Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

- Need for International component
- Information literacy
- Need for Interdisciplinary thinking skills made more explicit

Key Q: How concerned should we be about keeping close to the NSSE requirements in items 8 & 3 areas? Can we use a more liberal definition of lab outs?

- Statistics emphasis in math general esp interpretation of data in relevance of everyday life
Session 2: CORE 10X Discussion in light of the larger framework from Session 1.
Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

- #2 - Refocus on content rather than "the Study of"
- Multiple perspectives may be too much - too interdisciplinary for one instructor and too much to expect of an intro student

- No - They should be made more concrete + clear
  - Ability to be read by someone on the street
  - Be specific about student skills
  - Demonstrate that they can evaluate + explain benefit
  - Students will understand how humans interact + behavior from the perspectives of ANTH, SOC, + PSYCH
- Do we want students to know about disciplines or ideas about real world?
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

- Team teaching of human behavior
  for a flavor of ANTH, SOC, PSYCH

- Small class size

- Learning how to be a social scientist - applied experiential
  - require mini research project

- Move away from disciplines to problems + questions as focus
  (get to disciplines via exploring problems)
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

- Scaffold them so have them revisit the outcomes at a second level perhaps in an inter/trans-disciplinary way

- Integrate explicit international component

Overall, further discussion is needed about the main goal of having 103 or a Social Science course to general exposure to disciplines? - ability to discuss topics? - examine situations? Is the focus on disciplinary breadth or a central theme of human behaviors? or how they can be integrated?
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

1/4 on each; half in middle - what do we make of that

- how to get traction?
- en... enough satisfied / can't come to consensus
- 1-0-1 dissatisfaction - 30-50% of class cheated - prefer to teach science
- 1-0-1 is not meeting objectives

Managed changes were coming/kicking the can -

Split; want ability to get people together

We need to shift toward satisfaction -

If there is a core group dissatisfied -

- how do we change 1-0-1 to get more satisfaction
- critical thinking - students are not prepared

To get fewer ill-prepared
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- Some painting, a deeper experience of the aesthetic experience.
- If it was divided?
- Current core in sections understood and evolved by?
- Who are the dissatisfied faculty for each
- Quality
  3. Degree of change is different, dependent on core.
    - What kind of change?
    - Not a checklist-
      - More engaged supervision-
      - More specific/more nuanced description of course and faculty teaching-
    - Getting students to think outside of their discipline-
      - Encourage breadth
      - Challenging
      - Exploring the American Myth
      - Democracy and Diversity

\[ x \]
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

- a breadth of experience
- moving across disciplines
- the only class
- a transformative experience for some students
- richness possible in innovative approaches to

---

CORE 102

Why Democratic?

- maybe what are Democratic philosophies?
- disconnect between what people do in courses and what learning outcomes
- learning outcomes are superimposed
- where do students come from?
- define community as a problem
- problematic
- what is a reasonable course that can be taught given the range of faculty thrown in?
- overlap between 102/103
- problem of course title
- non global issues
- start with us history/contrast
- democracy + diversity =
- coalition of the willing
- American myth
Session 2: CORE 10X Discussion in light of the larger framework from Session 1. Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?
1. Student attitude.
   OR: All preparing of our students in understanding.
   
   [apply + give = student attitude]
   [rename CORE program]

2. Core child?

3. Inconsistency of core section.

4. Guest lecturers re: faculty strengths/weakness.

5. Emphasizing.
   
   Reflect, thinking, close reading, speaking.

6. (61) Interdisciplinary.

7. Common rush of the schedule.

8. Class sizes (Seminar): (12 - 15)
The three core questions upon which the CORE 101 are based:

Learning Outcomes for Core 101-105:

The CLOs for the core are as follows:

1. Cultivate self-awareness, reason, judgment, and ethical practice

2. Connect knowledge to the empirical, intellectual, and practical challenges of contemporary life within the historical continuum


4. Synthesize knowledge, methods, and ideas of different disciplines in meaningful ways.

5. Link scholarship with practice, learning with experience, and disciplinary critical reflection on the three CLOs.

Upon completion of the Rowan CORE Program, students will demonstrate:

- The ability to:
- Explain significant ideas in physical, chemical, biological, and cultural contexts
- Emphasize the ethical, practical, and theoretical significance of responsible, collaborative, and critical inquiry.
- Demonstrate an understanding of the complexities inherent in the study of the human condition as it relates to the fundamental questions of the modern world, and how those concepts relate to the present day.

- Describe how key concepts within dominant thought and debates on the nature of human intellect and evaluation of significant ideas on the nature of human action

- Demonstrate an understanding of the complexity of a range of different ideas and concepts:
- Scientific methodologies and patterns in the physical and chemical universes
- Biological, and how the scientific method reveals patterns in natural philosophy and the scientific method.

- Analyze, synthesize, and evaluate significant ideas from one's historical, cultural, and interdisciplinary core education

- Engage in art, theater, dance, and music in a manner that addresses the role

- Identify a variety of masterworks from the fields of art, theater, dance, and music

- Demonstrate critical reflection on the three CLOs within the disciplines of literature and philosophy to the individual in society through the study of the individual's work and the benefit of cumulative information in this way

- Explain human behavior using multiple perspectives and demonstrate the belief of cumulative information in this way

- Core 102:
- Core 103:
- Core 104:
- Core 105:

- Core 101:

- Create an art, theater, dance, and music in order to address the role

- Engage in knowledge of artistic creation in the fields of art, theater, dance, and music

- Identify a variety of masterworks from the fields of art, theater, dance, and music

- Make connections between literary and philosophical texts

- Demonstrate critical reflection on the three CLOs through the study of the individual's work and the benefit of cumulative information in this way

- Explain human behavior using multiple perspectives and demonstrate the belief of cumulative information in this way

Who am I? What can I know? And based on what I know, how should I act?

The Program Learning Outcomes for the Core are as follows:

2013 Fall Faculty Conference Materials
The University Core Curriculum

The purpose of the CORE

The University of Williamsburg (1981-1997)

- Robert T. Williams

Robert Williams University is an independent university that combines the unique strengths of small liberal arts colleges and large comprehensive universities and places high emphasis on liberal education and critical thinking. The goal of Robert Williams University is to educate all students to become

The Roger Williams University Education

- Promotion of critical thinking
- Appreciation of global perspectives
- Interdisciplinary
- Collaboration of students and faculty in research
- Preparation for careers and future study
- Love of learning and an initial value

The Roger Williams University Community:

- Students participate in a community of scholars and educators who are committed to the intellectual development of all students.
- The core curriculum is designed to provide a strong foundation in critical thinking and problem-solving skills.

The Roger Williams University Mission and Core Values:

- Encourage students to develop a global perspective and an understanding of different cultures, philosophies, and leadership and cooperative efforts.
- Promote the use of information and perspectives from traditional and non-traditional research methods and technologies.
- Foster the ability of the student to synthesize, analyze, and communicate effectively in a variety of formats.
- Appreciate the ability of the humanities to inform the soul.
- Appreciate the ability of the humanities to influence and participate in a lifetime of ethical and moral development.

The University strives to educate all students to become
Fall Faculty Conference Discussion Notes

Table # 1

- Have we surveyed the students about their perceptions of the Core?

Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the Core at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

- I would like to see a much higher fraction of students meeting the outcomes. 60% meeting is not acceptable. It should be 90% or higher.

- Can we assess how well the Core is preparing students for downstream coursework?

- What are students saying the Core is teaching? Difficult to meet needs of A students, vs. those of B/C or D/F students.

- Dissatisfaction with skills component of the Core program - students can't write, can't structure an outline, don't know scientific process.

- Course description for WING 220 is on target, but we don't see it in the students.

- Want the Core to address higher level skills & knowledge rather than just be exposed to a breadth of ideas.

- Would like to see more rigor in the Core classes.

- What if students could not take major classes until 2nd semester? Concentrate the Cores in 1st semester.
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- Core concentration is valuable
  → But the restrictions are frustrating

- Skills courses need improvement,
  Writing in particular

- Could better connections be made between WTN6 and the Core 10x's?
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

- We think the biggest need is better implementation of the existing program (content & structure).

- How do we consistently drive rigor into all sections of the core classes?
Session 2: CORE 10X Discussion in light of the larger framework from Session 1. Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

- Not Appropriate

  - More broadly, why is the course description focused exclusively on democracy? Is that appropriate? Can you study democracy without placing it in the context of alternative models of government?

  - Learning outcome 1 is very vague. What are the significant ideas? How should students analyze them?

  - We don't know how we would assess these.

What we'd like for outcomes

- Discuss the various modes of political organization, compare & contrast
- An appreciation of the existence of multiple histories
- Something about history not being deterministic
- Trace the origins of modern world issues back to historical events, trends, patterns
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

* No, overly focused on democracy
* Would like to see all core 102 students be able to distinguish between assertion and evidence
* We're concerned that the core 102 faculty "never meet and rarely communicate". No wonder there is so much variation in quality across sections.

⇒ Note that we don't really don't know much about how it is currently structured

* We would like to give instructors significant autonomy on pedagogy, but have them all target the same agreed-upon learning objectives
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

High Level: Core should be more about intellectual engagement than personal identity.

Is it too reductionistic to simply suggest that we identify the weak sections/instructores/courses and work to remediate them? We could make all sorts of structural and content changes but if we have bad instructors delivering them does it matter?
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

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- The students that I advise seem not to be enjoying the introductory courses - and some of the better students have stated that this is a redux of high school

- The survey results for Q.4 mean that the question did not properly capture satisfaction with the CORE unless the faculty is so evenly split (dissatisfied 45.5%, all categories, satisfied 44.8%, with 9.1% neutral)
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

**Strengths**
Interdisciplinary - no one program/major goes into each course. But the number of disciplines should be limited so that students get more depth in those disciplines that are offered.

**Weaknesses**
- lack of buy-in by all parties - faculty & students - needs to be more for students than boxes to check off in order to graduate.
- no consistent administrative oversight or resourcing and support
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

There needs to be a properly articulated and staged plan to begin the process of changing the core.

Need a fuller assessment of what is currently right and lacking in the core.
Session 2: CORE 10X Discussion in light of the larger framework from Session 1.
Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

(A) — Some of our group are unhappy to make suggestions given it is not our cognate area while it is laudable that the course analyzes significant ideas and to have students think critically.

(B) — The L.O.s for core 102 could be realized by a variety of other courses taught by a broader group of faculty. Although (c)

(c) — The course appears to be more "Western civ" based and could offer a broader perspective on the topic of governance and civil society. (for example - S. Amer/Asia/Africa... etc)
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

- We have no idea.
- What would the faculty teaching it view as appropriate?
- The format/content/structure are only known by the faculty teaching this course and it may differ by faculty member.

- Once again, critical thinking, synthesizing original texts, etc. can be accomplished across the university via a member of other courses and by a member of different faculty.

Bigger question: Are the 3 core questions still appropriate?
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

interdisciplinary vs. distribution based.

We have no firm opinion on which without knowing what we wish our students to learn.
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

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Interdisc. Commonality - Lectures/instructional choice
mentoring - lacked -

T3 Somewhat satisfied

Adjoint too many no fit

Common outcomes / syl. More important than emphasis
Team Teaching - Possibly?
A class size

5 courses an abundant workload. Students rail roaded to take them

Recomm:
1) Share more syll. Information & content
2) Meeting of faculty teaching in the Core Section
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?
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Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

Non Science majors — patterns of nature
not appropriate

Core 10X

Source of information

Make students invest into the Core their freshman year.

Why should I care — Empathy

Global / Local

Professional Schools — could they teach in the Core?
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

- None of the faculty at the table teach in the core.
- The results are split, so the response to QA is not very directive.
- What is the method for seeking student input about their satisfaction w/CORE?
- Part of satisfaction is engagement of students.
- Wants students coming to 2nd yr w/love of learning and curiosity. Students are coming w/missing abilities.
- We assume CORE can do too much. A panacea. The experience is very inconsistent - some students have a positive, engaged experience - others do not.
- If this is supposed to be foundational, the inconsistency is disabling.
- The experience is neither common nor effective. If students are selecting a core class based on "who is easy," then their experience is not effective.
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?
Should CORE 10X be cross-disciplinary or more focused to insure foundational knowledge in a specific area? We say it is interdisciplinary but is it? And do we want it to be?

Interdisciplinarity might be a way to spark curiosity and engage students—moving them beyond rote learning. Outcomes that go to foundational knowledge but also spark engagement. NEASC asks how do you demonstrate foundational knowledge?

- Recommendation for area requirements instead of CORE found
- Math skills are lacking in business schools
- Writing skills are also lacking across disciplines
- Lack of unity in CORE suggests that we might as well use area requirements in its place
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?
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Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

Course description does not seem to connect to the two stated outcomes.
Course description focused on Western tradition. Should be broader.
Does it cover modern philosophy as well?
Engagement in CORE classes affects retention rates.
Description is heavy on philosophy compared to literature.
Outcomes should be more global (beyond Western) for a "global" university.
Should be more differentiation between philosophy and literature and ascent of ideas.
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

There needs to be more experiential learning opportunities in CORE 104.

Seminar size class structure seems the most appropriate.

Using students' own experiences as the content, or at least starting point, for a seminar form of class. CORE 104 content would be the appropriate course to work on writing and citation and critical thinking - not currently being achieved.

Common complaint is students' writing and math skills as well as thinking skills do not improve over time. CORE classes cannot be only place for writing etc.

CORE 104 is an opportunity to get students to think about "how I know what I know" - best means?
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

There needs to be more unity to the CORE overall, otherwise a distributive model might be more appropriate. Engagement with academic support such as tutoring etc. is critical or one on one coaching w/students to achieve desired competency.

Is the CORE an opportunity to give the liberal arts student an exposure to the professional schools and vice versa? As Prs. Farish has discussed.
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

1. Recognize response depends on whether teaching in Core or not teaching in Core... suggest further analysis of data for meaningful interpretation.

- Like a course interdisciplinary but want to expand to include more interdisciplinary minors at the concentration level.
- Math and writing needs to be emphasized at the concentration level.
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- That all students share common learning experiences (at least in concept)

- Like Senior Seminar format

- Capstone
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

- More flexibility
- More writing emphasized/reinforced throughout Core/GenEd
- FTE ownership and dedicated budgets
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Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

Yes (in theory) quite ambitious
The "wish list" of Core 10X outcomes that was generated at Aug 6 workshop is excellent - the difficulty is narrowing this list to above most important.
- speak & write more clearly!
- engage with intent...
- think critically...
- examine, identify, make connections
- integrate lit/phil in own life..
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

- Smaller classes / rooms
- Seminar / Discussion format

Not exactly sure of how currently conducted
(No one at our pace teaches 104)
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

Team Teaching is potentially a useful format that students can be exposed to.
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

We have two with teachers, an artistry artist, and a business prof. We find it difficult to see what the faculty are thinking from these results. However, we think there is a tension regarding the identity of this school. Are we a collection of professional schools, or are we a liberal arts college? Our group feels deeply about the need to teach critical thinking rather than teaching facts, and doing so across disciplines.
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

We agree that the class size is a serious problem.

We all feel strongly that the breadth and liberal arts foundation are very important to the CORE.
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

Two related problems: We have too much to teach to too many students.

One of us was asked to teach music, dance, theatre and visual arts from the Greeks to the present with a global perspective— all in a single semester, and with 32 students.

If we had more "space" in these classes, we feel we could better engage the students with the material.
Session 2: CORE 10X Discussion in light of the larger framework from Session 1. Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?

We were unsure of the extent to which other forms of government besides democratic governments are discussed, compared and contrasted. If the diversity of governments present in the modern world are necessarily covered, then the objectives are fine. Otherwise, we recommend including an objective regarding the global perspective.
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

This is hard for us to evaluate. Only one of us teaches any history. As far as we can tell, the teaching methods are well adapted to the learning outcomes.
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

Smaller class sizes. If we can lighten our workload, we can provide a much better education in these classes.
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

As someone who teaches in one of the professional schools, the Core's relationship to their work seems loose... non-core faculty advisors see it as a check off list for their advisees. Not enough knowledge about the relationship between Core and other classes.

Great value in the intention of the CORE - the liberal arts experience + interdisciplinary work.

As a structure, it seems to water down the possible intrigue of the subjects. For me as a teacher I am being asked to teach beyond my expertise - which I could do, but students should have the choice to go to a more refined course. Skip the core and have a list of classes under each liberal arts mode that students could choose from. Qualify some courses to be able to sit as a "Core."

The liberal + professional schools are not integrated - as stated in the school's mission.

Survive vs. developing life long -- exploring course chosen...
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- Improvements need more collaboration between colleagues: "invite your colleagues to work day."

- More co-teaching, figure it out contractwise.

- For these teaching core:
  - keep how they do it open, but get more specific in terms of content covered.

- Communication to adjuncts is the issue, not the adjuncts.

- Too much talk on how to make the structure we have work better - not enough talk on how a restructuring could amp this system to an innovative place.
  
  (we rethought)

- Core can not be a remedial part for the education system.
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- We didn't do a great job separating responses out by prompts - our answers cross sessions.

- Faculty & adjunct = integration
- Reviewing syllabi, making recs, coming together of
- The resourcing
- Economics < business component
- Major restructuring of CSE and dist.
- Mentorships (4th years w/ 1st years)
- Teaching assistants for CSE
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- Team clusters, topic-based throughout all 6 courses
- Connections courses —
  - GIS connect to poverty
  - Reproduction connect to bio & literature
- LBCs based on theme & core — 6 courses taken together, same students, team of faculty making connections
- Science-based issues for core 101 — global warming, earth in the universe, history & disease
- RAs or SAs tried to clustered core — "Race," "Disease," "Sports" — groups who talk & plan together (would require students to have room in schedule 1st, 2nd & 4th years)
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

- Radical restructuring
- Common question / interdisciplinary is meaningful
- Students will be more invested if classes connect, build, and function around interests
- Pilot an LLC or a group of common students who take a topical core w/ instructors who design and work together
- Inclusion / learn/main as common areas - value of the core topics we have? What does "vital" mean now, 40 years after core was introduced?
Session 2: CORE 10X Discussion in light of the larger framework from Session 1.
Considering your response to the survey, the materials produced by the Core groups meeting this summer and the discussions you have had with your colleagues here and over the years, how would you answer the following questions specifically about the 100 level CORE courses that RWU currently offers students? Please focus on the Core 10X course assigned to your table.

Prompt 1: For the CORE content area that your table is assigned, are the stated learning outcomes appropriate for our students? If not, what outcomes would be more appropriate for this content area?
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- we are very committed to themes idea, that connects all 5 core courses, using the same questions as guideposts within every course (including Core 101)
- Race, Disease, Poverty, Colonialism, Death, Wealth, Public Health, etc., etc.
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Core satisfaction

Outcomes

Delivery of experiences + fostering ability + helping others

They have to take it - diversity of interests / engagement

Prerequisites = core as

Core + delivering content + don't fostering engagement

1) self awareness / judgment / affect.
   Not discipline specific.

Anne: art, creative arts + participating in arts

Multiple lenses = unified learners

Multiple lenses = unified learners

Self awareness -

Knowledge isn't just art facts - active engagement - Fostering engagement + understanding

Metacognition

Aware of limitations

It informs + fosters engagement + puts reality into context

1) curriculum - attendance
   2) use it universally

Curricular - friend asked to fortify + valid
Prompt 1: Never interviewed later. Assessment is immediate.

- Redundancy

Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

- Are the stars (105)

Prompt 3:
- It doesn't tie in the other ideas. Not immediate.

- 105 (experience it) Require a written expression.

- Reflect and synthesize:

- Aristotle's structure

- Always a challenge

- What does it

- Diversity and reflect these struggles

- How should I act.

- How do I make comfortable?

- Examples:

- "Artistic Impulse" - Expression - Interpret

- The need for human beings to create

- Formal material

- "Who am I?"

- "What do I know?"

- How do you read the question?

- I can see certain assignments connect/reflect...
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Table 12

- Missing is the method by which the content is delivered, as part of the way to judge the relevance of the learning outcomes.
- Overall learning outcomes seem more like "competencies" of the CORE. Outcomes should be more specific to the individual CORE components + disciplines.
- From the CORE - create "learning cells" (5-6 students) who teach each other a particular aspect of the curriculum - cumulative presentation of the learner's knowledge through lectures/collaboration by individuals in teams of students. On work in teams to solve a particular problem.
- CORE classes should be smaller to ensure team coordination.

Notetaker: Katrina Lowell
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

Method vs. facts
Need to focus on process of learning/creation
"seeing" "material" relates to subject matter
make connection between broad culture + high culture apparent

3 Questions are good questions need this binding, "spine" not just the answer but how to find the answer is important what
"I like about this class is that it gives me a chance to wonder"
Getting students to have a common vocabulary to describe their own "reality" and in turn learn something about their own mortality
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

There is no current structure may need more structure.
No common text which is fine as long as there are some common ideas.
Need to reevaluate structure amount of structure re-assert even if flexible.
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- What is Need to teach literacy?
- Techniques for looking at art
- Take examples from "middle/low"
- Art to make connections
- Details are important
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?
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Who drew up "catados" rpy?

Disjoncture between 3 questions & outcomes should be discipline based cores.

Common examples outcomes are "stupid" major change in information
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

1. "Institution that is the core"
   - Love it or hate it

2. Energizing students to take core
   - Relate material to students' own life important changes
   - How culture changes

"No" Not effective too much to be covered ⇒ No details

3 huge disciplines in 104

Is satisfaction evenly distributed among schools?

Core 105 needs help if all this is missing

How do we cover the knowledge without micromanaging?
Table 14
Satisfaction with Core

Prompt 1

Differences in student ability
Lack of advisor knowledge
"Blind course"
Lack of consistency in sections

How many people relate back to 3 questions?

Integration of Core Classes (101-105) with each other

Summary response to 3 questions from each 101-105

Making connections to community
Making connections to self - "missing"

Similar concerns among faculty 102 and 105
Here's how knowledge making process

---

Part II

Pr. I & must also enable students to make actual connections + period relative connections/meaningful

To Changes in literacy among the public leads to teaching to an "illiterate" public

make
Session 2: CORE 10X Discussion

Prompts 1: Discuss your response to the CORE framework from Session 1. Consider the following questions:

1. What are the core components of the CORE framework?
2. How can the CORE framework be used to improve the core curriculum of the program?
3. How do the core components of the CORE framework align with the core competencies of the program?

Prompts 2: Discuss your response to the survey. Consider the following questions:

1. How do the results of the survey affect your understanding of the CORE framework?
2. How do the results of the survey affect your teaching practices?
3. How do the results of the survey affect your future planning?

Session 3: Faculty Conference Discussion

Prompts 1: Discuss your response to the CORE framework from Session 1. Consider the following questions:

1. What are the core components of the CORE framework?
2. How can the CORE framework be used to improve the core curriculum of the program?
3. How do the core components of the CORE framework align with the core competencies of the program?

Prompts 2: Discuss your response to the survey. Consider the following questions:

1. How do the results of the survey affect your understanding of the CORE framework?
2. How do the results of the survey affect your teaching practices?
3. How do the results of the survey affect your future planning?

Table Discussion Instructions:

Guidelines

2013 Fall Faculty Conference Materials
<table>
<thead>
<tr>
<th>Core 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No one teaches in this area</td>
</tr>
<tr>
<td>- Sounds OK, sounds important</td>
</tr>
<tr>
<td>- Core Questions would work for many courses w/in a dist. model</td>
</tr>
<tr>
<td>- No Choice denies &quot;who am I&quot;</td>
</tr>
<tr>
<td>- Core Questions apply to most academic enterprises</td>
</tr>
<tr>
<td>- Fresh Sem. // Senior Sem. + Dist. Umn</td>
</tr>
<tr>
<td>- Informed decision making as core value</td>
</tr>
<tr>
<td>- Give students information</td>
</tr>
<tr>
<td>- Ethical Principles missing</td>
</tr>
<tr>
<td>- More choice!</td>
</tr>
</tbody>
</table>

Fresh Sem. // Senior Sem. + Dist. Umn + Core Core |
- Depth important (Breadth & Depth) |
- Minors can be outside of Liberal Arts for Liberal Arts Students |

Liberal Arts for Prof. Schools? (See Next Rep)
**Classroom Tone**

It was felt that setting an appropriate atmosphere in the classroom is particularly important for Core 105 instructors, given that students often are asked to reveal and experiment on an emotional level in this course. This can be particularly difficult for students with little prior experience in the arts, who may feel that they “don’t know anything about art” or that they have nothing significant or interesting to say about it. Some suggestions for helping students to feel more at ease:

1. “Have no fear” introduction to course on day one: if you think you know nothing about art, this course was designed with you in mind
2. Frequent emails to students, starting before the semester begins, to raise interest, comment on ideas raised in class, suggest resources, etc. (checking in/staying in touch)
3. Play music before class as students are entering.
4. Give some ungraded assignments in which students can feel free to express their ideas without fear of being “wrong”
5. Invite visitors to the classroom to engage students on specific topics
6. Pop culture resources to help students connect with course concepts

**Needed Resources**

Faculty listed the following as resources that would enhance their delivery of Core 105:

1. A well-designed performing and fine arts center on campus
2. Some studio space available to Core 105 faculty for hands-on work with students
3. A Core 105 Bridges site for exchange of ideas and access to colleagues
4. An on-line image and music bank
5. Continued meetings of the Core 105 faculty
1. Self awareness
   Creative arts + participatory element.

2. Multiple lenses in unifying

3. Different forms of expression
   Fostering engagement & understanding
   Put reality into context

4. Sometimes we require to get experience
   Sometimes co-curricular
   Knowledge not just abt facts

5. Sometimes assessment/reflection can be immediate - Sometimes assessment much later

6. Diversity + expression - Civic engagement/
   Intellectual engagement

7. Who am I
   What do I know
   How do we read these questions
   + in art, how others read thes Artists

8. Total team teaching

9.
Session 1: Discussion of the Survey on Faculty Perceptions of the Core Curriculum results.

Prompt 1: Discuss questions 4 and 5 from the survey: What is your relative satisfaction with the CORE at delivering the experiences and fostering the abilities necessary for the development of all RWU students?

- Need greater goal for CORE beyond "getting them done."
- Course satisfaction is faculty dependent

Overall, group is dissatisfied (inconsistency, lack of coherence, doesn't lack student buy-in, feel fresh)

Side note: Important to have majors in core courses (for example, sci majors in core101)
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

→ interdisciplinary outcomes

→ Sen Sem

→ allowing for faculty decision making as to content (based on similar outcomes)
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

Structure/Process:
- Core must be taken in particular order (not left until end)
- Need to make cores attractive to students
- Core too vague, students don't have idea of what they are getting in each core
- Lack of integration between cores (silos)
- Prefer distribution requirements

Content:
- Computer literacy
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No, not appropriate. Instead:

- Focus on process, method, importance of science much more needed than content trivia.

- Scientific literacy & applicability in real world is needed.

- Focus on evidence-based decision making in science.

- Want to connect students to science in real and meaningful ways.

- Ability to deal with quantitative components of science.
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

Lab plus course not taught by same person. Problematic.

100% of labs taught by adjuncts. Another problem.

Lab demands are quite low, rigor-wise.

Need to overhaul outcomes.

Lack of critical thinking in lab.
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

- Need leadership for core sections
- Allowing professional schools to teach in core more
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Our group had only one (1) member who ever taught in the CORE.

Unsatisfactory Neutral Satisfactory

Our group had only one (1) member who ever taught in the CORE.

Unsatisfactory Neutral Satisfactory

Improvement to CORE

1
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

Forces each student to examine 5 areas of educational experience

Force / Add common outcomes to all core
Add research component
Make a financial commitment

"Now done "on the cheap"
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

6 major tweaks - vote to re-organize & re-vamp all CORE courses.

Now doing it "on the cheap" and getting uneven results.
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Need an objective statement from RWU on what a graduate should possess.

Align Program Learning Outcomes w/ each CORE Learning Outcome.
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

None
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

Concentrate on the basics. Assume the students do not/have not read the classics, know nothing of art/art history, know nothing of the development of Western music, are unacquainted with schools of philosophy. Spend time in the 1st two years getting them up to speed on the "basics."
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Q4 - Difficult to separate satisfaction/lack of with ideals of program vs. delivery and mechanics of the courses.
- More specific questions would be useful—is problem with the overall design of the core, or with implementation? Survey didn't distinguish.
- What is a major vs minor change? Is class size major or minor?
- More demographic info—when did faculty teach core—recently?
  - How many times? Are faculty just remembering how it used to be?

Q5 - How do we measure effectiveness?
- Faculty in core rate higher effectiveness than those who don't teach it. This may be a disconnect between impressions of inside vs. outside
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

Q6 - Q7
- Overall, it seems like people are "happy" with the ideals of the core, but not with implementation, structure, content, design.
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

What is major vs minor? Changing class size may seem minor but is logistically a huge change—staffing, rooms, etc. Survey could list or ask for major vs minor changes. Are concentration scaffolded with 100's + C155?

Very few advocated no change, so some change is necessary.

Rather than starting with a core committee thinking of a program, why not have each of the traditional core 100 "areas" (science, arts, humanities etc.) come up with an idea for how they would like to see those areas delivered, and bring those forward. They may be similar, they may be different, but it would be interesting to see the different ideas.
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Yes - they seem consistent with university mission.

First one is very broad - almost any "non-103" discipline could also teach this. Is that a bad thing? Room for professional schools here. Is the goal to introduce students to disciplinary thinking, or is it broader than that? If broader, could open it up to teaching by other disciplines - Economics, Justice, Marketing, Poli Sci etc.

Do we want them to be broad or discipline-specific?
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

- This goes back to our bigger question - are they into
  to a discipline or broader in focus.

Smaller class sizes, better support, oversight, FT faculty engagement would all help.

Better adjunct/admin support. Any other program on campus that served this many students would have its own dean/building/staff.
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

Keep general objectives, work on mechanics of course more oversight, flexibility in course structure, shared resources.
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Core satisfaction →

- teaching within → latitude & responsive students
- our analysis falls in line w/ the results
- teaching within vs from outside
- can be satisfied w/ individual course but dissatisfied overall
- reaffirm liberal arts approach
- not a repot of high school—but students may perceive

Core effectiveness → [There are more models ways to do this]

- beyond 5 core classes
- pre-testing/post-testing)

- Talk vs Spring
  - engaged
  - more focused on major (also times)
  - too much separation, something to just finish
  - hard to remember # assoc w/content (advisors)
  - are we using peer learning (some students lower level less engaged)

- tweak to get more peer learning, Rigor, should be central value
Prompt 2: Discuss questions 6 and 7 of the survey: Which aspects of the CORE curriculum are the strongest and why? Which aspects of the CORE curriculum could use the most improvement or change and why?

**Strengths**
- Teach it how you want (both) i.e. only western hist.
- Use 20 core canon documents
- Intellectual freedom, flexibility, learning but...

**Weaknesses**
- Inconsistency that occurs w/ so many diff. approaches.
- Outcomes not measurable
- Better measurable outcomes.

- Potential for critical thinking skills
- Multidisciplinarity but right out of h. school
  - How do you know what that is?
  - Too watered down in one course.

  - 18 yr olds today, just too much.
Prompt 3: Discuss question 8 of the survey: Thinking across both the content areas and the structure/format of the CORE, what degree of change is necessary for a vital general education program at RWU?

Table results:

1 - minor content
1 - minor structure
2 - major structure
2 - significantly restructure
2 - I don't know.
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Seems vast to go into many directions, one sole good or canonicalizing positive | method.

2nd bullet—look at course description lit/phil/art history.

too big for our course.

eliminate 'concepts in other disciplines.'

need to develop depth rather than throwing everything at them.

maybe different sections have different book/resource.

we don’t need to throw facts at them that they need to find out just “google” & finish at end of semester.

need to focus more on slow analytical thinking not trace to test.
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

a mindset to effect students
they may not think they've learned
anything w/out bunch of notes

European model - focus, depth.

crave discipline & structure.

use faculty expertise rather than try to have them do everything.

powerful moment in an 18 yr old entering freshman that literature could be powerful.

Need to shake their foundation (student body homogenous, and class, comfortable reassuring campus, issues of fitting in & of light).

- reading & comprehension
- different avenues of learning (visual culture, interpret TV/movie as a text)
- role playing
- opinions (public assessments) → student's choice

transparency & choice
[problem w/ online assessment]

assess made w/ anonymous statement
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

strength having a canon as springboard.

both models - distribution of core side by side

- fewer teaching
  & better coordination
  more depth.

allows students to choose - rather than put them in a box
make them responsible.

will better students raised & engage
into core.

everyone has to do senior seminar -
& first year seminar.

utilize the expertise of faculty more.

should not be remedial content.

think of millenials & how they are coming to
us - edu system changed.

need to engage in new ways
focus on teaching them how to learn, critical
thinking skills, analysis, deep engagement.
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- Add more global perspective

- Yes, but outcomes are perhaps too focused for a Gen Ed 100 level (as compared to CORE 105 for example)
Prompt 2: For the outcomes that you think are appropriate is the current manner/format/structure of this course the best means to achieve them for our students?

- Reduce class size
- Hire more full-time faculty
Prompt 3: How else might the general education program at RWU be configured to achieve these outcomes in a more compelling or effective manner?

- CONSIDER DISTRIBUTION MODEL