Recorder’s Summary

Forum Date: Monday, March 6, 2017
Table Number: 1

Key points and ideas that emerged from table discussion (bulleted list of 5-10 points with a couple sentences of description for each):

● Current Curriculum
  ○ Problem is in the implementation of the core liberal education
    ■ Process of certifying LE courses is impossible and it takes nearly a year and a half. For example, there must be a proof that the new courses is a course that aims at the Lib Eds theme and core to a committee that isn’t in that area of subject/expertise
    ■ Justifying our own curriculum and sometimes in 3, 4, 5 committees - this denies students an opportunity to take these courses
    ■ AP Credits and Transfer Credits - these are accepted without any vetted in at all - transfer courses are vetted up until now by admissions - AP by the sponsoring department for equivalence but not for Lib Ed’s. For example, AP American History was giving by admissions the diversity and social justice themes, there is none of that in that course - we want it to be taken away. It should have the AP courses count for something that it fits in. A concern in AP, from students coming in with a lot of AP and getting through all LE. Some AP aren’t rigorous considering the difference in difficulty compare to college courses
  ○ Departments are pitted against each other for curriculum development - departments and colleges are at war with each other to increase in funding and students enrollment
  ○ LE philosophy is lost when evolving into a “pitted against each other department”
● Models that’ll allow LE requirements to be met with other courses
  ○ categories are fine, but maybe there might be too many courses and curriculum requirements
  ○ For example, courses are equivalent but it doesn’t meet the requirement of other LE requirements, so it doesn’t meet the requirements
  ○ Distribution of Models (Howe Model)
    ■ It was just the similar current LE curriculum, what changed was the budgeting for courses
    ■ This model was fine, but when incentives perverted, the budget model needs to be split to accommodate to meet specific areas of LE
    ■ For example, CFANS don’t want students to run over to another department to fulfill LE courses - with limited courses, students get their LE from other courses
    ■ the budget model is driving academic and liberal education that is pushed back from the administration
    ■ the biggest damage is that everyone needs to get butts in seats, fighting for students to be in their school and getting budgeting for the departments
In CLA, there is a drive to make courses that will fill butts in seats rather than thinking about what is good and what do we want to do with our faculty and majors - LE must be the product of all of us.

Getting courses certify for LE, it is an extremely time committed to get these things together and the criteria are opaque - getting courses to be submitted, they get deny for not being rigorous and critique, an expired cycle and it has to be moved to the next reviewed cycle.

Larger departments have administrative staff to run the paperwork for course submission, but otherwise it falls on the individual faculty member, it goes to a why should I do it? There’s no value in it.* Boy Scout Model - very eager and willing to work for free, it needs to be made much easier for departments and individual faculty members

intensity, it takes time to get course through the system, second, the budget model drive competition and cannibalize each other (departments)

- Wisconsin Model
  - Why shouldn’t any course in the social science count as social science, to review an introductory committee that doesn’t have the credentials to review the course submission
  - Evolution from Howe would be revolution in small increments
  - If all courses in sociology counts, what about courses that are dipping in other sections as well, how do you go about counting it for certain LE when it does?
  - Each college got to choose their distribution, ranking in Alphabets, because this moves students around when they transfer across*

- Every course created should align with the LE requirements, University Wide
  - An appeal course for students to petition for LE Themes and Cores

- Students Concerns in LE Themes and Cores
  - waiving the requirements for students that meets LE Themes and Cores
  - Seeing students that are seniors coming from various discipline into the Business World Industry, and it is typical in any organization.
  - What the students can do with the things they learn in the course they are taking, if they can take that knowledge and apply in a situation that is outside the academy that is missing from students. It isn’t emphasize in courses.
  - The paths are different, but it is what you learn in the courses
    - applied career, more students come out to apply courses than research
    - It is trying to take that research mentality into the applied experience

- Business Anthropology - a very applied courses
  - Business anthropology gets training for students to take into the business world, however majoring in mathematics, pure math, it is a path students shouldn’t take because it leads towards a research based
  - CLA - career readiness
    - not to change the courses, but to teach students how to reflect on what they have learned and how they should apply it

- Students outcome
A lot of times students don’t understand the skills that they have acquired from the courses they have learned.

They acquire the ability to write, communicate their ideas, read and write - verbally well in written terms and analyze in research, etc.

However, students need to be aware that they have these skills - they need to have an opportunity to apply before they get out of the academy.

It is a requirement that students go out to do an internship before they have graduated before they become conscious of their own learning.

A part of college initiatives that they become competent in outside the world, if students don’t go into the academy track.

There is a lot of courses that teaches students to be prepare.

**LE Interacts with major course work, but it is common for all students - the core is accessible to everybody**

- If you are going to be an art major, you know something about mathematics.
- How do we implement a model that might work for LE, Students and Work.
- LE is not for vocational training, but for academic and these help people to become well educated people - the business world, they don’t want to hire people who have no sense of history.
- They would want to have a person of what a subject have did and apply in the world - framing and argument.
- Taking something that you already have and apply it to a process and apply it in the real world application.

**A fourth category that the college is trying to do to develop a competency where students take that knowledge and apply it, workshops, seminars, resources or initiatives for students who don’t want to become researchers but make it applicable**

- CLA: provides a career ready initiative, a workbook for every faculty member and students, asking students to reflect what they have learned and explain later of what they have learned and apply it - core competency, digital literacy, etc. (A tool that they have learned in their courses, having a concrete example for students to bring with them to their future employer).
- What students are also learning along the way, they are also learning how to solve problems, having something to bring forth.
- Competency is based on student learning outcomes that were developed a few years ago.
- Rather than doing that, the college talks about this disciplinary, so that each department can identify one or two courses that deals with how they are translating what they have learned so it won’t be a college wide - a course that are capstones that helps students to apply it in field experiences.
- Field experiences isn't for all students, but we don’t think about work in the major reinforces the value with LE in the things we have and box checking LE requirements - it is something students don’t think about - they have these skills and it is something students don’t often think about.
- Oral communication, writing and competency for applied graduates.

**Box checking requirements LE**

- Students are checking boxes of LE and getting on with their major courses.
Having a student in their respective courses and realizing that the LE courses are also an important aspect to the holistic student learning

Calling for solution

- LE curriculum, setting it out in a piecemeal fashion, but doesn’t have an integrative process for LE for students - looking at the value of the LE philosophy, perhaps the second thing is to have a mechanism to show having gone through the LE Process, how that becomes useful once you graduate
- for example, public health and biology, etc - is an integrative that involves all
- the impact of the social media and ways for students, etc. to value and deal with what has happened or in any media - society and technology - bring in the technology of what it does and the impact of societal
- the value of critical thinking skills, sometime people in the sciences may criticize the English, never realizing that these are integrative
- there are different ways to make an argument in the sciences, business, literature, etc. and other differences

Writing enhance curriculum (thinking enhance curriculum)

- it helps you to identify and emphasize writing skills and analytic skills that are specific to the needs of the particular discipline and they are different from discipline to discipline. Example, mathematics versus business writing, etc.
- a communication problem that can write and describe what you do and bring from one point to the other group - why you should care, why audiences are important

The budget model

- it has driven faculty in a animistic approach to all the LE requirements
- Q: there’s nothing that says LE needs to be following 7525 that can make up something that doesn’t pit students against other department
- if a course is put forward in other classes with no limits on course capacity control - available as a LE, if it’s in your area of study, students have to take the course within their departments
- Unless you have an expert who was really interesting in history, carlson probably wouldn’t make a historical course
- technology and society - a discipline in itself this would teach different than an information system course
- every discipline have a natural history of that discipline - economic thought in the department of economic, etc. with history
- computer in society - does he teach that in informational system, it is a big university and students need to be well advised - advisors often keep students in a parokeo area when they might be better served

Current electronic catalog is disaster, schedule builder helps a lot for student learning, students will take this class because it will fit that spot in the schedule - they just demo what will be the new one and it was amazing

- Electronic course catalog that works for students and helps students to search and find things - old paper catalog
When students leave liberal education until their senior year to reflect back on it, thinking about the themes and social aspects - that’s better later because most 18 year olds aren’t as reflective as they are going to be when they are 21

cognitive gap between high school and college, because college is a different kind of educational experience

Summary of Discussion:
The discussion of group 1 focused on the areas listed below:

Course submission by Faculties
There is a concern on course submissions by faculties regarding the length of time it takes for a course approval. This is a long process that sometimes some faculties even quit applying for the courses because it can take up to a year or more. An area they felt that is misrepresented is the committee who reviews the course for LE themes and cores. There are concerns that the committee that reviews the course aren’t familiar with having a subject background to judge the faculties course submission to be qualified for a LE theme.

Budget model
The Budget model is putting departments and colleges against each other fighting for students in seats and financial distribution. It doesn’t do any good for students and this is critical due to the fact that it loses sight of what the LE themes and cores are doing. It is supposed to engage and enrich students, however, this budget model is a concern for many faculties because everyone fights for funding.

Student learning outcome of LE themes and core
There isn’t any sense from students who are taking these LE themes and cores because the focused seems to be check boxing the LE themes and cores while dismissing the main purpose of it, to engage in other discipline because it adds value versus it doesn’t relate to the student's major so they just need to get done with it.

Student career paths (research or work)
There was a conversation regarding what students are actually learning and how they can those knowledge, skills and abilities in the real world. There was a debate on whether these students are actually fully capable of being able to launch their career into the workforce with the information they had in college. This includes Lib Eds. There needs to be a way for students to realize what they are learning is actually applicable, even from Lib Ed themes like roman history. Helping students to understand that their research skills and ability to find a solution without the help of somebody else.

Course integration of two different discipline to display a the value in LE core and themes and how it relates to one another
Lastly, the group spoke about the integration of two discipline to fulfill an LE core and theme, thus requiring two instructors that could show the relationship between different courses. For example, biology and public health, what is the interaction among these two different studies? This will allow students to understand that they are able to find connections and make more meaning out of their LE versus just check boxing it. In the end, the group had a emphasize on what can be done for students to realize that LE
is another way of learning that’ll enrich their academic experience and become a well-rounded individual in their major.

**Additional context (characterize level of consensus/lack of consensus, tone and tenor of conversation, other notable aspects of the discussion):**

A debate on courses that prepares students for the real world working versus academic research. The tone of two individuals in the group both had opposite side of believing whether these courses are actually preparing students, however, with the help of another individual to see that there needs to be a focus on career development whether that's professional work outside or inside the academic setting. The group had various levels of points, however, the discussion itself was interesting to one another and heard comments that this discussion was worth the time because it was efficient and engaging to all participants.