continue in the major. Shouldn't these courses all be at the introductory level and be able to be taken at anytime of their undergraduate academic career.

Is this appropriate for the liberal arts core? It would seem that all liberal arts core classes should be created so that they can be taken at any point in the students educational pathway. Are we designing liberal arts courses that build on other liberal arts courses? This could create issues for course availability for students. Aren't liberal arts (general arts) courses designed to be introductory level and provide students with a broad background in a variety of subjects (create well rounded students).

Sequencing creates challenges that may unduly hurt transfer students or complicate scheduling for students pursuing multiple majors. I believe this would hinder transfer recruiting and retention.

I think that all courses should be set up this way (and usually are). However, if some classes do not have to be in sequential order (U.S. History before Reconstruction and U.S. History after Reconstruction, for example), then we should allow for students to take classes like that out of order. Also, is there faculty enough that sequenced courses could be offered in the fall and the spring, or would students have to make sure they come in through a fall enrollment to stay in sequence?

Of course this a good idea - but for Gen Ed ????

Great idea. Most students feel they are lacking in skills (in fact, many have no way of talking about the skills they possess in an interview setting). Intentional skill development later put into practice builds confidence. Great!

Nice idea if it doesn't create a back log of people being able to get into the courses they need when they need it in the sequence.

If these skills are linked to their primary major

But this would be easier if UNI served well-defined cohorts of students.

Sounds like a registration sequence nightmare for students

I hope all departments can ensure logical sequencing. It makes planning, collaboration, and assessment much simpler.

Most majors have some of this kind of developmental sequencing. To have this built into program would be a great idea. It may be difficult to implement for students who transfer in a significant number of credits that will have satisfy some of these fundamental skills other than to start working towards courses like Oral Comm to be a prereq for some junior level coursework to highlight that these are necessary skills for success.

Remedies a frequent problem: students signing up for classes for which they do not have adequate preparation.

I wish students would have learned something about writing before they enter my 3000-level required for the major writing intensive class, but often they have not.

Whose definition of developmental sequence? In school districts the high status secondary science teacher gets to help write the curricular scope and sequence for K-12 science, and decides that kindergarten content should be cells, the basis of biology, totally ignorant of the way kindergartners learn from the evidence of senses (not electron microscopes). So who decides and on what basis matters a lot.

Absolutely. Students must build skills in a sequence. Reading/writing/and critically thinking are my top priorities.

Some students already have these skills and are ready to deal with more complex issues.

Show me the department collegial enough to pull this off. Great in theory; a timesink in practice. Why not let our excellent faculty teach to their strengths? Our (mercifully) broad learning outcomes are already being effectively met in many (most?) classrooms around UNI

You mean we're not doing this already? Wait a minute. That explains a lot of facts about my students...

This should be what all curriculum does. How is this a question?

While theoretically a great idea, I am skeptical that it will work as designed. There are just too many logistical issues that would have to be surmounted. Anytime you have a large number of students in a required course in the LAC, you will have problems. Think Humanities I and II.

I have never found a spiral curriculum to work nicely. Maybe it would in this context.

may raise registration difficulties when prerequisite classes fill up

I like the idea of this, but I think the reality is that we get so many students with transfer credits, that we don't have the luxury of people able to move people through intentionally like this.

It is simply too vague. I understand major courses usually have a course sequence, but Gen. ed? like you need to learn math before writing? I do not quite understand the proposal.

Again, a good idea, but would create a bottleneck in some courses, and given the deliberate reduction of faculty by UNI administration, it is not feasible.

It sounds worthwhile in theory, but I fear it would overly complicate the Gen Ed program. Part of the importance of Gen Ed classes is that prerequisites are NOT required. Any student can enter the class at any time and gain something from it. I'd prefer not requiring sequencing. At the same time, I think a variety of 1000-2000-level courses, then a capstone sounds promising.

Duhhhh.

In theory, it make sense. But I think to do it well requires a level of coordination that I have rarely seen in curriculum development. I am skeptical that we could pull this off.

This is what every major is designed to do... What is different?

Course delivery issues will create a nightmare for this.

This sounds okay. Students learn to write, use the library, evaluate good information from bad information collectively.

Retain flexibility for transfer students and non traditional students or part time students with varied scheduling abilities.

I hope this is already happening in all majors. That is the sequence that should be happening in every major. 1000 level class build to 4000 level classes.

I have always been strongly opposed to the skill-only courses. Students in the College Research and Writing, for example, tend to be assigned inane topics on which to write. They also are taught by MA students who do not have a discipline-rich background. I think LAC courses are much stronger when the skills are incorporated into substantive courses. Writing-enhanced courses in the LAC would have stronger outcomes than writing-only courses. Also, oral communication skills are best taught when students actually have something of substance to communicate orally. The problem with the later course approach is that if these are expected in the major, that doesn't always happen. I teach a capstone course and I am amazed by the number of students I have who tell me that they have not written an essay at UNI since their freshman year. And these often are seniors. This is wrong and means that our UNI grads are not bringing to their employers the writing skills that employers tell us they need.

I like the idea, but implementation seems tricky. Could we be sure that this wouldn't hold students up?

I dislike the idea of a pre-set developmental sequencings because it might prevent people who can jump into more complex issues from doing so.

The problem of availability of courses/instructors will delay students from progressing appropriately.

Problem where would be with transfer students. But we might have a sort of placement test for transfer students to assess their skills. If they need some work on skills that they didn't get previously, they could be so directed.

I like this idea, but I fear implementation will be very hard. Accounting for the different entry points and experiences of our transfer students will be challenging.

I do not know enough about this to have an opinion

I think this would be good, but pretty much impossible, given any number of things. We already try to get students to take their writing and oral comm classes early, for instance, but some of them don't. Would we refuse to allow a student to register for a class if they hadn't done earlier classes? Is this a good or bad retention idea?

This should be optional but I think if it address like how to write a paper or how to give a speech, it should be optional.

sometimes students don't have the basic skills from high school needed to write a paper, give a speech, formulate an essay answer on a test. skill building is always a good thing.

Basic educational view, right?

I really like this. How will we fit new students from high school with transfer credits into this plan? How will this impact traditional transfer students? Will this impact the Associate of Arts agreements?

Generally speaking, this seems like an ideal part of the gen ed. The issue for me is that it may disadvantage transfer students, particularly those who transfer in a few classes versus an AA degree. Many students take college reading/writing, oral comm, etc. at a community college. Will these students have the same ability to do well in later courses if they weren't taught the same kinds of skills in the first level classes?

Why do college students need to be taught "fundamental skills"? What are they doing in K-12?

That should be in place now, and good luck with enforcement!

I believe this is particularly important on core interdisciplinary skills like writing and communication. We need base-level coursework that teaches fundamentals with continuing growth coursework in the disciplines.

may be impractical; and the benefits of doing so may not outweigh the pain in the butt to implement

Courses are not linked in this manner. Courses across disciplines cannot be bound by other courses.

It's common sense to have any sequence of courses build upon one another.

This implies no fundamental skills are taught in high school.

None of the general education coursework should have prerequisites. This will be a scheduling nightmare for academic advisors, especially those that work with transfer students. More specifically, academic advisors that work with transfer students with A.A.S. degrees.

I like this for certain skills such as writing. However sometimes higher level skills can be learned effectively when folded into earlier activities in a sequence. For example thinking critically about evidence can be introduced in a student's freshman year.

Although I value this, the logistical details will limit student access to completion of the core if there is a sequence to the courses.

It sounds like a good idea, but what principles are used for sequencing? Also, this creates a scheduling hurdle.

I do this all the time anyway.

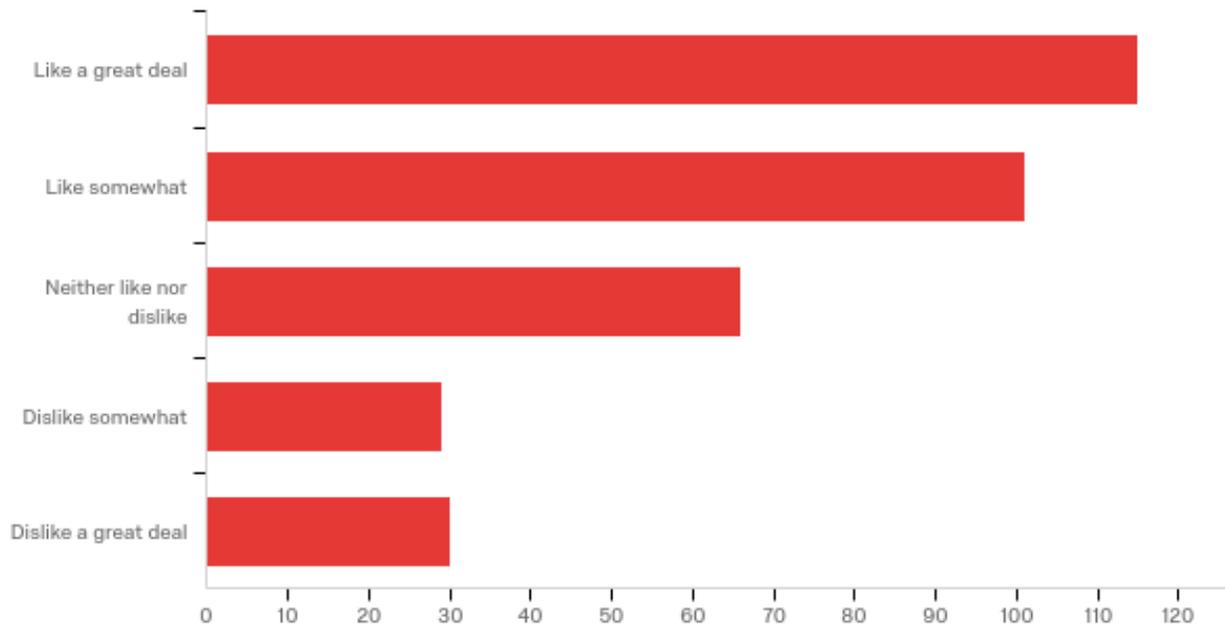
This should absolutely be part of a person's college education. The question is whether it is feasible in the GenEd section, particularly if we are trying to limit the number of hours for that. It works better in the majors. Perhaps some GenEd outcomes can be met through basic level courses and then each major would also have advanced

classes that would meet some of the GenEd requirements as well.

If there are several courses that continue the writing and speaking components of the gen eds in a discipline-specific course (such as in a major), that would be a wonderful way for courses to continue the 'gen ed' skills but show relevance to one's field (junior-level seminar).

This is much too complex and will create lots of problems. Most importantly, the incoming generation does NOT like sequencing of courses and curriculum. We would be shooting ourselves in the foot as we must recruit more students. Please do not do this. (I know that it appeals to our generation; but we are not the ones we are trying to attract into college.)

Q1.11 - Multidiscipline Courses: Individual courses addressing complex issues team taught by instructors from multiple disciplines.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Multidiscipline Courses: Individual courses addressing complex issues team taught by instructors from multiple disciplines.	1.00	5.00	2.29	1.26	1.60	344

#	Answer	%	Count
1	Like a great deal	34.01%	117
2	Like somewhat	29.36%	101
3	Neither like nor dislike	19.19%	66
4	Dislike somewhat	8.43%	29
5	Dislike a great deal	9.01%	31
	Total	100%	344

Q1.12 - Comments on Multidiscipline Courses:

Comments on Multidiscipline Courses:

This looks good on paper, but could prove logistically quite difficult. Most important is for students to get the requisite foundations: reading, writing, and critical thinking abilities; *AND* broad knowledge about the human and natural worlds.

Downside would be that each faculty member participating in the team would put in far more time and effort than they would get credit for in the faculty evaluation process.

Team teaching can be difficult with different teaching styles

everything connects, of course, or some things not seen as having relationships can be disclosed as connected, so that is good. but this would be an upper level Gen or adult ed feature, it seems to me - if used at all.

I think this would more beneficial for some majors than others.

Yes. Nearly all should include a natural science instructor and science material.

This could get tricky in terms of logistics on the professor end - but I do think we are stronger when we work together and share ideas.

I wonder to what extent this is possible given limited resources. How is team teaching designed so that it's not a burden on faculty but on the other hand effectively uses resources? Also an appealing idea in theory, but make sure there actually are courses that could be taught this way which would be useful and effective. In short, can you name four or five and would those four or five pass the cost benefit test?

Co-teaching can be invigorating for students and faculty alike.

Okay as long as it doesn't sacrifice the core content of the major.

I like this idea. My hope is that such courses would help students to see how different fields/disciplines can contribute to understanding complex issues (a mixture of approaches can help strengthen our understanding).

Different instructors may reach students more effectively and co-teaching brings in more resources

it depends on how this is structured. You can have interdisciplinary courses taught by one person as well.

Works well at other institutions from my experience.

This would be excellent but there would need to be an appropriate mechanism in place to ensure faculty get "credit" for teaching these courses.

We should be encouraging this.

Team teaching can be great, but let's be realistic. We are not going to put two instructors in a lower-division class of 24.

Who wrote this F'd up survey. "Multidiscipline Courses: Individual courses addressing complex issues team taught by instructors from multiple disciplines." says nothing of value, and certainly not enough to render anything else other than a negative response. Sounds like a mess. Our discipline is already multidisciplinary, and if you looked truly carefully at many disciplines, you'd find the same thing. Sounds like a great way to water things down, especially with the proposed elimination of 10 credit hours (which the disciplines cannot use to make their programs stronger). Not certain why UNI wants to join the race to the bottom, but I probably know the script. Everything said about top-down applies.

How, exactly, would the administration go about apportioning teaching load credit for team-taught courses? Since we're moving to this new faculty evaluation system issues like that have to be considered when thinking about curricular ideas such as this.

Another way to get students to appreciate multiple perspectives.

If it can be done well it would be great, my experience is that someone's feelings will get hurt and then its a cluster *****.

Yes, if done right...

I love the concept of students being exposed to teaching and learning outside their major area, but if the multi-discipline approach only has to do with having instructors from different content areas teach different sections within a learning area, then it is randomly applied and a particular student may not benefit from the multidisciplinary approach. IF the instructors are actually collaborating in the planning and outcome development with those outside their discipline, that is a different thing.

Key is for these "team teachers" to get along. I attended a class once where the paired instructors had completely different philosophies and couldn't stand one another. The students were trapped in the middle. It was a disaster.

Too hard to coordinate

Sounds good in theory, but potentially problematic in practice.

Multidisciplinary courses that are crosscutting among disciplines are an outstanding idea.

Seems like this would be difficult logistically. It sounds all right in principle, but would a student be required to take one (or more)? Or would this be an option?

Yes! Please! So many awesome courses await development if faculty can teach together.

Having done this, they are very hard to coordinate and very hard to sustain

Especially to be considered for high level critical thinking courses.

I like this idea, but again, logistics.

Complexity theory explains how this could be beneficial for students, especially to help them understand that different disciplines provide different tools and perspectives for interpreting issues and solving problems.

how is this different than interdisciplinary? Again the structures in place will need a lot support/revisiting.

Team teaching is too cumbersome, especially when it comes to course grades. Plus, it complicates matters for adjunct faculty who need to maintain half-time or greater status for health insurance.

Too difficult — something owned by everyone is owned by no one.

I actually would like this concept, but I am concerned that it wouldn't be executed well and the courses would become a joke. Team taught courses are only good when the faculty all truly buy into designing and implementing them together. More often they try to divide and conquer which doesn't serve the purpose behind this idea.

If for no other reason, I like this because I believe teaching has the potential to improve across campus when faculty talk to each other.

I took courses like this as a student, and they were better in theory than in practice.

If well conceived and with strong coordination

This is inevitably going to take more time and work than a traditional class. Will we be paid more to teach them?

A scheduling nightmare

OK. Will UNI support such expensive course instruction, while at the same time making every other class larger?

Depends on the course and the faculty. Should be an option but not required.

This runs the risk of the course being taught in this presents potentially poor instruction, as the instructor does not have sufficient information and maybe pursue presenting pseudoscience

This presents opportunities for collaboration among faculty and rich course material for students.

it depends on specifics... can see this could potentially take away from other courses that already work -- hard to now. Probably not as a requirement. Need more info to know if for or against. Can imagine being good or bad. does not seem worth a ton of effort. other needs (that are currently not met or not met well) are more important. teaching time is a scarce resource.

Do you mean complex in content or complex as a social topic? I am happy to see multiple instructors in a single class, I am just not sure what you mean by complex and would like an operational definition.

What's a complex issue? Who decides this?

I think this is a great idea that would allow for students to get lots of information from different professors (instead of only taking one class with one professor and then a different class with a different professor). However, those professors would have to work together and understand that they are now getting 1.5 hours (rather than 3 hours) to teach a class and to make sure that they are not overloading students with double work from double the faculty.

Interprofessional practice (occurs when 2 or more students from various disciplines learn about, from, and with each other to solve complex problems and further outcomes in any field) is a necessity. Seeing a group of faculty working closely together on the same complex issue demonstrates how complex our problems are in the world.

Teaching/addressing complex issues would be fantastic and would provide a more meaningful collaborative experience. It sets them up nicely for teamwork in the future.

My only issue on this comes from the perspective of determining the workload (and compensation) for the faculty teaching it.

Would all the profs be in the class for the entire semester or would they rotate in and out? We used to do some Capstones with multidisciplinary instructors there the whole semester, with one prof getting full credit for the class and the other getting partial credit for the class, and then the partial credit prof funding was pulled, but they were told they could still help teach but with no credit. Great idea if the funding is there.

Applicable to practical skills useful to graduates?

Doesn't seem like an efficient way to deploy resources.

Great idea. In my opinion gen ed classes could be mostly replaced with interdisciplinary classes. Most classes are an application of science, math, and literary skills. To teach a class that is only math with no application is like having a bare skeleton. Without the practicing of application, the bare math/science/English/etc. classes can become hard to comprehend or keep the attention for many students.

I would be very excited to team-teach a course.

Drain on faculty resources that are scarce.

Have developed and proposed such courses in the past.

also difficult to think about in terms of faculty time/compensation

See Interdisciplinary Certificate above. My own good liberal arts college education was filled with such courses. As a young student, I thrilled at the model of debate, disagreement, and collaboration from my multi-disciplinary professors. At the grad level at UNI I have seen this work amazingly well one year for a team that worked together conscientiously, and then totally bomb the next year when a different team had a senior prof who just dialed in his part with no coordination nor joint presence with his junior colleague. I am not sure what incentive structure would have to be in place for this to be a sustainable model. I have taught this way at UNI a couple of times, but it was totally out of hand, and I would discourage junior colleagues from getting taken advantage of in the name of a high blown principle.

Our Humanities sequence is one example of this type of course - each discipline helping to illuminate other other disciplines -- History, Religion, Philosophy and Literature. This sequence has functioned also as a kind of common set of classes, giving our students a common historical background useful in taking other courses.

Good idea. But give students the opportunity to choose disciplines. Having so many credit hours in a specific

categories, may not always be the best choice.

We don't have a good system for deciding who gets credit. Also, undergraduate students struggle with interdisciplinary/multidisciplinary work (they don't even understand what disciplines are so mixing perspectives is beyond most of them)

I don't see the infrastructure in place to support this. I've team taught courses, and they are double the work. Add the difficulty of speaking across disciplines, and this is another "great in theory; a timesink in practice" suggestion.

Res Rourke Resource intensive

Good luck finding avenues (faculty load calculation, territorial claims, etc.) for this type of cooperation!

Same problem with interdisciplinary studies. Everyone loves this, until they have to do it, and then it sucks.

Definitely important!

This would be an extremely costly proposition, and since our resources are limited, I would not recommend this approach.

Team teaching presents difficulties

too complex to arrange

I like the concept, but it all rides on execution. I would be adamantly opposed to this in first year, for example, before students are exposed to some basic disciplinary tools / modes of learning. Interdisciplinary work before students know what disciplines are is, well, undisciplined. It's meaningless. Interdisciplinary work is only possible after students' minds have been disciplined to think in particular ways.

How is this different from Interdisciplinary Certificate?

I like this especially IF it is the format of the First Year/Transfer course. I am skeptical about its feasibility beyond a First Year/Transfer course, even though I like the idea in theory. I envision courses addressing a shared question or theme, like race, racism, or white supremacy. My research, teaching, and service is conducive to this format, because it is transdisciplinary, but I have run into LOTS of problems when trying to convince other Departments to cross list my courses, especially when the most relevant departments and programs are in a separate college. I have even been told by another Department chair that NO ONE is qualified to teach in their area if their PhD is not in that EXACT area. (Mine is from an interdisciplinary department.) I am dubious about the willingness of Departments and programs to "play nice" and fear that such courses will be entirely based on favorable personal relationships among faculty (which are RARELY equitable in nature; e.g. "boys clubs") rather than content, skills, or what plays to the strengths of faculty and students.

Team teaching is not consistent, often disruptive, and linking the content is not always possible. Big old can of worms here.

Difficult to implement. Hopefully, enough dedicated faculty with desire to do it and offer a number of these classes each semester so every UNI student gets the opportunity to take 1 or 2 during their career.

The devil is in the details. Could be great. Could also be a nightmare. I think it would be nice if there was room for such courses. But I am not sure I would mandate it.

team taught classes can be very difficult to pull off

Students really need this, but again, I think we already have this in place with capstone.

Lets do this without restructuring the university :).

I think this has potential. Look at issues from both sides. There is a big push for STEM. However, STEM graduates do not run STEM companies, business people do. It would be good to get a perspective from both sides. Another example would be looking at various economic compared to utopian ideas (e.g. "free college for everyone,")

Quality a challenge. Faculty load credit is also an issue, just doubling a class size so two faculty can team teach would be a failure.

Only if the administrative, faculty load and pay issues are fixed at UNI

Very resource heavy!

Climate change comes to mind immediately!

Sure, a perfect example would be a seminar on human response to climate change... learning about the situation we are in, what is what, who is saying what, who is doing what, ... it will take several of us to teach a course like that.

Again, resources. UNI has never been particularly successful at team teaching, because it is disadvantageous to departments because of how we count numbers. Good team teaching is a lot of work, but imagine what would happen if two faculty from two different departments were teaching one course with 35 students. Lots of department heads wouldn't want that to happen because of the way we think about butts in seats and program viability.

I think in our world, it is so important to talk about the hot topics in my society. This can be a required course to be up-to-date on our current issues.

Not a big fan of team-taught classes; never seen one work well as a student or as a professor

we barely have the faculty to cover our department's required courses

Will offer more opportunities for connections and growth among students and faculty

As long as these team teachers can set aside their disciplinary biases and get along, this approach could reinforce the interdisciplinary nature to which the GenEd aspires.

It depends on the course and how they are structured as to whether or not I would support this.

Team teaching is awesome, but extremely dependent on faculty interest and ability. Bad teams will be disastrous.

This could be really interesting for the faculty as well as the students.

can be challenging to coordinate, but from the student end can be very valuable. from the faculty end, have to figure out the equity of it--these take a lot of work, but you're splitting course load with others? so in the end in terms of prep and time it will be like doing an overload

NEVER

Team taught courses can be very challenging for professors. Personalities, philosophies and interests need to match and there needs to be agreement regarding the style of the course and how it is delivered.

This is very situational. Where do the resources come from considering many departments cannot fully staff their own classes?

Great in theory, but presents difficulties for faculty workload and scheduling

It would be better to go the route of the interdisciplinary certificates. An interdisciplinary class will be shallow.

This could be a strength but I don't think it would be necessary, and could at times to track from the focus in a course.

The logistics of team taught courses are difficult, and I doubt this is sustainable.

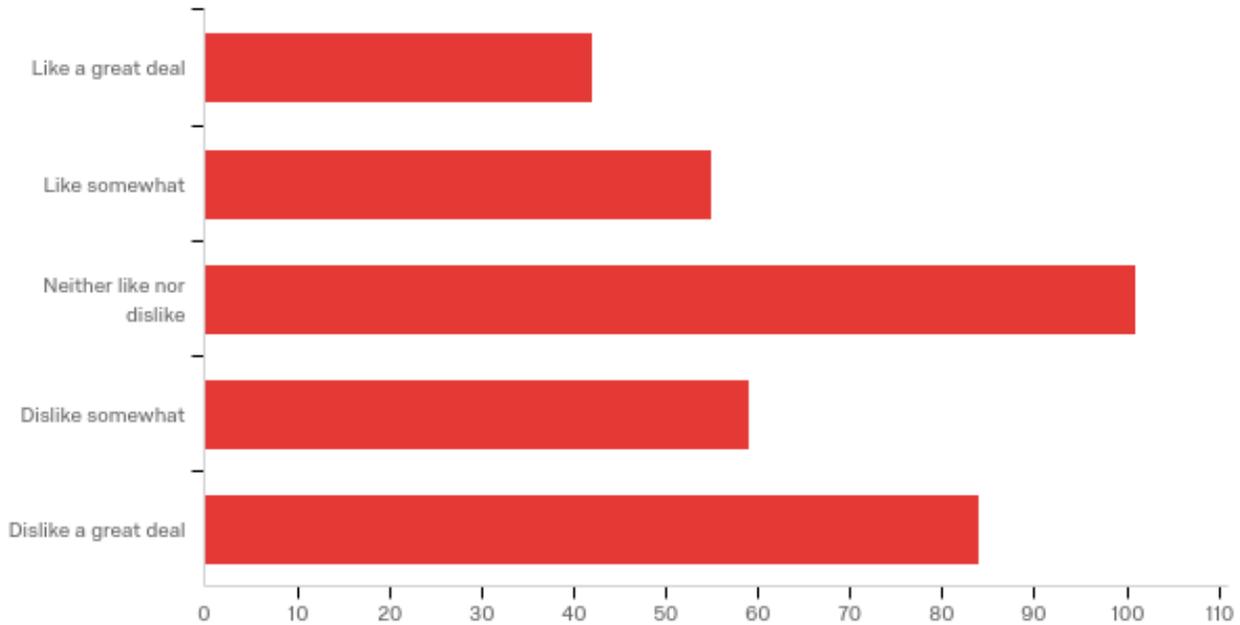
I think the logistics of this would be insane.

This is a very expensive teaching model unless you are going to teach large sections. Until our enrollment increases substantially ... we will not be able to afford this. Also, this particular model has been difficult to implement at other institutions. Success is driven by the commitment of the faculty engaged in the model, both to the students and to the partnership. It is more time intensive because of the importance of coordination.

Although possibly more difficult to account for in load, this type of course would model the collaboration between disciplines that many students will encounter in their work.

Way to costly and complex. We do not have sufficient faculty to do all the things we need to do now.

Q1.13 - Credit/No Credit Courses: One or more courses are not traditionally graded but instead result in narrative feedback and credit/no credit for the student.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Credit/No Credit Courses: One or more courses are not traditionally graded but instead result in narrative feedback and credit/no credit for the student.	1.00	5.00	3.26	1.32	1.73	344

#	Answer	%	Count
1	Like a great deal	12.21%	42
2	Like somewhat	15.99%	55
3	Neither like nor dislike	29.65%	102
4	Dislike somewhat	17.73%	61
5	Dislike a great deal	24.42%	84
	Total	100%	344

Q1.14 - Comments on Credit/No Credit Courses:

Comments on Credit/No Credit Courses:

This is a *terrible* idea. There's no better way to signal that a course is supposed to be unimportant and not to be taken seriously than to make it virtually explicit that students aren't expected to do much work in it.

Would be challenging to keep students motivated. Would rather see a class with no exams.

If we are reducing the Gen Ed credit load by one or two courses, I don't think a no-credit 'out' is very responsible?

This may be easier to achieve for some major curriculums than others.

Not appropriate. Students who are just trying to pass will not participate/attend class often. Bad idea.

Not sure I understand this. Do students get credit hours but no grades. Isn't this an option already? Is it realistic to think students will put much effort in a course with no grades? Are you implying that professors and instructors never provide feedback beyond grades? I hope not.

This may be appropriate for major/minor classes but will sap all motivation from most students in their general education courses. Plus, if you're an employer, wouldn't you want to know if your prospective hire in marketing just barely passed his writing course or if your prospective hire in the Comptroller's Department just barely passed her math course?

I think it would depend on the course.

Unfortunately, I think grading is probably necessary to keep students invested.

There must be some specific criteria for demonstrated learning and mastery of skills

I like getting rid of grades, but if you only get rid of grades for certain classes, students will tend to give those classes less attention.

Could work, but needs to make sense in the context of an overall grading system.

Students already do not take Gen Ed classes seriously; if graded on credit/no credit basis there will be even less motivation for students to put in the level of effort needed to make these courses worthwhile. If graded pass / fail, students will do the minimum to pass the course. This essentially penalizes the good students who do take the time to do an excellent job.

Narrative feedback? An additional grading burden for every course and instructor?

This is a solution to a problem that doesn't exist.

Lack of specificity. Would the 'no-credit' course count toward a degree the same as a 3 credit course? I can see a student opting for the narrative feedback, but would disallow it for 'credit.' In other words, Katie can take one or more courses not traditionally graded but instead result in narrative feedback and no credit for the student" rather than for credit. If they want narrative, they should talk to their teacher.

I remember the fad for pass-fail courses back in the late Sixties and early Seventies. It didn't work out because grades do matter, especially when transcripts are being weighed by potential employers or by graduate- and professional-school admissions officials.

These would be OK for elective courses, not for those that are required for their degree.

Come on... Really?

Students put in substantially less effort and hence learn less when traditional grades are not assigned for a course or a learning activity within a course.

I'm not sure I understand what this is, but will give you an opinion. I would not see this as helpful for ALL courses, but if an service learning, internship or intro to college component is included, for example, the non-graded credit option could make sense. That is different than "Credit/No Credit" which means that if a student earns a C- or better they get credit, but a D+ or lower they don't get credit. If we will continue to double count classes within the major and LAC, then I don't see the non-graded option as a good solution. I think there are situation when it would be appropriate to allow students to have an un-graded option in some situation now. For example, if a student is on the verge of understanding the course, but there is too much at stake for them to risk failing, so they feel compelled to drop the class, rather than work hard to see it through. If the reason they are taking the class is to satisfy LAC, this discourages grit and resilience. But this could be resolved by developing some policy by which this approval could be allowed to count in the core (we have undergraduate student request, but possibly put some structure if there isn't already, behind how many C/NC a student could apply within the degree).

Question how responsive students would be without some positive motivation - just not sure about this.

Don't waste their time

I need to know more about these and how they have been used in other universities.

Dropping grades as an institution is a good idea but would require far more articulation than our faculty could currently muster.

It would depend on the course(s), I think, as to whether I think this is a good idea.

Why?

I hope this would instill a love of learning in our students as opposed to being so grade driven.

Isn't this an option now? I think students should have the option to identify classes (maybe only from certain choices or out of major choices) where they want to use C/NC. A student should be allowed to take a non-essential to major class just for the pleasure of learning without the pressure to preform at a certain level by the end. And a student should also be able to choose to take those classes for credit in order to increase their gpa and make themselves more marketable.

Could see this as a potential in certain kinds of courses (with high impact practices such as ePortfolios, Service Learning, Community-Based Learning, or Internships)

so important for student risk-taking and actually learning.

Grades provide an incentive to do the work. They aren't perfect, but they are better than credit/no credit.

K-12 is going outcomes based learning, sometimes with no grades, just outcomes. Higher ed needs to have some options where students meet outcomes, but grades not assigned. No grade options should be considered throughout all of gen ed.

I don't think students would take this seriously.

When a course does not carry credit, students often lack the motivation to fully engage in it. I think there is something to be said for the ownership and responsibility a credit baring course allows for.

I think the students who are going to fail are going to fail in either type. So the question is if students will do more or less work depending upon whether or not a grade is at stake. I think the answer is more. But I'm open to this possibility. Student's clinging to the rubric in order to ensure they get an A probably isn't great preparation for anything after that particular assignment.

concerned about rigor

What is the objective for this?

This sounds nice, but seems like a recipe for students to do the bare minimum.

Nope. Nothing communicates to students that "this course doesn't matter much" than a credit/no credit structure.

What is the rationale? I know some schools do this, but I need to know more before I can form an opinion

My experience is the students do very little in these classes.

Student may take this as a signal that General Education is of secondary importance.

But do these classes count for the gen ed sequence? Do you have the option to take any course as credit/no credit? There is already a number of courses on campus that are credit/no credit but do not require a narrative feedback, would this now be a requirement for all credit/no credit classes to give the narrative feedback? What level would the credit be equivalent to if the class is also graded? If you get no credit in the course does it still show up that you took the course? I am not sure I can give an answer as I don't know how you want these classes counted as or how they work in the system.

Do these courses still count as part of their total credit requirement? How many courses could be taken for credit/no-credit? Would students be able to choose which courses are credit/no-credit? Would some courses be offered as only credit/no credit and not have a graded option? Can any course be offered as credit/no credit? Is this basically the same as pass/fail option or does the "narrative feedback" differentiate this from pass/fail? Would this affect the way in which graduate and professional programs view our student transcripts? If you get no credit, does it show up on your transcript? I'm not sure I know enough about this option to form an educated opinion.

Credit/no-credit provides students little incentive to invest in the class. Students will allocate their effort and time to classes that reward their effort/time. My concern is that there will be a lack of student learning in courses that students take credit/no-credit and it will be wasted resources/time.

This would very much depend on the course

Not for Gen Ed

Would need more information about this model

Would these be in traditional areas, or could they be topics that are practical / life skills, like personal finance, planning a garden, etc?

Our students are grade driven. They crave opportunities to get As and Bs. I like this as way of altering that mindset. However, would they be required? If they are not required, students won't take part. If they are, then this too is a great idea.

Worthless. We need to get students out of school on time. Adding non credit courses lengthens their schooling and may increase their debt load.

If done, this should not be an choice made by the student -- every student in the course is assessed in this manner.

Students tend to do the minimum to get by on a credit/no credit course and thus impact the learning environment of others in the class that want to gain a fuller experience.

It all depends on the content I suppose.

I don't understand why this would be done or the effects of doing this.

I have not seen credit/no credit options be successfully marketed as important to students.

I like the idea but will that make these course more difficult to teach as students may not see them as important. The no credit bar would need to be higher.

This takes pressure off the instructor and off the student. But sometimes pressure on the student is necessary to draw forth effort.

I think this is ok if they don't have to pay for these courses. If they have to pay then having a no credit course isn't a good thing.

Again, the devil is in the details. Right now I believe this is at the discretion of the student. But I could see experience-based courses thriving when not having to artificially come up with some grading rubric.

What a horrible idea. If you want to devalue general education, make it pass/fail. Students will not take it seriously, seeking to just get by.

This is a registrar's issue not a curricular issue. Students should be allowed to take courses as pass or fail.

Students should have to work for it. The degree of effort they put into it should reflect in a grade. Promotes half-assed laziness.

I love this model; how do we justify it to the students? This is what self-motivated learning looks like. Can our first-year class explore why grades reinforce external validation and harm the will to learn? (Joke.)

Grades tell an important story about the quality of the student's work. If this is a serious requirement for graduation, do not devalue it taking the grade away.

I think I would need more info on this to have a solid opinion.

Lose this idea. You can't cut the number of credit hours and let students take any courses pass/fail. That really weakens the LAC (OK, GenEd program).

The danger is that some students may not take them seriously and may bluff their way through. The courses that would qualify for this option should be chosen very carefully.

Let's continue to hold students accountable for their work and accomplishments.

Without a grade, students will normally put no effort into a course.

Students today (primarily those known as Gen Z) are very pragmatic and focused on their return on investment from their degree. It will be difficult from a student success perspective to explain to a student why they are required to take a course for no credit and what the "value added" is to their degree and experience.

I see no point in this, and the survey doesn't provide any pedagogical justification for it.

This will not help enrollment issues - even if we like the idea. Students want to know that every move they make is adding to their degree.

I need to see the criteria of how courses can be used as credit/no credit courses.

I'm not in favor of the current war on traditional A-F grades. It's college; not preschool. If you don't know the material by the end of the semester you aren't "progressing" ... you have not passed.

This was a best practice a million years ago when I did my undergraduate degree work. As a student, I loved it; but I feel that this will work best in courses populated by 20 or fewer or students, and that may be an issue given the current funding challenges we face.

I like this because it would work with my current pedagogy and teaching style (specifications grading), but I think students would need careful transitioning and communication to understand how/why this form of grading works. AND, fellow faculty would need training to understand (a) how these courses can still be rigorous and valuable and (b) how to evaluate junior faculty teaching these courses. I am worried about unfair faculty peer evaluations because the faculty immediately responsible for evaluating me as a probationary faculty member are of the mind that a traditional bell curve is the best way to assess course rigor (E.g. did some students fail? get Cs? If so, then class was appropriately rigorous). They have a hard time understand such grading practices as equally rigorous.

Currently the attitude about doing well in GE courses is pretty low, this will lower it even more. The definition of a "blow-off" course.

I do not like the idea of teaching a class that is not offered for a credit, I am sure the students and their parents will not like the idea of investing a semesters worth of time and effort, and not receive anything to show for it.

I think the feedback should be based on comparison to some accepted standard or using a rubric, not just narrative, to be most meaningful and actionable, and to clearly communicate overall performance.

Why would students pay for them. Is this for community members or non degree seekers?

Will there be tuition associated with these classes? ARE these courses or extracurricular activities.

In my experience, if I don't get the right price-point on an assignment (the amount of points students think makes it worth their while), they blow it off. This will happen on a massive scale with a credit/no credit gen ed course.

I like the idea of it, but I think that a lot of students would look at it as a fluff course.

Instead of credit/no credit, I think it should be feedback and revision based. The instructor gives a tentative grade, but the student has a chance to redeem themselves and the final product is graded based on their ability to see through those changes.

I have never been a fan of credit/no credit courses. Sorry, I am old school.

Not for LAC, just as not for major's courses. Would undermine the quality of the LAC, and with it the student learning.

As a philosophical matter, I think grades are a cancer, and I would be happy to get rid of them.

Common grading standards are already way too hard to align. Students complain that the same courses, taught by different faculty, are way different in terms of difficulty and grading, and we can't figure out how to fix that. Students are really focused on grades. Why would they think this is a good idea?

Would students be charged? I think that the narrative feedback can be incorporated into classes.

little effort is put forth in these type classes

Life experiences can often be "pass or fail". This could be a good tool for building lifelong learning skills and personal discipline without major penalties for the student(s) who might not pass.

I can't think of a reason why we would want to do this. Narrative feedback is great for students, but we can provide that in any course that is graded.

Like this approach and believe we should focus less on grades and more on learning whenever possible.

I am not a fan of credit/no credit courses.

It would depend on the course.

they're fine for some things

Again, this could be a particularly useful tool for writing instructors who want to work with students to help them develop rather than score them against a standard rubric or other set of measurements. I wonder how students would react, though. This would really push them beyond their standard comfort zone, which would take some education for them.

students really hate these--they feel like they are a waste of time and money if they are not 'getting' credit....

This thought is clearly insane. To think that a professor can motivate all students without a grade is silly. The data proves it. Most recent data even demonstrates that the ONLY way to get students to read is to have constant small graded quizzes.

Pass/Fail for credit could also be a possibility. Particularly in creative-based classes. Students have to have the opportunity to risk and to fail to ultimately discover, create, and innovate.

Our major requires a certain GPA to be accepted plus if students want to go onto graduate school, no credit courses don't allow them to boost their GPA, if low.

Why? What is the purpose?

Once again, this goes back to my issues for transfer students. This is not a "transfer friendly" idea - taking courses for no credit would not assist the progress towards graduation. With students and parents alike being more and more cost conscious about higher education, I believe we should be exploring ways to shorten our programs instead of lengthening them with non-credit courses.

If you think students do not take Gen Ed classes seriously now, just wait until they find out that there won't even be grades in some of the classes. I recommend that the committee cut back on the number of hallucinogens it is taking.

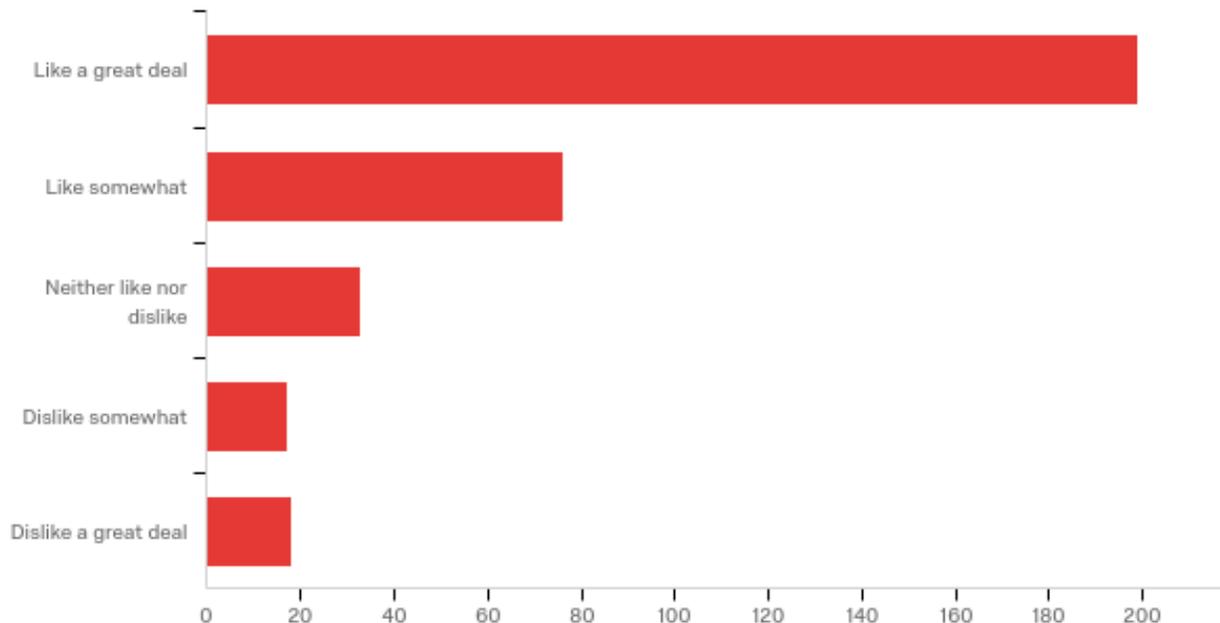
Yes, when appropriate.

What principles would be used to determine if a course is credit/no credit? I think the UNI student population benefits motivationally from the grade standard.

I find that students don't work very hard on a credit no-credit course.

Further detail needed. Cost to the student? Impact on GPA?

Q1.15 - Major Courses: One or more courses completed in the major can be used to satisfy GenEd learning outcomes requirements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Major Courses: One or more courses completed in the major can be used to satisfy GenEd learning outcomes requirements.	1.00	5.00	1.77	1.14	1.29	346

#	Answer	%	Count
1	Like a great deal	58.09%	201
2	Like somewhat	21.97%	76
3	Neither like nor dislike	9.83%	34
4	Dislike somewhat	4.91%	17
5	Dislike a great deal	5.20%	18
	Total	100%	346

Q1.16 - Comments on Major Courses:

Comments on Major Courses:

This is a very good idea. Some introductory courses that satisfy a given major can be valuable and accessible to students with other or undecided majors.

Best idea yet.

I would like this if we get students to understand that Gen Ed is about getting adult understanding of and engagement with adult ideas they were taught in childhood. That is the reason for Gen Ed: in key ways it covers concepts and subject matter from childhood (like science, art, history, etc.) but now shows the students the more subtle aspects of these adult ideas. And if the major is for helping them with one portion of adult society - economics - we should have them demonstrate that they understand the place of this part of their lives in the larger contexts of adult thinking and being.

Would need to know more about the criteria acceptable to satisfy GenEd learning outcomes requirements per course.

The General Education Program should be a way for students to get excited about possible majors.

This would be so helpful, especially in EI Ed which is an intensive program without a lot of wiggle room! This could be a selling point.

Why not? Particularly if those courses teach content or skills that is at a higher level than the general requirements.

I think this is especially important especially for those teaching majors who are picking up additional endorsements.

The LAC will already be significantly shorter without reducing it even more. Unfortunately, the majors most likely to want this option would most probably be in CBA and COE

Yes, as long as it is only one or two courses. There should be a shared experience.

Depends upon the course and program. Would have to have a lot of departmental cooperation.

This defeats one purpose of general education, which is to ensure a broad education (as embodied by the mission statement's clause "common experience for all students"). This will erode the quality and breadth of students education at UNI. I will be very disappointed if this approach is taken.

Gen Ed courses are supposed to be outside of the major to broaden the students scope of experience and knowledge. Students meet students from other disciplines in these courses. Knowing people from other disciplines broadens a students friend pool which is helpful for mental health.

Perhaps, but GenEd folks need to be really clear on their requirements, hard in their judgements, and student would need to be clear on that if they did not fulfill the requirement, they must then take a course that teaches those skills. Also, said skills 'collect' would not count for a 3 credit course. Perhaps they collect a series of markers along they way (6 experience across four years for 'reflective' learning [intra personal] would = 1 university credit or fulfill a gen ed req.). Coordination would be a huge pain for teachers and administrators. But we are trying to do this now with watered down writing courses (rather than have everyone take college writing and research). I find a large percentage of my students lacking writing skills they should bring to junior/senior level work to the degree that I wonder if their 'writing' teachers are actually reading and grading their work as carefully as my writing teachers did.

This is just sensible.

If the course in the major achieves substantially the same objectives as the gen ed course, perhaps.

Students need fewer barriers to graduation. Being able to use one or two required courses to sub for GenEd would be very helpful. Opens the options for more electives.

No. Should we really give up on well rounded liberal arts education? This is antithetical to the UNI mission statement.

Student take courses that are part of their major more seriously and in general put more effort in to them. Thus major courses are an effective venue for students to attain the Gen Ed learning outcomes.

My thoughts depend on the length of the majors as well as the length of the core. Since the student is in a concentration of classes (major) that I would hope could cover at least one of the new learning areas, I think this makes sense. Of course, if a major has a compelling reason that the student should not be able to "double count", then that should be weighed. I do not think a student should be waived from multiple areas of the LAC with courses taught from within their major faculty. I strongly believe in educating these leaders to think, solve problems and make connections in very broad ways. Allowing a student to focus all their choices on very similar approaches within a bachelor's degree does a dis-service to the student and society. That is not the way life presents itself to our graduates. Many of our majors are entirely too long, so I think there should be a cap on the length of major (figure out how to cover multiple learning outcomes in a single course). These are undergraduate degrees, not master's or advanced degrees.

This is how I was able to graduate with my BA in exactly four years. For example, my entry level business courses also counted towards my college's liberal arts core.

Depends on the course

Good idea.

I would like it if it were limited to just one and do not endorse the "or more"

Much more practical

We currently do this, and it should definitely continue.

It seems unfair that some majors included LAC courses and others don't. I'd like to see an "Intro to ..." for every major, with the option of one or more of them counting as LAC credit.

This allows students to be efficient in their coursework with meeting requirements. This practice also enables students who are exploratory or considering changing their major, to test a class to understand their impact and connection. For academic departments - especially those with "found" majors (majors not realized until student comes to campus) - this is very important in exposing and connecting students to their discipline and subjects.

This makes sense for efficiency. If I am a math major then my math major course should count for my gen ed too. Same for any major, really.

We already have a system like this, and it works.

This only makes sense. Why duplicate. This will also help students toward graduation and maybe allow for more electives or a minor.

This is huge. Giving student flexibility.

This practice would be most powerful if it served as a integrative channel for gen ed and the majors, wherein the major curricula are depending upon preparation that is delivered through gen ed. This would only work if faculty in each major paid attention to, and bought in to, the mission of gen ed.

A couple is fine, but this shouldn't combine with the certificate to just make gen ed a subset of each major.

for instance, the science requirement should not be duplicated by science majors

We are ALREADY shortening it a lot? Maybe a little of this is ok, but I wouldn't want to see this become a way to make general ed be a subset of a major.

The point of GenEd is getting students out of their major.

There should be limits to this, but yes I support having a couple of courses double count for gen ed and the major, depending on the major.

There are certainly many courses embedded in majors that could satisfy one or more of the learning outcomes. This should definitely be implemented.

If the class fulfills one of the gen ed requirements why does matter if it is in your major. Keeping in mind that students might take a gen ed and switch majors because of that gen ed class.

Any course that meets the gen ed outcomes/requirements, whether in their major or not, should be used to satisfy the gen ed requirements.

"One or more" is vague. That said, I am definitely in favor of having classes cross-listed as a requirement for a major and as part of the GenEd. It would aid in recruiting students to majors if the GenEd course that they took (which may have sparked their interest in the major) also actually counted towards their major.

Any time we can save students time or money in their studies, that is a great idea.

This is great for students who want to take as many courses as possible within their major, but does not necessarily allow for exposure to other disciplines or perspectives within their experience

ABSOLUTELY!!! This is a necessity for our exploring students. For students exploring, this can help them incredibly by not getting them off track to graduate on time and it helps them see a variety of areas for study and career. All major introductory courses should count towards the GenEd. Classes like Intro to Social Work should count towards GenEd and should be introduced to a student much sooner in their educational career (freshman year, sophomore year, etc.). This is an absolute must. PLEASE make one or more courses completed in the major to be used to satisfy GenEd learning outcomes. This is only a positive.

For majors with many credit hours with courses that in all reasonableness satisfy the requirement, why not?

One class is fine, but more than that and then there really isn't "general education" anymore -- it's specific training for a field.

Quite valuable

Familiar and practical, but then "covering content" may take priority over achieving learning goals. (It shouldn't be either-or ...)

Great idea.

All programs should have a "capstone" experience that is required. This could range from a senior/professional seminar to undergraduate research. If is it part of the Gen Ed requirements that will elevate the importance we place not only students starting at UNI but the graduates we are sending out.

Takes away from the idea of developmental learning and common experiences. Doesn't well with other elements suggested above.

I don't see the downside. We do this already, right?

Yes, but also allow for substitutions.

Humanities are valuable and important no matter how much students may complain about it. It makes us more knowledgeable and well rounded. It helps us move beyond the insulated nature most Iowa kids have experienced exclusively.

I was so sure I knew what I loved at 18, and I was so wrong. The benefit of going to a public university is in experiencing a range of epistemologies, which helps students imagine meaningful citizenship. Students say they want less GenEd, but often what they mean is that our GenEd offerings are mediocre; this option seems like it would put additional pressure on effective teachers within departments, without providing additional resources.

Amen! This will help SO many!

I don't see why not.

Pretty sure this happens already.

There is a reason we have a general education core--it's to help create students who have a broad area of knowledge beyond their area of expertise. If you're going to reduce this, we're just a vocational school or, worse, a

diploma mill.

Yes. Streamlines degree programs if LAC courses count.

We need to find ways for our students to complete the program more efficiently than now. This should help.

The whole point of General Education is to take courses in fields outside of the major. Including a few classes in the major is not a problem, however.

The "or more" part is what concerns me. Gen ed should be about expansion rather than simply applying to the major.

Although it should be limited to 1 or 2 because the reason for having a Gen Ed program is to broaden each student's educational experiences.

This would be fine. We do this now, so it wouldn't change anything.

Definitely it should be considered. For example, students need to take technical writing course and it should be considered as a part of Gen. Ed.

students love to "double dip." Makes sense for them, and gives more flexibility when students change majors.

YES. This is especially helpful for "found" majors, which often need students to take at least one class in the major before they (a) learn it exists and (b) realize it is meaningful to them and their preferred career pathway.

Can apply to so many majors, and would be a good thing.

An LAC or general education class that satisfies a certain category (one of the 12 outcomes) should be designed in such a way that no class for a major or no group of classes for a major replaces that gen ed class, with very few exceptions, if any at all.

As long as the course is open to all majors and serves specified learning outcomes, I think this is practical and increases the commitment of all departments to the health and vitality of GenED

Makes sense for some major course to count for a liberal arts degree....

Recruiting tool for majors.

It is quite easy to accomplish this goal. One can add a general education learning outcome to a syllabus and provide artifacts. However, we have enough work in assessing major courses. Don't make us do other assessments for gen. ed. requirements. This will work, but it must be engineered properly.

Only where clear learning outcomes can be established.

There are multiple areas where courses within particular majors already touch the goals established in various majors.

I support the reverse: one more gen ed courses can be used to satisfy a lower-level requirement in the major.

No more than two courses should satisfy major requirements AND the Liberal Arts core requirements.

Worried about this one. If we are already looking to cut the LAC, then this could further cut the diversity of their education. So yes, but a limit on how many courses, perhaps no more than 2.

Can there be a major on campus that doesn't think of at least one GenEd outcome as included in their coursework? Let's give students credit where it is due.

Logistics. Would a student have to file a student request for such things? Yikes, that would be a lot of administrative labor and probably a nightmare for the registrar's office.

I found my best learning in my major courses because it was in my passion field & in the field I chose to go into. it is important to specify and learn more about a specific topic.

as long as students from other majors don't crowd in to take the classes. we have many, many majors and have lost a lot of faculty

I like this idea but think there should be a cap on how many major courses can be used to satisfy GenEd learning outcomes requirements.

Students need to be shown the importance of applying yourself even when it is hard or they are disinterested in the subject or task at hand. We must open our minds to increase our knowledge. It's easy to do the things you like or already know. Much harder to understand your place in the big scheme of life and global existence.

I need to see the GenEd course list before I can develop a useful opinion regarding this.

THIS SHOULD BE A THING, I fell behind because My high school didn't offer college credits so I had to take every LAC it was ridiculous.

I think if we incorporate major courses into the GenEd is a good idea because it might alleviate student concerns about asking "Why do I have to take X GenEd class? It doesn't do anything for me or my major."

Would some college courses taken in high school also count towards students' majors?

that's pretty normal at most universities

It does seem rather strange that bio majors need to take a life science, so this doesn't bother me.

already the case for several majors

Major courses should be separate from GenEd

If this is not true then students will not be able to graduate on time and be forced to take remedial courses mirroring their major for no purpose.

This is already being done in most Colleges (i.e. EdPsych in COE for LAC 5c, Econ in COB for LAC 5B, CHAS science courses, etc)

My question is, how would this look for major changers? Wouldn't it make more sense for the university to cut the general education requirements by three credits and add those credits as university electives?

If this is adopted, limit it to one course.

With the push to have students be able to complete their program in 4 years I think this is a plus. For example, in education, the Development class (2030) counts both as a professional sequence course in the major as well as an LAC requirement.

There should be a balance of double-counting by credit hour or number of courses. This is a slippery slope without clear, agreed upon parameters.

We need to address ways to get students through the degree in a timely manner. This is one way to do this.

As I stated above, a structure where students take some 1000-2000 GenEd courses and then 3000-4000 in their major that also fulfill a GenEd requirement makes a lot of sense. On the other hand, one of the points of a GenEd curriculum is precisely to give students a broad grounding in multiple disciplines and perspectives while the major allows them to go in-depth in one particular area. Therefore, I think there should be limits on how many GenEd classes a student can take within their own major. The whole point of having GenEd is to ensure intellectual breadth outside the major.

I'm curious how this would be handled from a total hours standpoint. If students need 120 to graduate and they "double dip", does it count as double credits for graduation?

Q1.17 - What other elements would you like for structuring GenEd?

What other elements would you like for structuring GenEd?

Let's keep in mind that general education should provide a foundation for students' college studies and their lives. This foundation consists largely in basic skills (careful reading, effective writing, and critical thinking) *AND* broad knowledge about the human and natural worlds. Let's do our best to make UNI the best comprehensive university we can, and not rush to turn UNI into an exclusively vocational educational institution.

Fewer exams. Grade heavier on project work or individual contribution. What better way to identify a student is learning than actually practicing the material? You can't tell if a student has "learned" something by testing. It primarily tells you how well a student can memorize or keep their nerves calm under pressure.

I'm not sure if I will have a chance to write after I hit that arrow below, so I'll mention a few things here if our mission is to get an 'innovative' Gen Ed program, I hope that when speaking about Gen Ed courses, the advisors never use language like "you should get this course out of the way." Instead, I'd advocate that they say "you want to get this course into your system," - that is, into the body of assumptions about education and thought that students bring into college.I've also come to see the Gen Ed portion of college as Adult Education, where the courses have students examine adult ideas and content they were taught in elementary (K to 12). This is especially important with their engagement with words, since they convey their views and understanding with words.Gen Ed isn't so much getting students to think like academics but thinking as adults with enlightened engagement with words and thought.Finally, the term 'general' conjures up images in students of things vague and superficial, not of being universal and structural. So I propose calling this set of courses 'fundamental education,' and then we have the happy short hand: fun ed!..... Either way, I think gen ed or LAC is adult education, and whether the student remains in the academy or returns to "civilian" life, they all have this fundamental transformation of a set of adult ideas and engagement with words that began in childhood.

A common theme I hear in the workplace is that most students graduate college without knowing "how to do life." For example, taxes, retirement planning, debt, loans, benefits, insurance, tools on how to negotiate salary, what to look for other than a job title, etc. While most schools offer these courses, there's not an importance put on students to take these courses. I feel this is a big gap that needs to be filled for a student to succeed post graduation.

Required six credit hours of natural sciences. We are dependent on technology, so our students MUST have an understanding of science. We can't talk about the sixth extinction without a firm understanding of science.

GenEd should cover the outcomes and goals of all the programs at UNI, not just specific programs. The outcome "Engage in a creative process to produce artistic work" is so specific to certain programs.

Keep transfer students, retention, and timely graduation in mind. Also remember that time is scarce. Students have many extracurricular activities, find it increasingly important to have internships, and have more need to work given the state has decided they should be for a higher share of their education. Perhaps consider flexibility and take account of whether courses will be offered frequently and in sufficient numbers for students to make progress toward their goals. Finally thanks to all for your work on this. Its clearly a challenging task.

Mandated meetings with academic and financial advisors so that students get good guidance as they pursue degrees and careers

smaller classes so writing can be assigned. Make sure that students take more than one class in the humanities.

Smaller class sizes so that the gen ed class will seem to matter more for both the student and the instructor. A General Education class does not need to be about a "general"subject. A lot about the "overview" can be learned while intensively studying some thing more specific.

I'm for any ideas that allow a student to individualize their course selections and learning based on their personal goals.

There were no questions about what to protect? The preceding questions seem designed to ascertain what will be most easily given up. I teach in the arts. I'm surprised that aesthetic creativity was left out of the conversation. One of the reasons the arts are powerful learning experiences is that they are fundamentally interdisciplinary. The arts

provide a unique skillset for looking at the world because discerning relationships between components of a problem or forces in an event are core skills. In art and design problems one is compelled to work from multiple perspectives in order to arrive at a cogent response. And for advanced student particularly, problem finding is an important skill gained starting in freshman level classes and working through their four year sequence. One starts with basic formal approaches and builds toward the conceptual basis for those approaches and how they are applied to a response to a problem. Eventually, student develop an understanding as to how their work fits into the broader society and eventually become part of culture. That said, the critique I made above a number of times about lack of specificity is exactly the critique conservatives level at the art's and creative disciplines (and liberal arts in general). We live in difficult political times, and I read this survey as a symptom of worse things to come. It's rare when something gets better by doing less.

Recognize that skills are no good without content on which to practice those skills, and that students can't get content on their own because, sadly, many of them lack the motivation to do so and because, sadly, much of what's out there for content is of questionable quality, which few students have the background to sort out. Do we really want to create yet another generation of people who think that conspiracies are true and that reality TV is real?

Better articulation between the university and community colleges. I would like more courses to transfer in thereby reducing barriers to graduation.

We need philosophy. We need the arts. We need humanities. We need all of these more than ever. Cutting the requirements and ignoring the mission of the University won't make us stronger.

Rather than give another element, this is the ranking of importance I would put on these areas: Student should graduate with exposure and skill sets / competencies in multiple areas. Students should expect high impact learning practices across their experiences. We want each student to succeed, so they should be guided through the requirements in a way that supports this - I expect them to move from more dualistic thinking/perspectives to a more nuanced and complex approach over their time in the bachelor's degree. It benefits our community to help students transition to the university expectations and culture, and develop supports and competencies that will help them persist to their goals. One way to do this can be through a well-designed, multi-perspective first semester experience or course. Students also need exposure to the resources, policies and procedures they use and are held to. This can be incorporated in to the first semester also. I think a strength of our core at UNI is that it is common, but also allows some substitutions from specific disciplines. I would not want to lose this. I would like to see policies that support students completing degree requirements and developing themselves in an achievable way. The grading of courses can be a procedure or tool to facilitate, but I don't see it as an organizing principle. I also wonder if a change in funding structure of the GE would help the strength of it? If GE is it's own entity, and not competing with the resources from specific departments, then I would think we could get closer to some of these goals. To go even further, what if we designate GE faculty (we have GRAD faculty), but selected by how closely their approaches and values match the GE?

No comment.

Nothing comes immediately to mind, but I do want to express concern about Outcome 9. Is "engage in a creative process to produce artistic work" saying that every student will take a studio art class or be in a music ensemble or take graphic design or do creative writing or ...? That seems like quite an undertaking. Also, learning in most of the other learning areas is at least begun in the K-12 schools, mostly high school. However, there are few, if any, high schools that have a creative/artistic endeavor as a graduation requirement. It seems odd that UNI would.

Students need to have a course in which they learn about using instructional technology tools available to faculty at UNI so they are more prepared to work with these technologies as needed. This could certainly be a component of a course for freshman and transfers or it might be very naturally woven into an introductory, interdisciplinary course. A member of the IT Educational Technology and Media Services instructional technology team could serve as a co-instructor for such a course, working closely with the other instructors to plan for the technology integration.

Would like to see diversity and options in courses in each category for students to complete their General Education requirements.

I hope there would be some sort of culminating work to provide students with an opportunity to synthesize their learning, so they can appreciate the contribution of the Gen Ed curriculum to their education.

Whatever system is created, we need to make sure the Registrar's Office can keep track of things. One of the main

advantages of our current LAC is that it is relatively simple to understand. I recommend bringing our current LAC up-to-date instead of trying to create a whole new system.

Get rid of the label "Liberal Arts Core." The word "liberal" does not appeal to 50% of our population, including parents who influence their students' decisions.

I would like to know what my students can do when they finish their freshmen year. I also think a common experience for students across campus is incredibly valuable.

1. A clear explanation of the structure to students and others. 2. Labels that make sense - no more "category 1A". 3. Some flexibility - it may be best for some students to study some related areas (perhaps sustainability or ethics or leadership), but others should be allowed to select course options that work for them. 4. Breadth - students need to be exposed to multiple disciplines 5. Depth - some skills/learning outcomes should be repeated multiple times (you don't learn how to write well from one class)

The requirement of both a life science and a physical science should be retained. Educated students should understand the basic biology of increasingly powerful tools for genetic engineering and the ethical implications. Students also need to be informed about energy, different mechanisms for its generation and their impact on the environment. We are also in the age of information and students need to understand its physical basis and how it can be stored and encrypted.

too many upper level/graduating students cannot write. Hard on teachers to keep including writing when the writing is so poor... and there is zero reward for keeping graded writing assignments.... students do not need more ungraded or lax graded journaling. They need feedback to get better.... Need writing intensive courses and they have to take two (or something like this).

Reduce the requirement of general education credit hours 6-9.

I would like this questionnaire to actually give operational definitions about what you are actually looking for feedback on as I don't understand how the items above are in the curriculum. Even a statement of these would be all required or none of these are requirements of the gen ed but are all options for the students. In general I would like to see a service learning component in the gen ed sequence.

I would like more information on the topics discussed in this survey. I don't think that these questions provided me sufficient information to adequately assess and respond to this survey.

Projects embedded in courses.

I prefer the current structure of categories over sequencing.

I'm going to open up a very large can of worms, but I think it is necessary to share and should be part of the conversation. My question is, are majors necessary? They certainly are for teaching, the pre-professional programs (law, medicine, etc.), and a select few fields. A field of study can be a great thing, but one could work in business with a wide variety of classes taken. A history major could be a great asset to business. A teacher could be an excellent non-profit professional. An athletic trainer could eventually find themselves in family services. I think we need to rethink the major. Majors are definitely important, but a general education degree can be just as beneficial. "There is, perhaps, no college decision that is more thought-provoking, gut wrenching and rest-of-your-life oriented--or disoriented--than the choice of a major." ~ Eric St. John. I think the major decision is defeating a majority of our students. I don't think we eliminate the major path, but we need to do a better job of articulating to students that a major does not define what you do after graduation and perhaps a general education degree needs to be lifted up a little further. A create your own major path could be beneficial to enrollment and our students altogether.

Given that we live in the 21st century and are more reliant on technology than ever, I find it somewhat silly that we only have one natural science requirement. I strongly disagree with this.

Practical skills that are sought after by employers

Keep the program slim! One course per semester, or 25% of the hours required for graduation should be plenty.

I like the direction this is going already with the name change from Liberal Art Core to GenEd. This theme needs to continue to be a success. The majority of students are going to college in the hopes that their education will qualify them for a better job. By reducing the traditional liberal arts requirements and allowing students to take more

classes in their major, or freeing their schedules to more easily get a minor in another field will better prepare them for what employers are looking for. I'm glad that UNI is reviewing this. If UNI becomes known for being able to set its students up for cross discipline education I believe more students and employers will begin to take great interest.

global education

Is gen ed preparing for a return to the days when Iowa State Teachers College gave a 2-year degree that qualified teachers to teach, and then when credentialing required a BA had an add-on Gen Ed? COE seems to be getting pressure from Community Colleges to accept more of their courses that sound like courses in our majors, leaving the AA gen ed coursework for UNI to add. Are other UNI colleges feeling the same pressure? And when a motivated student can do most of the community college curriculum while still a high school student, how is UNI dealing with that?

Allow students to choose tracks. Maybe major courses could be used as substitutions for Gen Ed. Students who are becoming teachers need a lot of support and take many courses. Please allow for courses in the professional sequence to be used in Gen Ed.

I would like to see something that helps students explore different fields/points of view/methods/etc. Many students don't know about many of the disciplines/degrees available to them and the gen ed is a good way to help them move beyond what they think they know as entry-level students.

Mandatory diversity/inclusion class which includes implicit bias and challenges students to think about implicit bias they have grown up with as if it is normal.

Students say they want less GenEd, but often what they mean is that our GenEd offerings are mediocre. Stating the obvious: we need our best teachers creating their best classes on the most crucial of contemporary issues (climate change, fake news, etc.) for an effective GenEd redesign. Flexibility and resources are key to making this happen, not rhetoric. I'm in support of anything that aligns with these beliefs, and I'm willing to be convinced.

I would like "back to the basics" approach with the core classes being the 3 r's - reading, writing, math - and then basic science, history, arts, and health.

Keep it small. Keep it flexible.

Where is knowledge in these outcomes? Are we a technical school? There is nothing in the outcomes about possessing and being able to transmit knowledge. If we reduce everything to skills, we are no different from a technical college. If we don't defend the value of knowledge, who will? How will we be protected as a society from having a bunch of charlatans with good salesmen skills run it? We are already on that slippery slope, butt first, going downhill fast... Enjoy the future!

Current issues/diversity inclusion competency - I know this is included in other classes, but I think with the world being so diverse and with the current polarization of the USA having a class that enables students to see different perspectives and have productive conversations around them would be beneficial for a well rounded education.

A gen ed that focuses on issues, rather than just specialties. For example, we've been at war for nearly twenty years, the global environment is degrading beyond repair, wealth inequality threatens our democracy, and people of shooting up schools. It seems these are some problems our gen ed might forcibly and explicitly address.

The Natural Sciences seem to have been pushed aside in the rush for including art. Where else is art part of a LAC (GenEd program)? I cannot see cutting hours in the program and then adding in art, although music is very important. Is the expansion of the LAC to be even broader, while thinner, a recruitment tool (e.g. "Come to UNI-we have art courses and theater courses and only a very few pesky science courses as part of our new, slimmed down (watered down?) Gen Ed program".)

Need lower number of credit hours for genEd

Keep in mind that certain Gen Ed courses provide important content for Elementary Education majors. Some science courses are much more appropriate for these students than other science courses. For example, Inquiry into Life Science would be more appropriate than Anatomy and Physiology. The Teacher Preparation Program relies on these courses, and needs to be able to require them as GenEd requirements.

A clear and thoughtful articulate with Iowa Community Colleges.

classes should be as small as possible

I like liberal arts cores that combine disciplinary knowledge with particular skills.

Students need scientific literacy in a global economy driven by science and technology.

Given a framework and general categories, let the students have more freedom to choose the courses to satisfy GenEd requirements.

I would prefer to structures to be based in learning outcomes and skill development.

Whatever the structure it has to be simple, flexible, and supportive for all majors. If some majors are not able to make use of their own courses for GE credit, that puts that major at a disadvantage for program completion. What about the large number of students coming in with college credit (which often isn't taken at a college) - do they need a freshmen seminar, or some sort of orientation to higher education? A lot of things are mentioned above, but without more details it is difficult to evaluate these items.

What is wrong with our current framework? What parts of the LAC are not working, what is the range what is working well versus not well? I would need to understand the answers to these questions (from a campus wide perspective) before I would be comfortable making informed decisions regarding moving to a new system.

I hate to see scientific inquiry relegated to one objective of 12. We live in a quickly changing, technology-driven society. Touchy-feely courses are not going to prepare our students for the job market; just a reality.

I would like the writing and oral communication components removed from gen ed and, instead, have courses in the departments designated as writing or oral communication intensive.

Fewer hour requirement would be helpful.

Requirements that bridge disciplines so we do not assume a single department or program has the lock on knowledge in general education we are expecting students to have.

An opportunity to show that a particular course contains elements of a gen ed class. Establish the learning outcomes for the 12 areas and then take application or review of proposed courses that may meet the outcomes. Just because we do not teach in the Gen Ed areas of Humanities or Social Science does not meet we do not contribute to the 12 areas. Take a second look at how gen ed classes are transferred it. In many cases students have a good class from another institution but it will not transfer and they have to take the same class here. Understand that scientific inquiry and quantitative analysis can be applied in many ways -- different disciplines do use these but maybe in an advanced way. Those need to be considered of value to the general education package as well.

The capstone, which is a way of instituting some of the AACU high-impact practices, is a gen ed strength. The capstone I teach is project-based and students do presentations with organizations off-campus. Each project group brings together students from majors all over campus. Students have to engage in meta-reflection on the skills, knowledge, and habits of mind they bring to the project thanks to their major. They have to integrate their learning with others. And they have to step up with oral and written communication skills to create a product that an organization in the community finds professional. Capstones in the major do not have this high impact because they don't force students to integrate knowledge the way that knowledge is integrated in the real world.

Natural Science category that has a lab requirement (separate course for flexibility).

I still think that Capstone is the richest model in our current system, a multidisciplinary course that goes into a subject in depth. I would like to see something like that preserved and required.

Good luck figuring this out!

I think there should be more courses offered about knowing the resources on-campus and in the community but also courses to help students find their purpose and calling. This is essential with GenEd courses because just throwing students into random courses is not helpful but allowing them to see the options and help guide their own interests is so important. There also simply needs to be more knowledge given about certain fields as well.

Mandatory "short courses" (maybe even online?) that outline mental health symptoms/issues of college students; guidelines for seeking help from instructors/professors; mandatory advisory sessions where faculty is required to

meet with each and every student one-on-one within the first three weeks of the semester; "UNI 101 course" to introduce students to all clubs, activities, and departments on campus; recreational music and art studio time designed for non-music-major students to continue to enjoy the arts.

We need to leave space for students to explore and experiment with courses and topics. Students are so focused on filling requirements, getting a degree, getting a piece of paper that they forget to focus on learning. The degree or certificate is meaningless if they have not invested time in learning. So there needs to be a way to reward students exploring across all departments. But, to do that, depts need to have curriculum that allows non major's to enroll.

The University needs to act like it values GenEd, so that students, faculty, and staff will have a more positive attitude about the program. If this is a priority for all of our students, then we need to treat it like a priority.

cater them to the majors people are choosing, if a person likes science have them take various science courses, if they like teaching have them take various teaching courses. Make it available to switch out a LAC course with a persons major course. I missed out on a lot of classes in my undergrad because I had to fit in LAC

There once was a time when a gen ed class HAD to be a required class for a major. There could be NO "special" classes for gen ed. We knew that "special" classes would become a joke if not required for some major. Our fears came true.

I applaud the committee on the General Education outcomes and mission statement.

Shorter, more flexible and less patriarchal, and allow departments to choose which classes are incorporated. Different gen Ed requirements should exist for different degree types (bfa bateaching be ba). Students cannot graduate on time and know this so they don't come to uni.

If it were up to me, Gen Ed would consist of nothing but Math and English. Students who master math and English can learn anything else on their own.

Sometimes I get transfer students who, for example, are completely unfamiliar with using Blackboard. I have also discovered that even my junior level students often do not know how to read feedback that I post in the grade book on Blackboard. I have checked and there are no courses in which this basic set of skills is covered at the University. It seems like an orientation course on navigating the academic university environment could be very helpful. This might include basic strategies for thriving in an academic environment such as technology literacy, time management, quantitative literacy (like reading graphs), and writing.

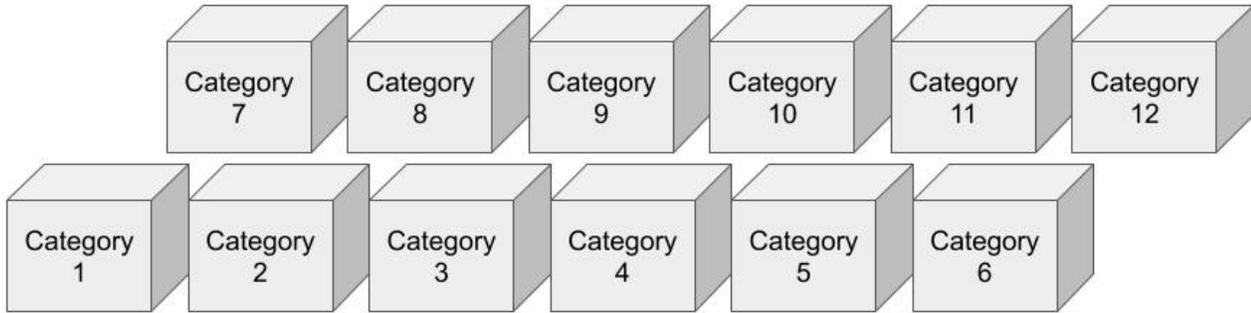
DECREASE the TOTAL HOURS so that students can get into major courses by the sophomore year & all gen ed are done in the beginning.

A capstone project that combines expertise in the major with another discipline.

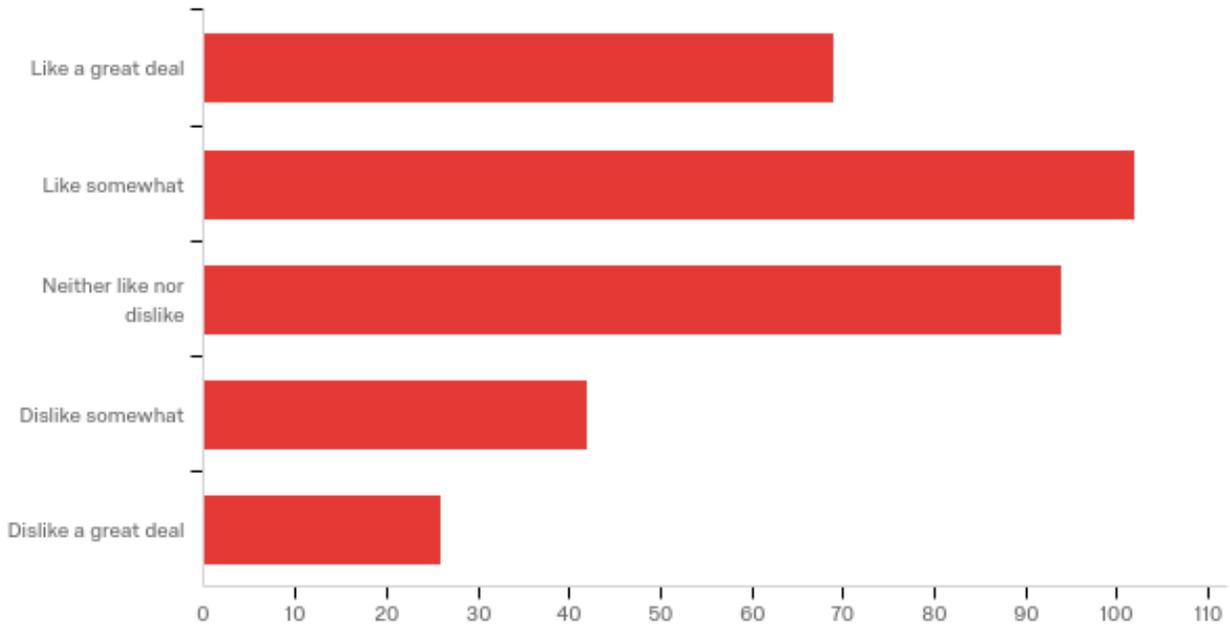
Simple and elegant. Based on the learning outcomes and engaged/HIP learning experiences. This is what all of the research tells us we should provide.

Distribution Model

In a distribution structure, one or more courses populate each category within the general education requirements. Categories are established to address one or more student learning outcomes (SLOs). There are no courses that must be completed as prerequisites for other courses within the structure.



Q2.4 - How much do you like this structure?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you like this structure?	1.00	5.00	2.56	1.18	1.38	333

#	Answer	%	Count
1	Like a great deal	20.72%	69
2	Like somewhat	30.63%	102
3	Neither like nor dislike	28.23%	94
4	Dislike somewhat	12.61%	42
5	Dislike a great deal	7.81%	26
	Total	100%	333

Q2.5 - Comments on the distribution structure:

Comments on the distribution structure:

A disadvantage to this model is that it makes the general education program seem like a "checklist." If this were done, it would be *very* important to thoughtfully allow some courses to satisfy more than one category.

I would like to view this in greater detail. What is a "category"?

I like that these courses are readily available to students. However, there seems to be a lack of building upon what is learned throughout.

Eliminates bottlenecks for students. They should be able to complete coursework in four years.

Allows flexibility for students to move towards graduation and take relevant courses.

I like that the courses wouldn't require any prerequisites but they don't build on one another. This structure would work well for transfer students.

In this structure, there is no link between courses. Each course can be taken and then forgotten immediately after the final exam.

Easy to schedule. Student experience could vary greatly

Dislike lack of specificity. 36 credits rather than 45? Appears like we are moving from 6 categories to 12, while eliminating 10 credits. This sort of what we have now, though with nested courses in fewer categories?

Then there will be no shared educational experience among our students. Furthermore: How will you manage transfers from other institutions?

Provides flexibility to students.

It all comes down to how/who is teaching.

The distribution model's chief problem is the shallow level at which almost all Gen Ed courses end up being taught. Students end up taking courses that are all at the freshman level for their Gen Eds, so little development in their reasoning or communication skills occurs.

The system needs to be transparent to all constituents including students, parents, faculty, administrators, staff and the public. This was not immediately transparent to me and without a "true life" example, it's not easy to see how students will progress through their program.

too varied...

This seems more in line with how things have been structured thus far, but this can lack a kind of coherence that the other two structures offer

This model seems standard but I like more of a sequence like the hybrid model has.

This is what my undergraduate general requirements were like, although there were only three categories: Arts and Humanities, Natural and Mathematical Sciences, Social and Behavior Sciences. There was a lot of choice within those categories. I wouldn't be in favor of a category per learning area, for instance.

I don't really understand it. It would have been helpful to have the "empty" model and one completed for a sample student.

seems like the easiest structure

Gives student the opportunity to either focus or be more broad in their diversity of course choices. This model would be most efficient for students who are transferring to UNI with previously earned credits (or with an AA degree?)

By using this (very popular) approach, I think we miss, perhaps avoid, an opportunity to help students mark their progress toward intellectual development.

It is what we already have, which I support. To state the obvious, the purpose of a general education curriculum is general education. (I do support bringing our current LAC up-to-date as needed.)

No pre-reqs, please. This is gen ed.

FLEXIBILITY!! That is what students want!!!!!!!!!!

This doesn't seem all that different from what we already have.

We can no longer pretend that breadth delivers something comprehensive or coherent.

Why go to the work of revising this to create something so similar to our current LAC? We have data about what students need-- particularly in their first year. Let's use it to increase their retention and set them up for success at UNI rather than just having them pick things off of a big menu.

Why are the boxes arranged that way? I don't understand the figure. It doesn't seem to support the paragraph at all. More explanation is needed. Disassociation of learning outcomes from academic disciplines would be a radical departure from how we have done things in the past --why is this regarded as better? and what are the downsides? I can be convinced but need to hear a lot more.

This feels like the worst of our current model.

It's unlikely that a huge slate of courses all meet the same educational objectives. This just says "let's throw a bunch of courses at the problem."

This would be easy for students to understand (and easy for advising and the registrar's office), but doesn't represent a change from what we do now.

It is easy to understand and familiar.

I put neither like or dislike because ... ummmm ... what? Sorry. (don't understand this)

I agree that the gen ed sequence should all be introductory level courses and should not require other courses as prereqs.

I agree that the gen ed courses should all be taught at the introductory level and should not have prereqs of other gen ed courses.

Prefer there to be one or two capstone courses included.

Students in courses like this may struggle to see how one discipline or course can connect to another.

The structure seems complex because of the 12 blocks. I'm not sure this is the best way to represent the expectations.

Easy to implement, but impossible to guarantee depth.

Good lord, I have absolutely no idea what this is even attempting to communicate ...

This gives students the most freedom to learn what they want to.

Prefer distribution model over progressive model

This is fine but I find the "mile wide inch deep" with no pre-reqs does not show well how the GenEd program has its value to the student than "a bunch of check boxes" That is what we have now and repackaging with new SLO's does not change things except drop the number of check boxes

works well for transfer students

I like this structure, and it seems to be similar to what is currently offered for general education. I like that there is flexibility and no pre-requisite requirements for courses, as it gives students various opportunities to take the courses.

If they are all entry level but within different disciplines, this could work. But once you get beyond entry level, it seems that some areas of learning would require a sequence (e.g., Spanish I before Spanish II, math courses, etc.)

This would be the easiest to construct, but then general ed becomes a free for all - and it loses its integrity.

Like the idea of no pre req. How flexible is it?

I think the ease of this approach makes it appealing

Students need to take some courses such as Western Civ. If they don't, they are really missing out. I had to take a theater class and it made me appreciate theater. I still go see plays whenever I can.

I like that students create their own narrative, synthesizing their experiences in an authentic way. Sure, it's hyperindividual, but it's also very flexible. It also incentivizes good teaching by flattening the field; students vote on topics & teachers with their feet.

too many categories!!!! would be great with just the basics... 7 to 8 at most.

I like this because of the flexibility for students especially when students are coming in with so many credits or have many different interest areas.

Seems scattershot with no real coherence.

I think it would be hard to have an equal number of courses in some of the categories. This feels "buffet" style.

The ONLY way to deliver the program efficiently.

Need more of a description, models from other universities, etc.

I would like to see some articulation through the courses.

Students should have freedom to choose courses for GenEd. requirements.

FLEXIBLE!!!!

I am concerned that 12 categories might be too many. I don't think this model works well if there are not MANY

courses that fit under a category so there is a CHOICE. Getting students think about what courses to take to fulfill a category is good. I think the flexibility in structure (no pre-req) has advantages from a resource/ student on-time completion perspective, as well.

Depends on how the classes are taught, but this model could be weak and unrelatable to a student's major.

Does not build knowledge across courses, assumes discreet learning outcomes and not interdisciplinary synergy.

you need to be able to request that a particular course may meet the goals of this particular outcome -- and not restrict who or what dept can contribute to this area.

This is a structure that demonstrates a failure of faculty will to create the best learning experiences for students. It also shows a failure to communicate and receive by in on those experiences. Universities with strong LAC programs do not have this structure, which students rightly perceive as muddle-headed and which contributes to the "getting gen ed out of the way" as an aside to their learning goals for their undergraduate degree. The structure should show students that their LAC program is essential to their becoming educated persons.

The down side is that it "levels" all the courses, since you can't assume certain basic skills. The up side is that it deals better with transfers, since we won't generally know their skill levels.

Distribution seems to be the most fair way to structure gen ed with regard to faculty and departments. It's pretty much what we have now.

I think that not have prerequisites is important for students who are still trying to figure out what they want to do. If you have prerequisites, students might waste time and money to only discover they do not like the path they are going down. I think that there should be a balance of offering a system like this, mixed with classes that are more intimate. More like the Cornerstone classes offered.

Offers flexibility and variety

Has some merit - but I do think it should include some of the pre-requisites to help students explore and choose academic and career paths.

like the no prerequisite thing

This seems to be what we have now. It's useful in that it makes it easy for students to see what they have and haven't done and forces them to take some classes that might be outside their comfort zone and yet useful to their lives and careers. Not a bad structure, but not anything new.

i like this just fine, but i think we've seen over the years that students hate it. this structure promotes the notion that the gened/lac is just a 'bunch of classes you have to take'

It is simple and allows for academic freedom of the professor.

As long as upper level courses are allowed (not required) this sounds good.

This is easy for students to understand. It also gives students great flexibility as to when they can take the gen ed classes.

I think there should be a loose order in which courses are taken.

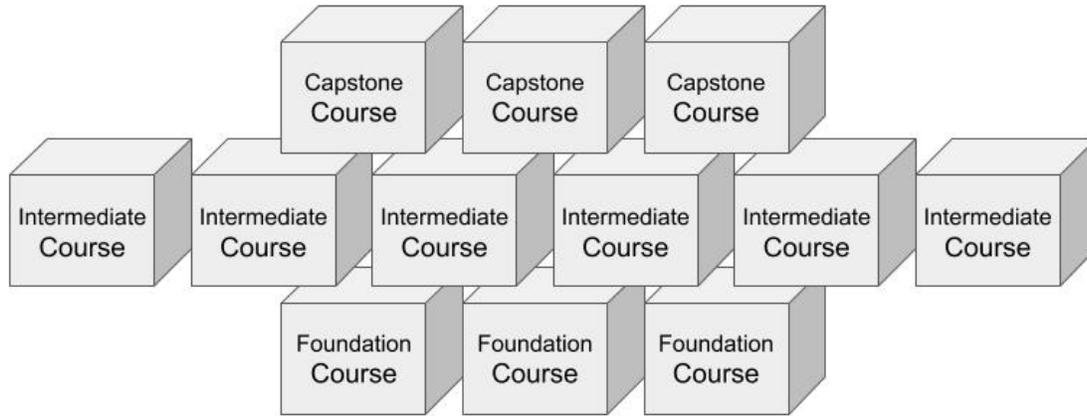
There should also be consideration to a category or two double counting; ie: first year seminar (if a category) with a distribution area. This will add to the feel of accessibility and "do"ability for students; it will also help the experience of the student feel integrated.

This is a common structure that works and could accommodate some of the ideas from the previous page.

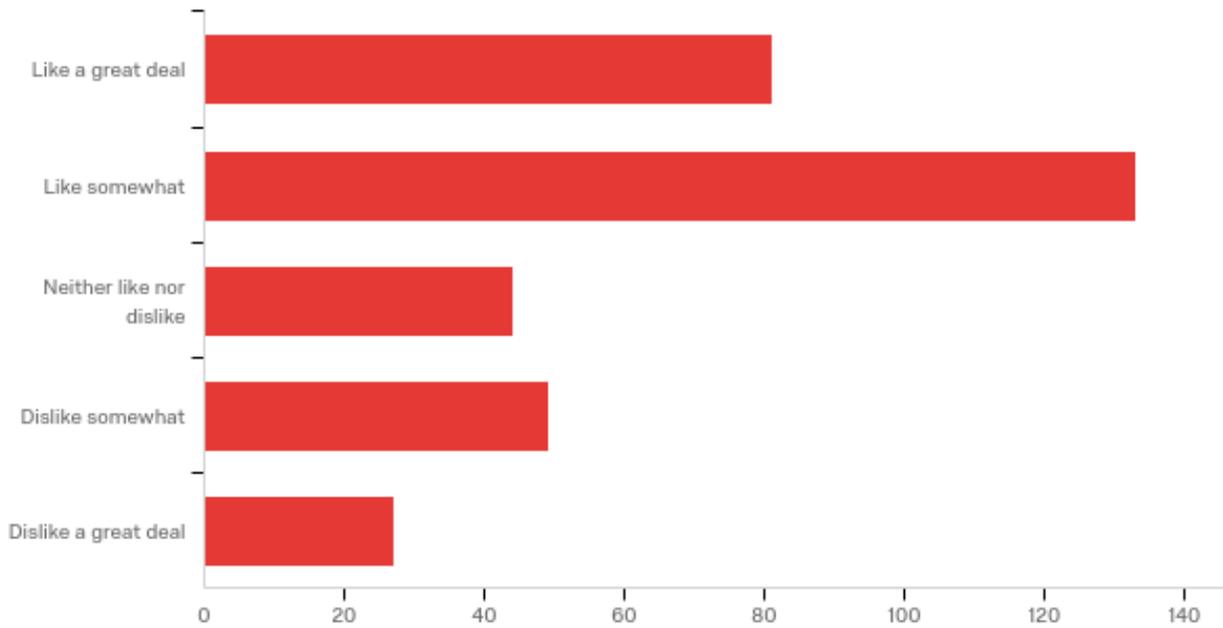
This is what we currently have. There is no bigger purpose to the program.

Progressive Model

In a progressive structure, one or more courses addressing foundational student learning outcomes (SLOs) are taken first. Students then take a larger number of courses across disciplines that address all SLOs. One or more courses are taken at the capstone level to complete the program.



Q2.8 - How much do you like this structure?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you like this structure?	1.00	5.00	2.43	1.23	1.51	334

#	Answer	%	Count
1	Like a great deal	24.25%	81
2	Like somewhat	39.82%	133
3	Neither like nor dislike	13.17%	44
4	Dislike somewhat	14.67%	49
5	Dislike a great deal	8.08%	27
	Total	100%	334

Q2.9 - Comments on the progressive structure:

Comments on the progressive structure:

This could work if done thoughtfully. Even some majors don't have all that many prerequisites, and to some extent general education should be about laying the foundations for college education and life.

This is the current model, correct? I feel the foundation courses would have larger class sizes.

I don't know what the differences are for foundational vs. non-foundational SLOs.

I feel this structure is not as attainable to achieve in a typical 4-year undergraduate program, and may be extensive for what the end goal is.

While this makes pedagogic sense, it would be very difficult to deliver.

Keep it simple. Can students really be expected to do this in four years. Isn't part of the purpose of a liberal arts core to expose students to a variety of topics? Do majors not have a progressive structure which works to meet similar goals.

I do like this model but feel that it would could negatively impact transfer students.

sets a standard and allows for some flexibility and personal choice of students

will hold students up from graduating and restrict classes faculty can create. This would be a disaster.

This is a great approach to build on students' past experiences, but one challenge will be to make sure students have similar initial classes to build upon later.

There's a lot of devil in the details here. Are the foundation courses multidisciplinary? Can enough sections be offered at a range of times? If these courses are scheduled out of multiple departments, how do we manage which departments offer how many?

Dislike Lack of specificity. Not certain why there is such an odd reluctance to actually present what you are thinking about (like what SLOs do you want to remove?) Nine capstone credits for each student? (even though your description says one or more, you diagram shows 3). The misalignment creates distrust. I assume that this is a 36 credit sequence. You will be bum rushed with new capstone courses.

Where will you get the courses? Who will decide into which category a course fits?

Makes the most sense.

This can be a decent structure, but in order to develop navigable pathways for students from foundational to intermediate courses and for the assessment of the learning outcomes to not be an onerous task for faculty the number of GenEd learning outcomes needs to be modest. The large number of recommended GenEd learning outcomes is going to make it extremely difficult to develop a workable structure of courses to meet the learning outcomes.

The system needs to be transparent to all constituents including students, parents, faculty, administrators, staff and the public. This was not immediately transparent to me and without a "true life" example, it's not easy to see how students will progress through their program.

Prerequisites become problematic in terms of student progression.

The coherence of this would likely make the GenEd experience more meaningful for students

This model has too many capstones. Ideally, there is a capstone course in each major so that would make four capstone courses when one LAC capstone and one major capstone are all that are needed..

At a minimum, three courses must be taken in sequence. For majors that are also hierarchical in nature, this creates challenges in scheduling gen ed along with major courses. Students in hierarchical majors don't have as much control over their workload in any particular semester as students in "a la carte" majors. Also, for hierarchical majors, the idea of doing most of the gen ed in the first two years and most of the major in the second two years just does not work.

Interesting

I think if this doesn't cause advising issues, it could work.

Same comment as above.

seems arduous

This structure might slow down students time to graduation if they don't plan well, transfer, or attend part time.

I appreciate the approach of challenging students in their thinking, experience and course progression.

This approach better helps students to understand the purpose of higher education, and helps them gauge their intellectual development.

I think students need to know this is the logic behind any Gen Ed requirements. This one allows for more depth, and perhaps, different instructors presenting different ideas/methods/pedagogies towards common content and goals.

It is too complicated, and it sort of defeats the idea of "general" education. Plus, it may be harder for transfer students to transfer credits to UNI.

Limit capstone or top of the mountain approach. This will make transferability of courses from other universities difficult. 1/3 of students transfer there. We should not build a model that assumes students are at UNI for 4 years. It's not reality.

This seems to more intentionally build to something meaningful.

I don't think it is necessary to cover all the outcomes in a "first wave" of distributed courses. This strikes me as "distribution lite." The list of 12 outcomes should be viewed as an exit requirement, not a checklist. "What does the gen ed program deliver over the course of four years? These twelve outcomes."

In most of our majors, we identify key things that students need to know/do to succeed, and build foundational curriculum and then upper division courses that build on that foundation. We should do that in General Education as well. I like that this model lets both the faculty make some choices for students when they start at UNI, but leaves room for them to take ownership over the later parts.

I don't think I understand this.

Building a common foundation is really helpful when developing my upper level classes. Also, it would be interesting if the capstone classes emphasized the skills from the foundation classes, so we had certain skills that all our graduates were strong in.

I see this impeding students' progress towards graduation when they get out of sequence. In an ideal world, this structure would build on the concepts in the level below, but I just don't see that happening.

This structure present in majors is challenging enough. This will be fairly endemic if present in the general education structure

This is less straightforward than the distribution model and will require careful advising to ensure that students cover the required learning outcomes in a structured and coherent fashion.

IDK. I looked at this a long time.... sure, I like "structure". Is this about having freshman versus middle versus senior courses? if so -- it depends.

I think general education sequences should be the introductory material of that discipline. If we do this type of model I would change my answer about major classes counting for the general education sequence to only allowing them to count for the foundation courses.

I think that all gen ed courses should be taught at the introductory level and there should be no prereqs for any other gen ed course. If you choose this, which courses are at each level? Do faculty have to apply to have their courses as part of the "pool" at each level? However, I do like the idea of a capstone course, which could be in a variety of departments.

Sequencing creates challenges for transfer students and complicates registration/planning.

I teach courses that are sequential and cannot, so this fits some classes, but not all types of classes. However, it would allow for multiple intermediate courses, and I think providing multiple options/paths is a good idea.

This seems like a more straight forward model. This structure makes it easier to see progress through the core.

Conceptually superior, but "foundational SLOs" are likely not the same for all students. Or, despite having the foundational slos, students still may not have the ability to succeed at higher levels. I think it is likely that the actual practice is that the hierarchy flattens to become the distributional model.

Another scheduling nightmare for students and requires offering courses more frequently to avoid holding someone back.

This seems like an advising nightmare.

I like this because it provides choices while still having increasing difficulty (in theory).

It depends on the number of "intermediate" This seems a little heavy on the intermediate but having courses listed that clearly list foundation courses as pre-reqs make it clear that these foundations will be applied. I prefer to see a model that will allow upper-level courses to count in the general ed program. There is no reason not to have an upper-level history course that meets a particular SLO to not count as is the case now. I see this as a great opportunity for students to pursue minors or find a "found major"

I prefer this structure, since it allows for developmental learning.

difficult with transfer students, plus I don't like the capstone course--I think most often those have been throw-away courses.

I like that this structure helps students to develop introductory skills prior to taking more in depth courses.

This does acknowledge that some learning has a sequence.

This model help to build increasingly complex types of knowledge and intellectual skills over time.

May force the structure on student choice

I like the idea of progressive, but this particular model looks difficult. Three capstones? Yikes!

This feels like an old an ineffective model; students resist it, and it imagines some Enlightenment ideal of progressive knowledge is possible. I don't believe we can build this effectively enough to convince Generation Z of its merits.

Students' most challenging classes should be in their major area.

This has potential but it seems to me that system often fails at the capstone level.

I like this because it creates a common foundation from which students can build upon and allows students to use higher level thinking skills as time goes on.

This seems is a great way to reduce courses based on arbitrary guidelines of what is essential or not, and then firing/laying off/reducing faculty who are in non-essential courses. Hard pass.

Won't work, although it sounds wonderful! Ask any capstone instructor.

I like the idea in concept, but I don't think our student body makes this practical. Too many students coming in with 12-20 transfer credit hours. The courses they have are likely to be those foundation courses, which aren't as rigorous as ours, but we have to honor them anyway.

Students need a strong foundation in fundamentals to comprehend complex topics.

My fear is that students will get locked into "tracks" and not stray too far away from their own major, which I think is one of the most important parts of a Gen Ed program.

What about students bringing in credits that may fulfill the higher levels before they fulfill the lower levels? Nice idea, but may be difficult to execute.

Should be some courses that are junior/senior level. Not to be taken until the student has enough credits to be half of a BA or BS. Should be some courses that are definitely taken in freshman year, in first year. Such a Cornerstone or College Writing and Research and Speech and perhaps the Humanities.

I wonder how this might impact a transfer student and/or a student who has taken a number of classes while enrolled in high school. It might be challenging for an advisor to work with this student if they haven't completed the foundational courses.

Progression is key to correcting misconceptions, developing and eventually applying knowledge.

Better, but still do not like it. It is a Liberal Arts program (OK, General Education). The emphasis should be on GENERAL.

Do not perpetuate disciplinary boundaries in the intermediate level, they it is more attractive to me.

As long as courses can come from multiple disciplines or a students home/major dept.

Parsing the details is key here.

I think the foundation courses would need to address formal writing and information literacy. If that were the case, I would be excited about this structure.

This is constraining for Departments/colleges. Courses HAVE to be offered, and yet, there may not be enough faculty. The result is more adjuncts. While adjuncts are valuable, this is not the way the Liberal Arts program should be delivered.

I think this is much better for overall learning.

Broken plan that doesn't work with transfers

This is ok, but it probably depends on what the foundation courses are, and who would teach them.

I think this model allows students to still explore but also does not overwhelm students with an abundance of choices. It also allows students to dive in and get more in depth instead of taking a ton of random courses. I think the capstone course levels are important to help students see their major in the field and also dive more in depth.

Builds on progress and learning - can serve to weed out students that should take a different major - more educational in structure than "free-for-all". Could be too rigid, potentially.

my capstone course was useless to me and I did not gain anything from any of it

The problem for me is how this might impact transfer students, particularly those who transfer in some of the

foundation courses. Will they be able to meet the expected outcomes as students who take the foundation courses at UNI? Will this structure have any impact on academic freedom?

I like the progressive nature of this structure because it allows students to dig deeper into areas we believe are really important. I'm concerned that it could provide too narrow of a focus; however, and that students wouldn't be pushed outside their comfort zone like they are in a distributive structure.

students sometimes dread capstone experiences, but i think ultimately like them...so if they had 3 of these experiences, i think it would be good

Unnecessarily complex. It NEVER works to plan out a curriculum so perfectly that no one that transfers, leaves and comes back, etc. can put the program together.

Capstone as a whole has been an utter failure in terms of consistent rigor and quality. Leave this to departments.

Puts transfer students at a disadvantage.

This may not be in the students' best interest. If they can not fit foundation course in schedule, then they may be delayed in liberal arts. On the other hand, students may transfer in foundation course (i.e. high school dual credit) but may not be prepared for intermediate coursework.

It is common knowledge that most students hate the current capstone courses. Keeping a capstone course sounds like a recipe to reinforce this problem.

This reduces flexibility for students and may cause some of them to have to stay here an extra semester or two. That means more student debt.

May be limiting to student access, in particular with the increase focus on gaining transfer students and the increase in high school grads coming in with 15, 30, etc., dual credit classes.

Anytime there is course sequencing, there is the potential for scheduling problems. Does this work for transfer students?

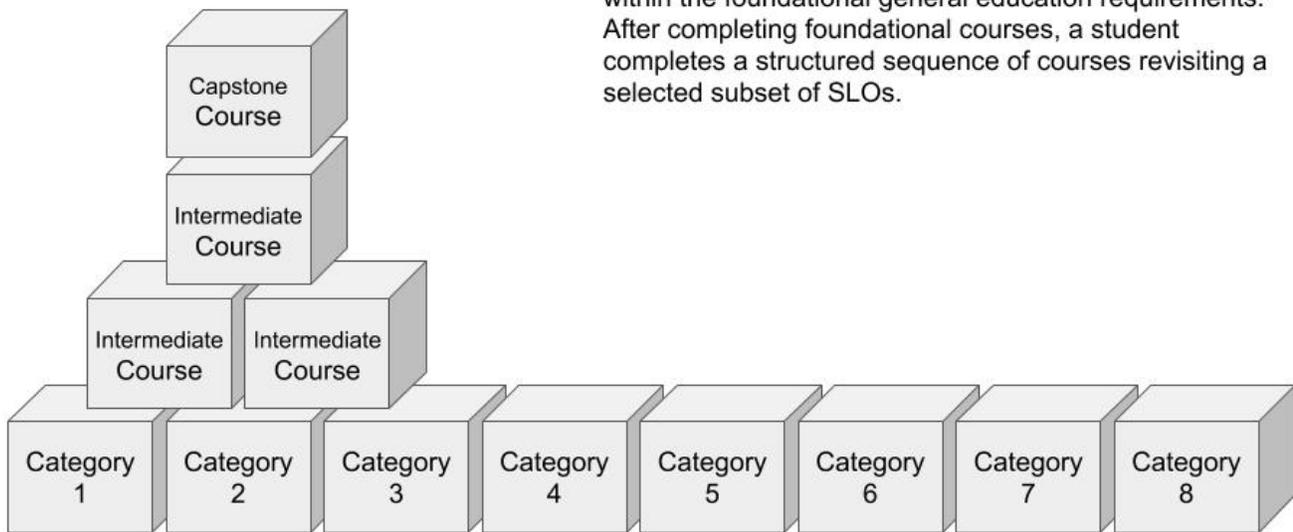
Much more difficult to manage

While the idea is a good one. it is too complex and costly. Students do not like this much structure to their curriculum (not this generation anyway).

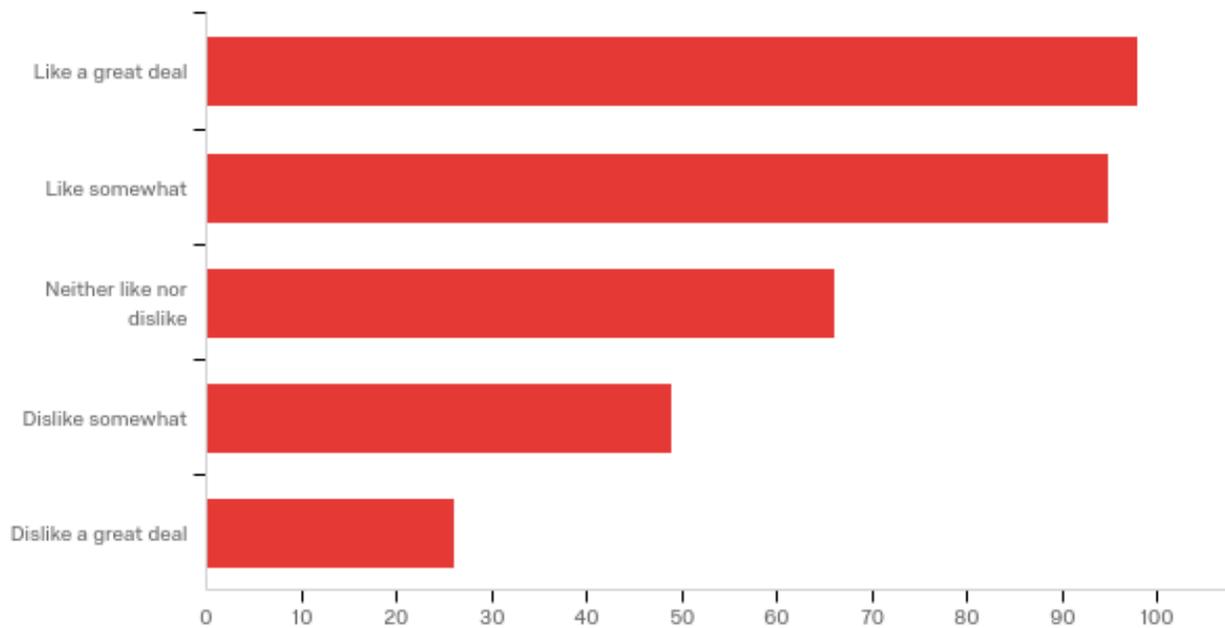
I'm torn between this and the hybrid model. Further information is needed as I would like to see students be required to step outside their comfort zones, but also in a manner that provides a logical progression toward an outcome they desire.

Hybrid Model

A hybrid structure combines elements of the previous two models. One or more courses addressing one or more student learning outcomes (SLOs) populate each category within the foundational general education requirements. After completing foundational courses, a student completes a structured sequence of courses revisiting a selected subset of SLOs.



Q2.12 - How much do you like this structure?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you like this structure?	1.00	5.00	2.43	1.26	1.59	334

#	Answer	%	Count
1	Like a great deal	29.34%	98
2	Like somewhat	28.44%	95
3	Neither like nor dislike	19.76%	66
4	Dislike somewhat	14.67%	49
5	Dislike a great deal	7.78%	26
	Total	100%	334

Q2.13 - Comments on the hybrid structure:

Comments on the hybrid structure:

This could work if done thoughtfully. It has the disadvantages of the "progressive model." Even some majors don't have all that many prerequisites, and to some extent general education should be about laying the foundations for college education and life.

I'm not sure what a student learning outcome is

maybe a 4th image - a diamond shape, with one or two foundational courses (the two semester Cornerstone dealing with College reading and thinking, coupled with college writing and speaking) and then the categories that deal with key adult ideas learned in childhood. the intermediate courses will now get the students to move into a 2nd layer of adult ideas which they could only realize are present after they get an purified understanding of the adult ideas taught in childhood. Could the courses in the Major deal with this aspect of adult ed or gen ed? Then the capstone course, which has a social component to it, no matter the economic area their major prepares them for.

I feel this hybrid model will make things more complicated.

This structure addresses the negative aspect of both the distribution and progressive models. This structure ensures that those things learned are built upon throughout, however is not so extensive that the focus of the end goal remains.

Better than Progressive Model, but it suffers from students not being able to enroll in required courses in sequence. Go with the distribution model!

I feel like in this model you could create culminating experiences that include service learning and undergrad research (more high impact practices).

It makes more sense to me that students should be able to develop or to demonstrate proficiencies in areas where they may excel or that may help them meet their goals. But to what extent is this the purpose of general education courses as opposed to a major, or a major combined with another major, a minor, or a certificate? Also this is a tough question, because it depends on what other elements are included in the general education courses. For

example if students are expected to engage in high learning impact activities, also requiring them to take courses with prerequisites may be redundant and a block towards engaging in those activities.

I think this structure would be a good compromise.

One capstone course would be ok, but other than that this would also be overly complicated.

This is better than the Distribution Model and would probably be best except it should have 1 or 2 foundation courses

This seems both manageable and intellectually sound. I see the possibility of the advanced courses involving a type of certificate.

Lacks specificity. For instance, how will these courses be distributed across 4 years? I have found student experience of capstone to be often poor and occasionally good. Some students resent courses that are discipline specific, highly rigorous courses that don't "... provide opportunities for students to synthesize the diverse realms of thought they have studied and to apply the intellectual proficiencies they have acquired. The emphasis is on cultivating life-long learning through linking theory and academic preparation to practical problem-solving activities in multidisciplinary seminars or community-based learning courses." but rather are difficult for non-majors (I've heard that complaint a number of times from good students who went in assuming a course was a more general course since it is a capstone course). It was a pre-med course of some kind. Some courses are apparently just very easy, and students seem to enjoy those, but whether they get 'capstone' credit is another thing. It's a difficult puzzle.

All you have to do is make sure that the courses farther up the sequence actually are available. What with faculty retirements and the hostility of the administration and their bosses in the Regents toward funding UNI faculty positions, this will leave many students without courses that they need to finish their Gen Ed requirements. You have to live in the real world, not some ideal world. In the real world, UNI's faculty is shrinking and its curriculum is shrinking along with the faculty.

It is logically laid out, provides a little more flexibility to students.

This can be a decent structure, but in order to develop navigable pathways for students from foundational to intermediate courses and for the assessment of the learning outcomes to not be an onerous task for faculty the number of GenEd learning outcomes needs to be modest. The large number of recommended GenEd learning outcomes is going to make it extremely difficult to develop a workable structure of courses to meet the learning outcomes.

The system needs to be transparent to all constituents including students, parents, faculty, administrators, staff and the public. This was not immediately transparent to me and without a "true life" example, it's not easy to see how students will progress through their program.

I like this model because it has foundational classes based on common SLOs, intermediate classes that are more specific, and a capstone class. I believe the capstone idea at UNI should be maintained but significantly enhanced perhaps limiting capstones to community engagement or study abroad as a true capstone experience.

Depends on whether students see how the foundational courses contribute to the major. Fear a GenEd then Major divide

Same comments as for the progressive structure. This works best for majors that aren't very hierarchical, so that students have more control over their course load in a particular semester. This seems to indicate that there might be a four course sequence, which would be even harder to work in for hierarchical majors.

Also interesting and maybe more palatable to students. The details will be the challenge. Would this differ much from completing a minor or a certificate?

This would also be an interesting structure -- I don't really have an opinion either way.

seems like the best of both with one capstone experience. The intermediate courses would allow the interdisciplinary focus

I believe the hybrid structure is the best approach as it calls for very thoughtful planning to address essential learning outcomes, including the revisiting of learning outcomes later in the sequence. I believe this model would result in more meaningful learning and retention regarding learning outcomes.

This can enable us to combine the best of both other models to meet both institutional and student goals. Could enable us to be very creative - yet intentional - in the options we provide for students. In any of these models, we need to keep in mind those students who will be bringing in previously earned credits and, as importantly, those transfer students who will be coming to UNI with an associates degree (articulation agreements with community colleges).

I'm fine with this approach, as long as students are clear as to the expected intellectual developmental framework and are able to locate their progression through it.

The second one, rather than this one, allows for more depth, and perhaps, different instructors presenting different ideas/methods/pedagogies towards common content and goals. This one, the student could take a crappy capstone, and not get it/complete the outcome well.

This is better than the progressive model, but a basic distribution model is still best. Again, the purpose of a general education curriculum is general education.

May be ok, but it looks like a lot of credit hours. Can we keep gen ed under 40?

This seems confusing.

Again, the outcomes wouldn't all have to be hit in the first wave of courses (i.e., in years 1 & 2). Students can progress to higher levels and integrative opportunities along the way to hitting all 12 outcomes.

It seems like the difference between this and the progressive model is that this has no foundation/common experience. I think that element is important. Also, in this model, would a student basically pick one outcome and take several courses in that? This seems like it would get really fragmented.

I don't understand this.

Who gets to decide which skills happen at the higher levels? Are there different capstones for a student interested in writing than in math? If so, this isn't really a general education.

If we truly believe there are foundational skills and concepts (and the learning areas and outcomes do indeed suggest this), then this is the best model for achieving those outcomes. Once those outcomes are established, then the greater variety of courses in addressing more exploratory or analytical outcomes makes sense. This is the one model that best fits the learning areas and outcomes developed in this process.

I'm ok with the concept, but not this specific model. I'm not crazy about a capstone course, for example. The advantage is this could provide both breadth and depth.

The hybrid structure seems to complicate the program without additional significant benefits relative to the distribution model.

I think it is possible to like and also not like depending on how you read the question.

I don't mind a capstone but I am not sure about the intermediate courses. I would have really liked links to examples from other institutions to see what this would look like in action as I am not sure if we currently have these intermediate courses.

Other than a capstone course, I prefer that all gen ed courses be taught at an introductory level so that students can choose to take them at any point in their education.

Prefer to remove the intermediate courses (i.e., just foundational and capstone).

This looks like it limits students' options, and this wouldn't appeal to many students

I think this allows the most exposure to all areas of a liberal arts education

I don't find the generalized capstone course we have now to be all that great for our students. It might be useful if upper level major courses counted.

Having 8 courses areas considered foundational seems excessive.

Allows students to explore a non-major area and develop an emphasis to their learning that may feed into and further develop a particular strength, or talent they have into a skill that could make them more marketable. Eg. Business major with a graphic design emphasis, or Biology with a mental health.

This looks even worse having 4 layers!

Terrible idea. This takes away the freedom of choice as it progresses. As student's learn more they will want to specialize, this does not allow for that. When grouping students of different programs/departments together soon the class becomes irrelevant to the majority of their education or career goals. Nothing decreases a student's desire to learn more than being forced into taking a class that irrelevant.

Given the "swirling" phenomenon that is so common in higher ed, I think this model provides the most flexibility while still accommodating the fact that sequencing might not always be possible.

This seems a little heavy on the base level but is reasonable as a student is trying to fill out a schedule and may not have all the foundations completed. I prefer any model that will allow upper-level courses to count in the general ed program. Allowing upper level (junior level standing) courses to have higher enrollments as students will likely seek courses that they find are interesting. The other benefit to this or the progressive model is to highlight that students in their third year should be seeking courses for students at that level instead of only entry level courses and it is important to their educational experiences.

This allows greater freedom of choice for students, while continuing to focus on developmental learning to a degree.

I don't get it

I like that this model blends the two above models. It gives students flexibility to take courses without pre-requisites, then focus on more structured sequencing later.

This leaves room for a certain amount of trying out different disciplines, while not entirely being a jack of all trades nor only a master of one.

We will probably "settle" on this compromise, since the distribution will be the easiest to implement, but it also makes a little effort toward student "development."

I like the combination. Can students choose what categories to complete?

This approach combines the strengths of the other two. I like it.

This offers a false compromise. Please go all in on the structure you believe in. Half-baked compromise is how we've ended up with an outdated GenEd model in the first place.

Offers options to students while offering a clear progression.

Better, but suffers the same problems as the progressive model. Go with the distribution model.

This allows the students to select courses with purpose instead of just "getting Gen Ed out of the way."

Hard for me to visualize. I'd be more supportive if it would guarantee that students have to fulfill outcomes that are NOT in their major.

I think this would be confusing to students.

This model allows for the flexibility that prerequisites might be a necessity in some topics but not as much, or needed at all, in other topics.

capstone course should be left to the majors, not in GenEd.

I would especially like this if there was more than one option for progression. So, one or two other pyramids on top of the categories.

If they need to complete 8 courses before going up to the next level and if some of those courses are difficult (writing/reading heavy, math heavy, etc) there may be a problem with students not going forward. If that isn't a requirement, then I give this a higher grade.

As an advisor, I would worry about bottlenecks in the upper-levels of this model.

Again, like it in theory, skeptical that this could be implemented well in practice. Hopefully, within each major there will be a building on the foundational courses, so not sure this is really worth the energy/political negotiation that it might entail.

Again it would depend on how the initial courses are structured and taught... Would faculty be willing and able to work together to properly set up the intermediate courses. If the directives are not clear and concise, students may not be able to make the 'jump' from primary to intermediate learning or applied connections.

Only a little better.

I'm sorry I can't add anything to the structure. Aren't multiple course going to meet multiple outcomes? Clearly one course will cover more than one outcome.

May be difficult to program and schedule for students.

The mixed structure works well.

This looks like a political compromise rather than a program with a coherent learning outcome philosophy to which the structure lends support.

Better than the progressive model.

I think this keeps parts of the progressive, but also helps deal with transfer students who may have had all of their transfer courses at a low skill level. If we could required all of the intermediate and capstone to be either taught here, or to have a skills test to test out of, it should work.

sames as above

Who's going to get to teach these intermediate courses? If it is only a small subset of faculty/departments, that could be a problem.

I think this offers too many options in the different Categories. I think that this would prolong a student's judgement on what course to go into and what direction to take.

Serves a broader base and need of students

I think it would be difficult for students to progress through this structure.

meh

flexibility is a good thing - more individualized approach to student learning

I worry about how this might impact progression towards graduation. In order for students to graduate in 4 years (for most degrees), there would need to be more control over which courses were offered that supported the intermediate and the capstone courses. I also am concerned about the potential loss of academic freedom with this structure. Additionally, how will this impact transfer students?

I think offers the best of both worlds. It allows us to identify a few areas of vital importance in today's world (writing and communication seem like they would be in this category) and require greater depth of coursework, while still encouraging students to develop the breadth of coursework that creates a well-rounded, liberal arts student. I like this model a lot.

this works too, and is probably easier to implement

No pyramids restricting the way a course is taught.

If the student can discover courses in the structured sequence that is of interest to them, I believe more students might see the value of the General Education curriculum.

Again, rigor has been an issue in all required classes for all students. Stop telling students what to do, let them choose from many paths and incorporate gen Ed learning goals within departments as much as possible.

Again, students hate capstone, so unless there is a way to fundamentally change what a capstone course is I see no advantage to keeping it.

This reduces flexibility even more and will delay graduation even more than the other structures.

I'm not sure how this one differs from the previous structure. I'm concerned that this creates difficulties for transfer students. How do we define intermediate course or Capstone course?

Again the LAC needs to be a great deal shorter. Students are intent on getting what they pay for and they are looking for a career and I know we need to address this.

Allows students to see how the core comes together. Concerned about the management of such a system, but better than progressive.

This seems most appropriate if upper-level courses relate back to the major

Our learning outcomes should be developmental introduced to students, but we should be cautious about making the structure too complex. It may be enough to think about the developmental model as: general education courses (lower level) and majors courses (higher level).