

Date: April 28, 2017
To: Faculty Senate
From: Elise Richman, Chair
Re: 2016-17 Curriculum Committee Report, pursuant to Article 5 sec. 5 of the Faculty Bylaws

This final report summarizes the work of the Curriculum Committee (CC) during the 2016-17 academic year (AY).

All members of the committee served as individual members of the full CC. Virtually all members also served on a working group (WG) with the exception of Rob Beezer who served as secretary for the full year and Elise Richman. Elise Richman served as chair in the fall and spring semesters and prepared this report.

The CC met on the following days in 2016-17: September 9, September 23, October 14, October 21, October 28, November 18, December 2, January 27, February 3, February 10, February 24, March 3, March 10, March 31, April 7, April 14, April 21, and April 28.

*Working Group assignments are listed in **Appendix A**.*

Faculty Senate Charges to the Curriculum Committee, AY 2016-17:

- 1) Investigate and report on potential impacts and opportunities of options A and B identified by the Curriculum Committee last year to equalize teaching days in Fall and Spring semester.

The CC requested and received feedback from Athletics, Dining and Conference Services, Student Financial Services, Human Resources, Career and Employment Services, Office of Finance, Residence Life, Facilities Services, Staff Senate, President's Office, Alumni and Parent Relations, and a range of departments, schools, and programs across campus regarding three shortened spring semester options. In her role as CC chair, Elise Richman solicited responses to the three options at the January 25th chairs, directors, and deans meeting. ***See Appendix B***

The three options included two that were recommended by the CC in 2015-16 and a third that was presented by Associate Dean Martin Jackson on behalf of the Dean. The CC voted to include this third option for review during the December 2, 2016 CC meeting. See options below:

Calendar Option A: The spring semester ends a week earlier.

Calendar Option B: The spring semester begins one week earlier and ends two weeks earlier.

Calendar Option C: Intersperse days off throughout the semester.

The Faculty Senate subsequently removed option B, which was not favored by any parties across campus and replaced it with two-week spring semester option. Please see **Appendix C** for a summary of pros and cons of Options A and C. Faculty Senate additional rationale for these and a two week spring recess option can be found in the April 3, 2017 Faculty Senate Meeting minutes.

- 2) Create guidelines for unit limits for majors to fit existing practices, core curriculum, and educational goals.

The Curriculum Committee determined that before the above charge could be fulfilled, question #3 in the Self-Study Guide for Department, Program, or School Seven-Year Reviews needed to be edited to ensure that key terms are clear and consistent. The CC found that there was some confusion about the number of departments that fulfill the 9-unit major field limit, the CC's Guidelines on Conducting Department, School, or Program Seven-Year Reviews suggests that only the Religious Studies Department meets the 9-unit limit. In fact, many departments honor the 9-unit major field limit. WG 3 submitted a proposed revision to Question #3 on March 9, 2017 to clarify the 9-unit limit definition. See below:

Current Question #3 in Curriculum Review Document

If your departmental major requirements exceed nine units in the major field, please explain why any extra units are required. Explanations should address how the integrity of the major would be compromised by adhering to the nine-unit limit, and take into account that a liberal arts education assumes breadth of study across disciplines. If your major requirements include courses outside of your department, please explain the relationship of those courses to departmental goals. If your department or program offers an interdisciplinary major, please explain the disciplinary balance in the curriculum and the relationship of the number of required courses to program goals.

Proposed Language

If your major requirements exceed nine units in the major field or sixteen units total, please explain why any extra units are required. (Note that "major field" might not be synonymous with department. For example, the Department of Mathematics and Computer Science offers majors in two distinct major fields, namely "mathematics" and "computer science".) Explanations should address how the integrity of the major would be compromised by adhering to the nine-unit limit, and take into account that a liberal arts education assumes breadth of study across disciplines. If your major requirements include courses outside of the major field (i.e., in supporting fields), please explain the relationship of those courses to curricular goals for the major. If your department or program offers an interdisciplinary major, please explain the disciplinary balance in the curriculum and the relationship of the number of required courses to program goals.

Upon clarifying the major field definition, the CC examined existing practices regarding the 9-unit major field and 16-unit major unit limits. Associate Dean Martin Jackson is completing a summary of current practices that parse distinct unit requirements, i.e., major field, supporting field, and interdisciplinary units. He has, at the time of writing this, identified specific unit requirements for 33 majors. Brad Tomhave also provided the CC with a more granular and comprehensive Units per Major 2016-17 document.

The Curriculum Committee recommends changing the Curriculum Statement's (section V.f) major field unit limit from 9 to 10 units. This recommendation balances existing practices with a regard for Puget Sound's commitment to providing a well-rounded liberal arts education. The university's liberal arts ethos, when put in concrete numerical terms has historically divided three categories, major, core, electives, of students' 32- unit graduation requirement into thirds. The CC was assured by members from the Mathematics and Computer Science Department that 10 units is more or less one third of 32 units.

Additional Work of the Curriculum Committee, AY 2015-16:

Faculty Bylaw Amendment

On behalf of the CC, Elise Richman, brought a motion to amend Section 6.B.b.6 of the Faculty Bylaws to the full faculty on November 28, 2016. The motion called for changing the curricular review cycle of each department, school, or program from 5 to 7 years. The motion was approved.

Seven-Year Department, School, and Program Reviews

1. Philosophy Department
2. German Studies Department
3. Biology Department
4. Politics and Government Department

WG I was charged with reviewing Religious Studies but did not receive a file to review.

Core Area Assessment Reviews

1. Humanistic Approaches **Appendix D**
2. Social and Scientific Approaches, **Appendix E**
3. Finalized Artistic Approaches Review, **Appendix F**

Core Course Proposal Reviews

The Curriculum Committee approved 3 Approaches courses, 12 KNOW proposals (one KNOW review was conducted by WG 4 for a course that was proposed as a new CONN course fulfilling the KNOW graduation requirement), 4 CONN courses, and 10 SSI courses.

A full list of courses approved by the Curriculum Committee during AY 2016-17 is included in the Administrative Curriculum Action Report 2016-17 (See **Appendix G**). FORTHCOMING

ECON 170 Change

The Curriculum Committed approved dividing ECON 170 into two separate courses.

SIM Revision

The Curriculum Committee approved a minor revision to Amanda Diaz's SIM. This SIM had been approved in the 2015-16 AY.

Academic Calendar

The 2017-18 Academic Calendar was approved on February 2, 2017. Martin Jackson opted not to include dates for non-academic matters such as tuition refunds and residence hall availability in this calendar.

Asian Studies change from an Interdisciplinary Emphasis to an Interdisciplinary Minor

Asian Studies had submitted a proposal to change its Interdisciplinary Emphasis to an Interdisciplinary Minor during the 2015-16 AY. The WG charged with reviewing this proposal in 2015-16 were unable to approve the proposal because of the lack of a gateway course. Asian Studies brought a convincing and well-conceived justification for why a gateway course was not appropriate for such an interdisciplinary and culturally complex field. The Asian Studies Interdisciplinary Minor was approved.

Neuroscience Program's change from an emphasis to a minor

Neuroscience Program Chair Siddarth Ramakrishnan cited three main reasons for changing the program from an emphasis to a minor: a) student interest, b) growth in program with potential to develop into an overlay major in the future, and c) compliance with the curriculum committee guidelines. The Neuroscience Program's proposal was approved.

Delegation of Course Reviews to Associate Dean Martin Jackson

The CC approved delegating approval of CONN proposal, STS 345 *Science and War in the Modern World*, which was not received in time for the full CC to review it, to Martin. The first remote course on record, EXLN 351 *Internship Away* was brought to the CC though it is not a core or graduation requirement because it sets new precedent. Martin has been delegated to approve this unusual format course.

Proposal for the Creation of a Liberal Studies Major FEPPS Review

The Curriculum Committee discussed a Proposal for the Creation of the Liberal Studies Major Freedom Education Project Puget Sound (FEPPS) throughout the spring semester (See **Appendixes H, I, J**). Two of the proposers, Robin Jacobson and Seth Weinberger met with the CC on February 10, 2017. Seth subsequently met with the committee on March 31, 2017. This proposal will eventually be presented to the full faculty and Board of Trustees. The CC's review of curricular matters is important in the early phases of the proposal's review. This review process will continue in the 2017-18 AY. CC members had a wide range of questions and part of the CC's initial inquiry involved an assessment of which questions were part of the CC's purview.

Seth and Robin provided helpful background information, explaining how FEPPS enhances and aligns with Puget Sound's mission to prepare our students for the "highest tests of democratic citizenship" and informing the CC that other liberal arts institutions such as Grinnell, Wesleyan, and Stanford have developed similar programs. Seth shared that FEPPS students have been some of his best.

FEPPS is a member of the Bard National Consortium of Liberal Arts in Prison. Currently around 35 faculty teach in this program, and an average of 8 faculty teach each semester, approximately 2/3 are from Puget Sound. Additional faculty are from Evergreen, UW Tacoma, and TCC. Washington state institutions are legally prevented from funding FEPPS. Faculty participate on a volunteer basis. The President, Academic Vice President, ASC, PSC, Library Director, Associate Dean of Experiential Learning and Civic Scholarship, and Registrar are also being consulted.

The main issues/requests that the 2016-17 CC explored were:

- Sustainability of the program
 - The program has demonstrated sustainability over the past 5-6 years and is implemented by a core group of very committed faculty with 4 professional staff. FEPPS received and substantial grant and future grants will be sought.
- FEPPS advisors will provide a rubric to the 2017-18 CC that outlines course schedules and curricular structure more concretely
- Registrar Brad Tomhave had suggested that FEPPS develop a separate Interdisciplinary degree rather than major since the proposed Liberal Studies Major would not be available to Tacoma campus students (though SIM acts as a parallel offering). Seth explained that part of the Bard Prison Initiative's mission is to grant the same degrees as supporting institutions.
- The CC expressed concern about the current proposal's waiving the 3-upper division requirement. The justification for waiving this requirement is that it would essentially be fulfilled through the major's inherent interdisciplinarity and fact that the Liberal Studies degree, with the exception of one SSI requirement, only offers upper division courses.

- Active advising will take care of this concern, students will devise a contract outlining major requirements and all upper level courses outside of this contract will count as upper division courses outside of the major.
- Innovative work is being done to bring resources to FEPPS students necessary for research projects given that there is not internet access
- Faculty have also found ways to offer labs though there are limited facilities for such offerings.

In sum, the CC was very impressed by the thorough, thoughtful, ambitious, and ethical nature of the FEPPS proposal. It may be fruitful for one or more CC members to meet with members of the ASC and PSC (and perhaps other parties) to discuss opportunities and concerns as this proposal moves forward.

Experiential Learning (EXLN) “opt-in” Course Designation

The Experiential Learning Faculty Advisory Board (ELFAB) submitted a letter requesting that the CC select the most “appropriate review body” for reviewing proposals for EXLN designated courses. The options presented to the CC in the letter and accompanying proposal (See **Appendix K**) are:

1. A Curriculum Committee subgroup
2. The Experiential Learning Faculty Advisory Board
3. Associate Dean of Experiential Learning, Renee Houston
4. Associate Dean, Martin Jackson, Ex Officio

The CC favored maintaining oversight of the review of EXLN designated courses while delegating the review process to Renee Houston in consultation with ELFAB. However, the designation of a review body was not officially approved because broader questions regarding the “opt in” EXLN course designation arose.

The CC did not feel comfortable integrating the EXLN opt in designation into the curriculum at this juncture. Rather, the CC recommended that Renee Houston in consultation with ELFAB review courses to determine if they meet EXLN guidelines (see below) and house a repository of EXLN approved courses on the Experiential Learning website. This would allow faculty to better understand how EXLN designated courses are defined by gathering a range of multi-disciplinary, approved offerings.

It is important to stress that the EXLN opt in designation is for informational purposes only, as a means of making courses that fulfill EXLN guidelines visible to students, faculty, and staff. The EXLN designation for opt-in courses would not appear on students’ transcripts.

Guidelines for the Opt-in Experiential Learning Attribute

Learning Objectives Courses in Experiential Learning utilize direct experiences and focused reflection to integrate academic theories and skills by fostering intellectual risk and productive engagement with indeterminacy and uncertainty. These experiences and reflections provide forms of authentic complexity encouraging students to contextualize their knowledge, engage in critical analysis and synthesis, and develop skills and values, thereby expanding their capacity to contribute to communities.

Guidelines

1. Utilizes direct experience to develop both an active knowledge of academic subject matter and the ability to apply theories and concepts in practice in an authentic setting.

Direct experience provides:

- a. Opportunities for students to take initiative, make decisions and be accountable to others
 - b. Opportunities for students to engage actively in the setting
 - c. Possibilities to learn from natural consequences, mistakes, and successes
2. Engages students in intentional reflection to learn to critically examine their experiences and to create connections between those experiences and subject matter knowledge.

2016-17 Curriculum Committee Recommendations and Ongoing Work

1. The SIM Guidelines were not reviewed this year, this review ought to be conducted in 2017-18;
2. Religious Studies did not submit a file for review, this review will be conducted in 2017-18;
3. Continue to work with Office of Institutional Research staff on editing and/or adding Core Area Review questions as deemed appropriate. The CC has found that Working Groups develop insights into how to tailor Core Review questions after conducting core areas reviews;
4. The CC suggests that Core Area review recommendations be more actively communicated and implemented. Working Groups submit final reports at the end of the year that include appropriate core areas reviews. These reviews require a great deal of time and provide opportunities to better understand strengths and weaknesses in the university's core curriculum. It may be fruitful to:
 - a. Share core area review recommendations with relevant faculty
 - b. Review core area review recommendations the following AY, this could be a standing CC charge;
5. The Wise Counsel documents drafted by the 2015 Curriculum Committee Burlington Northern group that provide guidelines for committee processes and types of proposals

are living documents. It is recommended that the CC continue to edit and add to these as deemed appropriate;

6. The CC collected fairly exhaustive responses to Shortened Spring semester options from across campus, thereby fulfilling Senate Charge I.

The process of changing the options under review from those recommended by the 2016-17 CC opened up procedural questions. Once it was determined by the Faculty Senate that further research into the implications of different shortened calendar options was necessary it may have made procedural sense to reintroduce all five of the original options.

When there is procedural ambiguity regarding the CC's relationship to the Faculty Senate, Administration, and/or other entities on campus engaging in more thorough, inclusive discussions of process is recommended;

7. Regarding Senate Charge II, the CC recommends changing the 9-unit major field limit to 10-units;
8. Work on the FEPPS proposal is ongoing. FEPPS advisors will provide a curricular rubric to the 2017-18 CC;
9. Further discussion of the CC's role in broader core review processes is recommended. The CC spends a great deal of time reviewing individual courses, core areas, majors/minors/emphases, departments/programs/schools. A consideration of how the CC can contribute to more comprehensive curricular review matters is recommended.

Please see Working Group Final Reports in **Appendixes L, M, N, O**

Fall 2016 Working Groups

	Assignments	Members
WG1	Biology curriculum review	Peggy Burge
	Religion curriculum review	Martin Jackson
	Artistic Approaches core area review (finish from 2015-16)	Jason Struna
	Knowledge, Identity, and Power course proposals	Justin Tiehan (lead)
WG2	German curriculum review	Quinelle Bethelmie
	Humanistic Approaches core area review	Sara Freeman
	First-year seminar (SSI) proposals	Holly Roberts Ben Tromly (lead)
WG3	Philosophy curriculum review	Chris Kendall
	Social Scientific core area review	Carsen Nies
	Approaches course proposals	Bryan Thines Nila Wiese (lead)
WG4	Politics and Government curriculum review	David Chiu
	Special Interdisciplinary Major curriculum review	Kent Hooper (lead)
	Connections course proposals	Leslie Saucedo
	Special Interdisciplinary Major proposals	Brad Tomhave

Spring 2017 Working Groups

	Assignments	Members
WG1	Biology curriculum review Religion curriculum review Artistic Approaches core area review (finish from 2015-16) Knowledge, Identity, and Power course proposals	Peggy Burge Jason Struna Justin Tiehan (lead)
WG2	German curriculum review Humanistic Approaches core area review First-year seminar (SSI) proposals	Quinelle Bethelmie Martin Jackson Holly Roberts Ben Tromly (lead)
WG3	Philosophy curriculum review Social Scientific core area review Approaches course proposals	Chris Kendall Carsen Nies Bryan Thines Nila Wiese (lead)
WG4	Politics and Government curriculum review Special Interdisciplinary Major curriculum review Connections course proposals Special Interdisciplinary Major proposals	Kent Hooper (lead) Leslie Saucedo Brad Tomhave

Shortened Spring Semester Responses

Offices and Services Contact	Option A The spring semester ends a week earlier.	Option B The spring semester begins one week earlier and ends two weeks earlier.	Option C Intersperse days off throughout the semester.
Athletics Amy Hackett	<p>The men’s and women’s rowing team would be challenged to compete at the annual Western Intercollegiate Rowing Association championship in Sacramento, CA because the event would conflict with Reading Period. The results of this event also play a critical factor in NCAA post season championship selection (and the ability for Puget Sound to be represented on a national level). This has been a hallmark event in the sport of rowing for decades and is a standard event in meeting NCAA requirements (women only). Even if a Reading Period waiver is granted, it places the students in a difficult position academically to travel back from Sacramento on Sunday and be ready</p>	<p>This option would have a devastating impact for the athletics programs in which the Northwest Conference Championships for 11 sports would run in direct conflict with the new Reading Period. Based on institutional policy as well as Northwest Conference policy, our teams could not participate in the championships compromising the fulfillment of Puget Sound’s conference membership. We would also not be in a position for NCAA selections. All of this would severely impact our ability to retain and recruit students to the university.</p>	<p>This option would be the least impactful to the athletics program. The model could possibly reduce missed class time for the sports of baseball and softball which often have to make up games due to cancellation for weather conditions. This option would also give students more flexibility in managing their weeks and allow for quality attention to academic projects and other opportunities for learning.</p>

	<p>for finals on Monday.</p> <p>There would likely be financial impact for those teams who would then have to compete after commencement to finish schedules and/or participate in NCAA championships. The financial needs would be to cover meals for students. There would also be implications for resident life for students to remain housed on campus.</p>		
<p>Dining and Conference Services Terry Halvorson</p>	<p>DCS second choice. The spring semester ending one week earlier is one week less of full time work for our hourly professional staff wanting to work full time.</p>	<p>DCS third choice. We (DCS) take full advantage of professional development and appreciate having a full week to attend training and have an all staff meeting.</p>	<p>DCS first choice. DCS hourly professional staff are .75 instead of 1.0 and are not guaranteed hours over the summer. For some of our staff having summers off is a wonderful benefit. For others, they work anytime there are hours available over the summer and during other break periods as a matter of necessity. Interspersing days off throughout the semester would be the least amount of impact for staff that need and want to work closer to full time.</p>

<p>Student Financial Services Maggie Mittuch</p>	<p>Of no consequence, generally in terms of complications to billing, payment deadlines or for financial aid applications. If ending spring earlier means summer session starts earlier, I still don't foresee complications for SFS student financial activities. CES might be impacted since they must work during spring to place students in employment positions for summer and are challenged to complete this work by May 15. I would recommend consulting CES on the possibility of moving summer forward. Since May board of Trustee meetings are typically targeted around commencement this might mean board meetings would be held a week earlier. I am not certain who might need to be involved in that discussion.</p>	<p>The spring semester begins one week earlier and ends two weeks earlier. Cannot accommodate earlier start than the day after MLK because of billing challenges for spring semester. As it is, we bill students on or about January 5th, or as soon after we return to campus post holiday break. Students have only 10 or so days to finalize financial arrangements and it is an extreme push for SFS to complete this critical work in this already short time period. Accelerating the date for spring start would make this impossible for us.</p>	<p>A good option to consider especially as seniors are preparing for graduation</p>
<p>Human Resources/ CES Cindy Matern</p>	<p>No impact on student employment</p>	<p>No impact on student Employment Take A Logger to Work program is generally held the week before students return for spring semester and if option B was implemented,</p>	<p>No impact on student Employment</p>

		adjustments to the program	
<p>Office of Finance Lori Seager</p>	<p>Advantageous for Facilities, as more time available for summer construction projects.</p> <ul style="list-style-type: none"> • Additional week in summer could provide more time for conference activity and possibly help increase Auxiliary revenues. • Provides less working days for student employees during the spring semester. Students who count on this as part of their financial aid package may struggle without this. • Office of Finance relies heavily on student employees. A longer summer provides more time for summer student employment. • This would change the timeframe of May board meeting and impact schedule for board 	<p>Spring 5th and 10th day census counts available earlier in the semester, which helps for February board reporting.</p> <ul style="list-style-type: none"> • Advantageous for Facilities, as more time available for summer construction projects. • Two additional weeks in summer could provide more time for conference activity and possibly help increase Auxiliary revenues. • Provides less working days for student employees during the spring semester. Students who count on this as part of their financial aid package may struggle without this. • Office of Finance relies heavily on student employees. A longer summer provides more time for summer student employment. • This would change the timeframe of May board meeting and impact schedule for board meeting preparations. 	<p>Seems to be smoothest transition, keeping to current starting and ending dates for the semester, and provides extra time for students to complete class projects or short-term study away programs.</p> <ul style="list-style-type: none"> • We have observed students experience less stress when they have occasional days for a more singular focus on schoolwork catch-up, ASUPS-related tasks, etc.

	meeting preparations.		
Residence Life Megan Gessel	No impact	<p>> Res life workers (RA's, etc.) have to come back from break one week early to get ready for students. If winter break is shortened to 3 weeks, these students would only have two weeks of winter break. Moreover, this would mean they would be traveling right around new years, when ticket prices are more expensive.</p> <p>> Greek life students also come back one week early to prepare for recruitment and they would run into similar issues.</p> <p>> Many students who live far away and/or are lower income do not get to go home during other breaks (Thanksgiving, Spring break) and so they appreciate the long winter break since it's the only time to see their family and friends.</p> <p>> Many students get seasonal work at home during the break and appreciate the extra time to earn money for school expenses.</p> <p>> Many students use winter break to pursue summer jobs and internships. Often this is most easily done after New Years, due to the holiday schedules of most offices and shortening the winter break would limit their time to do this work.</p>	Having several 3 day weekends is not ideal for res life, because there would likely not be much programming created, therefore creating more idle time, which can lead to issues, especially in the dorms.

		> One faculty member mentioned that if the University ever wanted to do a Winter term or an experiential learning activity of winter break, that shortening winter break might interfere with these potential opportunities.	
Facilities Services Bob Kief	No impact	Would negatively impact work done over winter break.	Least impact and could offer opportunities for additional maintenance during days off.
Staff Senate Anna Coy	No feedback	Supplies need to be ordered in such a way that the campus closure for holiday break does not interfere with delivery, which means putting in massive orders on the first day back, i.e., January 3 rd , 2016. If classes were to begin a week earlier it is unlikely that all orders would have arrived in time, especially things like chemicals that can't be expedited. This would be very problematic for classes which have a lab component or supplies with expiration considerations. Starting earlier would also interfere with the ability to squeeze in PDEC for staff. There are quite a few facilities issues that are dealt with during this time when students aren't around.	No feedback
President's Office Liz Collins Alumni and Parent Relations Allison Cannady-Smith	Starting the term at the same time but ending it a week earlier would compress planning time quite a bit for	Starting a week later would lead to similar problems of timing/spacing – too many meetings/gatherings that need to be organized but	...was a pretty clear favorite, mainly because not much would need to be changed from an organizational perspective in either the

	<p>many things that happen at the end of term—for example, the Trustee meetings wouldn't be as well spaced; Spring Break left where it is would then lead to end of term coming not long afterwards (mirroring problems associated with Thanksgiving break followed by Winter Break).</p>	<p>with one less week to have those meetings and plan them.</p>	<p>President's Office or for Alumni/Parent Relations.</p>
<p>School of Education* Amy Ryken</p>	<p>This is a preferred option. We would still have to begin our term early to ensure that candidates have a minimum of 15 weeks of full-time student teaching as mandated by Washington state.</p>	<p>This is not a preferred option.</p>	<p>This is a preferred option; however, MAT candidates would follow the calendar of public schools. If public schools are in session they are required to be present at the school.</p>
<p>Geology Department Mike Valentine</p>	<p>Four of us prefer ending Spring semester a week early. Mostly, it would give us more summer time to pursue research and mentor student research projects. In addition, our majors need to complete a summer field course for the Geology major. Many of them also apply for Summer Research Awards that require them to dedicate 10 weeks full time to their projects to get the funding. It is difficult or impossible for them to do both</p>		

	<p>in the summer between junior and senior years, so many have recently done the field camps AFTER their senior year, so they don't officially graduate until the next December. The extra week of summer would allow for more flexibility for them.</p>		
<p>Classics Department Eric Orlin</p>	<p>There's a general consensus in the Classics department that if we shorten the spring term, Option A is the best choice</p>	<p>No response</p>	<p>...a disaster waiting to happen</p>
<p>Politics and Government Alisa Kessel</p>	<p>The consensus in P&G is overwhelming preference for <u>option A</u>.</p>	<p><u>Option B</u> is particularly challenging for P&G colleagues, since course content shifts so much from year to year in response to political developments. Colleagues who teach in, say the European Politics course once a year would have had to radically retool the course in light of the Brexit vote this summer. Those who teach in foreign policy would contend with a new administration and all of the developments in foreign policy in the past year.</p>	<p><u>Option C</u> seemed undesirable to my P&G colleagues because it would impose strange constraints on all classes (the loss of a Thursday here, a Monday there, etc) and because it would contribute to a loss of momentum in the course.</p>

AFAM/RPI Dexter Gordon	Second choice	no	RPI would consider a conference on the off year, half-way between the 4 year national conferences. This “off-year” conference would focus exclusively on campus issues. Such a conference would be over two days.
Communication Studies	Prefer this		
Psychology Sarah Moore	Best and convenient Creating a larger block of time for summer is best for faculty and students vis-à-vis research, internships, travel	Not preferred Time needed for prep, research, department business, workshops, etc., between semesters is important	This is disruptive (least preferred) <ul style="list-style-type: none"> • Interspersed days= lost momentum, especially for 1 day/week courses • Tacoma Public Schools calendar changes frequently and is different from other districts public schools. Not a good idea to align our calendar with theirs. • Workshops- ambitious workshops or conferences (like RPI) could be scheduled at the end of the term.
Chemistry Dan Burgard	This seems easiest	Not B	Chemistry runs 12 sections of CHEM 120. If this happened, an equal number of days of each of the days of the week need to be removed. Blocks of off days would be preferred This could be interesting if done right.
Philosophy Ariela Tubert	This is my strongly preferred option. The spring semester drags on a bit toward the end and ending a week earlier would help end the semester on a better note	I worry about shortening the break because as it is there isn't a lot of time to take a break between grading and class preparation.	I don't feel comfortable with this option until I am clear on the details – I worry about breaking the flow of the semester and that the replacement activities will crowd even more our already busy schedule.

	<i>Sam Liao also emailed his preference for this option</i>		
Physics Rand Worland	Most of Physics prefers option A		Not sure how this would affect lab schedules
Exercise Science Gary McCall	Like this	Like this equally	No faculty prefer
Biology Alyce DeMarais			This would be very challenging or science courses with multiple lab sections – if one day (lab) per week is cancelled, then the entire week would be cancelled. This would be unacceptable as we would severely reduce the number of labs offered in the semester (and would interrupt the continuity of lab experiments) and curtail the experiential education opportunities for our students. The scenario Martin mentioned makes sense –use existing partial weeks for educational events. We do have on “extra week” in spring so Amy’s [Spivey] Presidents Day idea would not be ideas in terms of labs but would be feasible.
Art and Art History Elise Richman	General support allows for more time to engage in faculty and student summer research projects and provides more time for summer study abroad programs and internships. The problem with this option is that it would compress the amount of time senior art	No	This poses interesting campus wide community building and educational opportunities and alleviation of child care issues on at least one, consistent holiday, President’s Day.

	<p>majors have to prepare for their thesis exhibit. The time they currently have is already brief.</p>		
<p>Anonymous Chairs/Directors</p>	<p>I think this would be the best option, but perhaps Spring Break should be moved up a week.</p> <p>This is the best option of these three</p> <p>I prefer this option. It would be beneficial for students seeking summer jobs.</p> <p>First choice</p> <p>Yes – anything to keep graduation off Mother’s Day. As a single mom, I often cannot participate in grad activities on Mother’s Day because it is difficult to get babysitting.</p> <p>Most straightforward</p>	<p>This is not good. EL & faculty led study abroad trips over winter recess would be adversely impacted.</p> <p>NO</p> <p>NO</p> <p>Nope</p>	<p>Do not favor this idea as it is more complicated and inconvenient in terms of syllabus planning and irregularity of classes. Also, do not favor trying to synch our schedule with Tacoma Public Schools.</p> <p>This seems complicated and less rewarding overall. NO.</p> <p>2nd choice but don’t care for it. Not cohesive to graduate programs However if in line with holiday that would be better.</p> <p>No – too hard with the flow of classes *if it’s Pres. Day, etc. that would be a consideration but it would be very hard on the OT curriculum because it would most likely be Monday’s off.</p> <p>How? We start two days later end two days or three days earlier? and President’s Day? (not as important)</p>

	<p>This strikes me as the most feasible option. And sane</p> <p>Two individuals circled this option indicating support for it.</p> <p>Yes</p> <p>Yes</p>	<p>I enter every spring term woefully underprepared. Between grades, holiday travel, and a brief respite from the fall, this would leave us w/laughably little time to get ready for spring.</p> <p>No</p> <p>No</p>	<p>The proposed model seems like a pretext for creating more work that disrupts us from our core mission.</p> <p>Maybe</p> <p>No</p>
<p>ASUPS Noah Lumbantobing</p>			<p>I'm writing to you because I recall some time ago in an all Faculty meeting you presented some options for matching the Spring to Fall semester's classes days up. I'm wondering if that conversation is still happening in committee? The reason I ask is that I've been thinking about the ways in which the University can create spaces for building cohesive community, particularly around building a collective language, framework, and conscious around equity and inclusivity. I've been chatting for sometime with Alisa Kessel and Nancy Bristow in the Faculty Senate about potentially using</p>

			<p>the space of the common hour when there aren't all Faculty meetings to have time and create space for workshopping/lectures/etc., and am always looking for other spaces as well. This past break, as I'm sure you know, Dean Benitez along with Human Resources put together a full day conference for staff and faculty centering equity and diversity and having a full day with most if not all staff and a good chunk of faculty parsing through difficult conversations. It got me thinking about whether, in aligning the Spring Semester and Fall Semester, this might be an opportunity to set a day aside for students, faculty, and staff to be in intentional community with one another and have a similar sort of conference-y, workshop-y space to engage in a difficult conversation about what equity and inclusivity looks like on our campus and build a collective, anti-oppressive consciousness. I'm also inspired by the Power and Privilege Symposium at Whitman college, which seems like an amazing space that occurs annually to engage with just that – power and privilege – and might be a neat template.</p>
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*Important Context: The School of Education MAT Program has its own calendar that has never been reflected on the official university academic calendar. I am currently working with Associate Dean Sunil Kukreja to see how the official calendar might reflect how the MAT program actually operates.

MAT candidates return to campus right after the New Year holiday to begin student teaching in public schools.

Below is a contrast of the University spring term and the MAT spring term for 2017. In addition, we teach our classes during Puget Sound's Spring Recess and instead do not teach classes when public schools have spring break (this year that is the week of April 3-7).

SHORTENED SPRING TERM OPTIONS

SPRING TERM OPTION A

The spring semester ends a week earlier.

Preferred by most academic departments and Residence Life

Pros:

- Simple solution
- Sense of cohesion
- Will not disrupt lab schedules
- Grants facilities more time for summer projects
- More time for summer research and study abroad programs
- More time for student summer employment

Cons:

- Less full time work for hourly professional who are not guaranteed hours over the summer (Dining and Conference Services)
- Fewer working days for student staff, Office of Finance expressed concern about this as students it may affect student financial aid packages
- Compress timing of end of the year events and Trustees meetings (President's Office and Alumni and Parent Relations)

SPRING TERM OPTION C (formerly Option D)

Intersperse days off throughout the semester.

Preferred by Dining and Conference Services, President's Office, Alumni and Parent Relations, ASUPS President, Office of Finance, and RPI

Pros:

- Align with Tacoma Public School Holiday, President's Day
- Potential for University wide, community building, intellectual and civic minded programming such as thematic symposia, speakers, conversations
- Cohesive approach to showcasing student presentations/poster sessions and facilitating study groups
- Opportunities for maintenance during the semester (Facilities Services)
- Does not disrupt .75 exempt staff employment

Cons:

- Potentially disruptive
- Would entail planning

POTENTIAL OPTION C SCHEDULES

MODEL I

Day I: Friday after MLK Day, training, workshops, speakers open to all faculty and staff (and students?)

DAY II: President's Day

DAY III and IV: Two days devoted to, symposia, student presentations/poster sessions, and campus focused quadrennial RPI conference (timing TBD, towards the end of the semester)

DAY V: Extend reading period to three days (W-F)

MODEL II

Day I and II: Thursday and Friday after MLK Day, training, workshops, speakers open to all faculty and staff (and students?)

DAY III: President's Day

DAY IV and V: Tuesday and Wednesday of current last week of classes, student presentations, study groups, poster sessions

Variations on this model:

- Keep President's Day as a class day and only drop by four teaching days. Advantage: does not disrupt schedule for courses with labs. Disadvantages: does not address issue for those with school-age children; doesn't fully meet
- Student presentation/exhibit/performance days on Monday and Tuesday of current last week with reading period beginning Wednesday.

Humanistic Approaches Core Area Review Report (2016-2017)

Working group 2, consisting of Benjamin Tromly (lead), Holly Roberts, Sara Freeman (fall), Martin Jackson and Quinelle Bethelmie (student representative), carried out the different components of a core area review called for in the Curriculum Committee guiding document “Guidelines for Working Groups Conducting Core Area Reviews”:

- 1) In late fall semester, we reviewed several data sources, including syllabi for classes in the core area since the past review (in our case, since roughly 2012) and student views of the core area as conveyed in the 2016 University of Puget Sound Core Curriculum Assessment Report compiled by the Office of Institutional Research (which includes survey data and focus groups of graduating seniors);
- 2) In February, we administered a survey of faculty members who have taught in the core area in past years, the questions for which we generated in working group meetings in the fall. Our response rate was 20 out of 50 faculty members contacted.
- 3) On March 30, we hosted a discussion with faculty members who teach in the core area. Eight faculty members from several different departments attended.
- 4) We reviewed data on classes in the core area such as number of sections and class sizes.

The basic question of a review of a Core Area review is “how well is this core area meeting its objectives”? In our case, the main questions are whether the Humanistic Approaches core area is enabling students to 1) “acquire an understanding of how humans have addressed fundamental questions of existence, identity and values and develop an appreciation of these issues of intellectual and cultural experience” and 2) to “learn to explicate and to evaluate critically products of human reflection and creativity.” Of course, connected to these questions are matters of course variety, enrollment, and staffing, and we paid attention to the latter as well.

Review of the core area in its various stages revealed that the core area serves the university – both students and faculty – fairly well. At the same time, the core area review raised diverse views about the Humanistic Approaches core area and about the Puget Sound core curriculum as a whole that are worthy of further discussion by the faculty. Given that the standard core area review process did not provide sufficient information and time to reach firm answers to these matters, our recommendation is that the Curriculum Committee and the Faculty Senate facilitate future discussion on the university’s core curriculum in the coming few years, during which matters specific to the Humanistic Approaches core area would also be discussed.

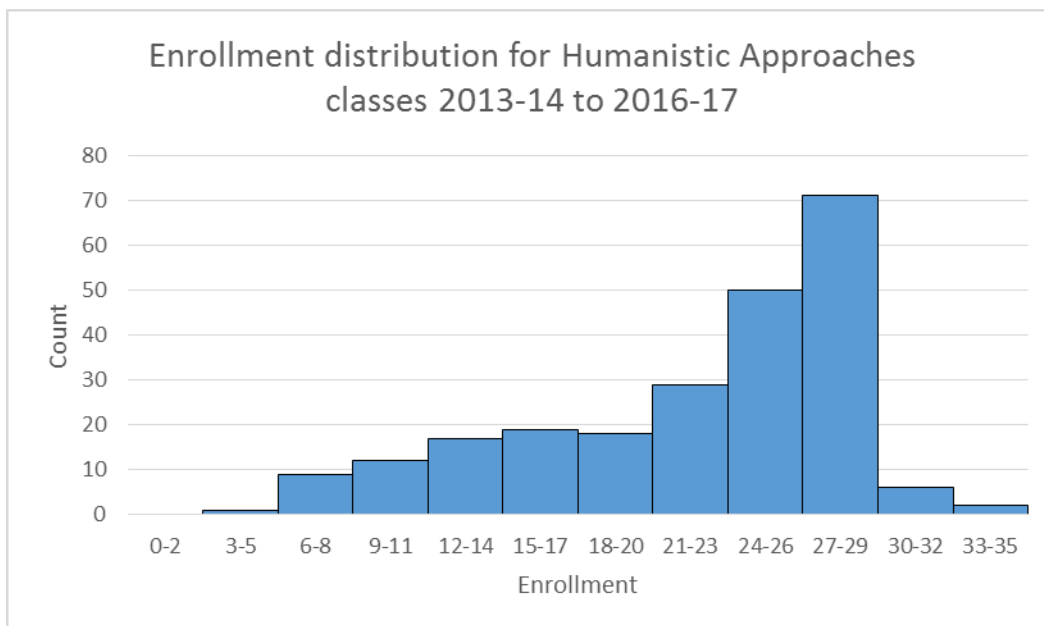
This report discusses questions that emerged from our core area review and then offers recommendations. It is hoped that this document will provide some useful points of discussion in any future consideration of the core curriculum.

Enrollment and class sizes: A logical starting point is to ask whether courses offered in the Humanistic Approaches core area are satisfying the student body in practical terms, or whether students are satisfied with the course offerings in this core area and in their ability to enroll in

desired classes. Our answer to both questions is affirmative. A review of enrollment figures for the past few years revealed that most classes in the core area do not fill to capacity: in Fall 2016, 20 courses in the core area did not meet the maximum enrollment cap, while 11 did (in Spring 2016, the corresponding numbers were 25 and 6). This suggests that students are often able to enroll in the class of their choice. Likewise, a participant in our discussion recalled anecdotally that her advisees had an easier time enrolling in Humanistic Approaches classes than those in other core areas.

Our review also showed that students are able to choose from a wide range of classes in order to fulfill this core area. Going by the Bulletin – granted, an imperfect measure given that it does not tell us how often the courses are offered – there are 70 courses in the Humanistic Approaches core area that are taught by faculty in 16 departments and programs. The OIR Assessment Report mentions that some students in focus groups “believed that the Humanistic Approaches core should include more non-Eurocentric perspectives” (p. 3). The list of classes that count toward the core area, which include courses addressing a wide range different of cultures and historical periods, would seem to call that conclusion into question.

One question that interested us was class size. Is the number of students enrolled in Humanistic Approaches core classes appropriate for the latter to pursue the learning objectives and guidelines of the core area? As already mentioned, the majority of the classes in the core area do not fill to capacity. Yet the same data show that many Humanistic Approaches core classes tend to come close to the limit. Most courses capped at 28 – some were capped at a lower enrollment number for various reasons – come within a few students of that limit (see chart 1).



Humanistic Approaches core classes tend to be larger than usual classes in the humanities. Does this fact affect the effectiveness of the core area as a whole? Some faculty members seem to think so. For example, a survey respondent expressed the idea that the “high enrollment cap”

means that faculty have to “lecture at students” rather than engaging “students in the kind of probing dialectic that has long characterized HA-type thinking / pedagogy.” As this was the only mention in the survey of class sizes as a structural flaw of the core area, we brought the enrollment issue to the attention of the faculty discussion as well. When we asked the participants at our discussion event about the enrollment cap, one faculty member thought it a “legitimate concern,” but this opinion did not seem to find widespread endorsement. In fact, another colleague commented that she saw no difference in teaching 19 or 28 students.

The working group nevertheless thinks that the issue of enrollment is one deserving of further scrutiny. It seems likely that a humanities class with 25 or more students makes meaningful class discussion more difficult, as suggested by the survey respondent above (and as confirmed by Tromly in his own experience teaching in this core area). Of course, the core question here is not pedagogical styles per se – which differ according to faculty preference, in any case – but whether the larger class size of Humanistic Approaches core classes has an impact on student learning. The only data point available to answer this question is the Office of Institutional Research report noted above, which provides the following survey data from graduating seniors:

Table 1. Core Curriculum Survey Responses (Seniors, Response Rate: 37%)

#	Statement:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
3	Through my Humanistic Approaches core course, I am familiar with methodologies to explore beliefs about human existence, identity, and values.	17%	50%	23%	7%	4%	193
4	Through my Humanistic Approaches core course, I have explored issues of human existence, identity, and values over time and across cultures.	24%	46%	21%	6%	3%	194

These responses are ambiguous. First, one must consider the limitations of these data: how well do graduating seniors remember their Humanistic Approaches class, which may would have taken in their first year? (This observation came out at our faculty discussion). Second, the wording of the questions might be less than ideal for the goals of evaluating the curricular impact of the core area; question 4, for instance, is quite descriptive. Most of all, the distribution of answers can be read different ways. One reading of the answers for question 3 would be that only 67% of students felt that their courses in the Humanistic Approaches achieved their target; a mere 11% of respondents disagreed with the notion that the courses in question had “familiarized” them with “methodologies to explore beliefs about human existence, identity and

values.” On the other hand, the fact that only 17% of students “strongly agreed” that they had become familiar with these methodologies through the class might be construed as meaning that a small minority of students were deeply affected by their Humanistic Approaches core class, at least with regard to the core learning objectives and guidelines. At the very least, we can conclude that some faculty members are unhappy with the large enrollment cap of most Humanistic Approaches core classes and that many students do not seem to have strong feelings about the classes in relation to the broader development of “humanistic ways of knowing.”

The breadth of the Humanistic Approaches core area: One of the issues that we grappled was the breadth of the core area under review. This aspect of Humanistic Approaches was also noted in the 2012 review with the working group from that year noted “The Working Group had significant conversation regarding the real and potential challenges posed by the appropriateness of the scope and breadth of the current Humanistic Core rubric.” Simply put, the Humanistic Approaches core area is broader than the other core areas, whether measured in terms of the number of classes it encapsulates or the range of departments teaching within it (see “Enrollments and class sizes” above on this). Moreover, while reviewing syllabi the working group was struck by the diversity of ways in which faculty addressed the core area’s learning objectives and guidelines (perhaps, we thought, due to their divergent disciplinary backgrounds). Accordingly, we sought to explore the conceptual and disciplinary breadth of the core area and to gauge what faculty members thought about it. How do faculty members understand what should qualify as a humanistic approaches core course? Do they embrace the internal diversity of the core area as it is constituted?

Our survey results seem to confirm that scholars approach teaching in this core area in very different ways. The survey addressed this issue with the following question: “If there were 2-3 questions or themes you think every student at Puget Sound should encounter as part of a Humanistic Approaches core requirement, what would they be?” This question spurred very divergent responses. Although the task is difficult, one might try to categorize the answers into the following categories:

1. Faculty members who feel that the humanities core should include exploration of certain themes, implicitly seeing them as recurrent in different cultures. For instance: “What gives our existence meaning and purpose? What makes something good or evil?”
2. Faculty members who stress the role of the core area in examining “how humans have addressed fundamental questions of human existence, identity and values” in different historical and cultural contexts, suggesting a less universal brand of “the humanities.” For instance: What does it mean to be a good human being in a given culture, how does that view shift over time, and how is the view and the way it shifts expressed (sometimes obliquely) in the creative works of that culture?
3. Faculty members who think that Humanistic Approaches core courses should engage in a critical examination of the humanities as such. This idea found different inflections. One respondent suggested that a core theme should be “What issues can Humanistic approaches examine that other disciplines or approaches cannot? What are the limits of Humanistic Approaches?” Other respondents called for a more critical deconstruction of

the humanities, for instance by studying the process of “canon formation” and the “biases and limitations” involved.

4. Faculty members who argued against the idea that certain themes – even of the broad kind – should be “mandated” in the core area. As one faculty member put it, “I think it would be folly to impose 2-3 [themes] on all courses in the category” – a response that invites the question of whether there should be categories of classes at all.

In sum, it seems clear that faculty members see the mission of teaching courses engaged with “Humanistic Approaches” in different ways. It seems likely that disciplinary backgrounds inform these difference, on the simple assumption that “fundamental questions of existence, identity, and values” would be treated differently by, say, historians and specialists in English literature. In fact, participants in our discussion with a longer institutional memory pointed out that the Humanistic Approaches core area was an amalgam of different components of the core curriculum of yore, including a “Historical Approaches” core area that no longer exists. Some in faculty discussion raised the idea of requiring two units in Humanistic Approaches. More important than the fact of this breadth in the core area – or even of its origins – is what to make of it. Put differently, should the “Humanistic Approaches” core area have a more defined focus or is the current breadth positive? Faculty had polarized views on this question as well. Some faculty members believe that the breadth of the classes in the core area is positive and even natural. For instance, one faculty member at our discussion objected to the notion that the core area was “inchoate” (Tromly’s characterization), arguing that the range of approaches being pursued in the core area was a reflection of the breadth of the humanities themselves. In such a perspective, the breadth of the core area is a natural reflection of the diversity of ways in which humans have approached “existence, identity, and values.”

Some faculty members think differently. One survey respondent remarked that “a clearer definition of what we mean in the HA area might be helpful - the language above is pretty vague, and allows for perhaps too wide of a spread of courses filling the core area, such that it lacks definition.” Another colleague agreed, pointing out that “it is almost as if any humanities course will do; there doesn't seem to be any real criteria that would exclude any class taught in a humanities department from fulfilling this requirement.” A few other colleagues agreed, and offered some reasons of the benefits that might accrue from a clearer definition of “Humanistic Approaches.” A clearer definition of the core area, one respondent argued, would differentiate it “from other approaches in our curriculum.” A clearer definition of the core area, one colleague at our discussion posited, might help to bring appreciation for the value of “humanistic approaches to knowing” in a present context when they are often undervalued.

Evaluating this debate between wider and narrower definitions of the Humanistic Approaches core area is beyond the scope of this review. First, a more conclusive picture of faculty opinion on the structure of the core area, presumably involving holding focus groups, would be needed before considering changes. Second, any major modification to the core area would involve dislodging classes from it and, one would imagine, even re-distributing courses across core areas. Accordingly, the breadth issue is one best left to an eventual review of the core curriculum as a whole.

Humanistic Approaches and KNOW: Since the last review of the Humanistic Approaches core area in 2012, a major modification of our curriculum has taken place: the creation of the Knowledge, Identity, and Power (KNOW) graduation requirement. Moreover, one might imagine that there is potential overlap between the Humanistic Approaches core area and the KNOW graduation requirement. As pointed out by one survey respondent, both Humanistic Approaches and KNOW deal with identity. For these reasons, we thought it important to examine the Humanistic Approaches core area in light of KNOW.

The general conclusion we reached is that faculty members believe that Humanistic Approaches and KNOW coexist well in the curriculum. Our survey asked faculty members teaching in the core area whether “the creation of the Knowledge, Identity, and Power (KNOW) graduation requirement changes the way we approach the Humanistic Approaches core area?” Most respondents answered in the negative. Several survey respondents asserted that the two parts of the curriculum pursued separate goals, which one survey respondent explained as “the ways that various groups belong and do not belong in a society and the ramifications of those identities” (KNOW) and “examining ways meaning has been constructed and explored in terms of broader values” (Humanistic Approaches). Of course, a single course can satisfy both requirements, but this consideration did not seem to pose a problem to survey respondents (apart from one who thought that students should have to take both Humanities Core and a KNOW course). One should note differing viewpoints on this question as well. One survey respondent opined that “KNOW should replace the Humanistic Core,” a viewpoint that was not further elaborated upon.

The meaning of the core curriculum: We were struck by the fact that very few syllabi actually discussed the nature of the Humanistic Approaches core area. At most, some syllabi mentioned that the course counted toward the core area, but discussion of what the specific core area entailed and how the course would carry out its objectives was almost non-existent. This fact raised questions for us. Do faculty members explain to students what the core curriculum represents, and how a specific class fits into it? And do faculty members attach any significance or meaning to the fact that their courses are in the core?

Our survey and discussion seemed to confirm the fact that many faculty members pay little explicit attention to the core curriculum, at least in the classroom. While this question focuses more on “liberal arts education” than the core area in particular, it did serve to prompt respondents to ponder how they connect their Humanistic Approaches core courses to the curriculum as a whole. Many of the answers we received showed that faculty members do not consciously engage the matter of explaining the core curriculum and how the course in question feeds into it. In other words, faculty members do not do very much to explain to students the relevance and importance of the Humanistic Approaches core area its role within the wider curriculum at Puget Sound.

What is one to make of this fact? Of course, this does *not* mean that faculty members do not do what the core area calls for in their classes (addressing “fundamental questions of existence, identity and values”), as a colleague explained in our discussion session. In other words, teaching

the humanities well conveys to students their importance – something, no doubt, faculty members teaching in the core area would hope to be true.

Our review also discovered that some faculty members shared our surprise and concern with the fact that the core curriculum is not talked about more and that its importance is not more deliberately spelled out to students. A colleague at our discussion meeting voiced the opinion that the core curriculum was “a distribution requirement masking” as a core curriculum based on approaches to knowing – or, in other words, that the core curriculum had little integrity beyond forcing students to enroll in classes in certain areas or departments. In this view, there is a need to better articulate and foreground what the approaches entail, or, as another discussion participant put it, to “explain their epistemological assumptions.” Another colleague concurred that it is necessary to better “articulate the rationale” for the core areas.

The perception that faculty do little to articulate the core curriculum seems to receive little attention from faculty seems to have particular importance to the humanities at Puget Sound. Several participants in our discussion meeting noted that enrollments have fallen in the humanities. Another participant in our discussion went so far as to put it that some people on campus, as in the country as a whole, “don’t believe in humanistic approaches” as such.

It would be desirable, then, to give better articulate the purpose of the core curriculum, and the Humanistic Approaches core area as part of it – in the classroom, in our syllabi, and in our campus culture as a whole. Less clear is how this could be attained. With regard to Humanistic Approaches in particular, perhaps a clearer and more up-to-date version of the corresponding guidelines and learning objectives would help. The language for the core rubric is decades old and strikes some as archaic; in particular, one colleague mentioned at our discussion that the use of the word “belief” did not fit current conceptions of discourse in her discipline. At the same time, any potential changes of rubric should emerge from a deliberate process drawing on extensive faculty discussion.

Recommendations:

1. We found that a suitable range of classes is offered in the core area and that enrollments are generally robust within them. In this regard, maintaining the current range and number of courses is desirable.
2. We recommend that the administration give further consideration to the enrollment cap of 28 in most Humanistic Approaches core courses. We do so in light of the difficulty some faculty members experience in modeling humanistic approaches to learning in classes of this size.
3. We recommend that the Curriculum Committee and the administration provide for future discussion of the Humanistic Approaches core area, presumably in conjunction with a wider deliberation on the state of the core curriculum. Such a process should address the following issues raised in this review:
 - A. The considerable breadth of the Humanistic Approaches core area, as conveyed by learning objectives and guidelines as well as the courses offered in it, in comparison to other core areas. Is this breadth a strength or weakness? If it is a weakness, is there

- a call for reconceptualizing the humanistic approaches core area in relation to the wider core curriculum?
- B. The perception that the learning objectives and guidelines for the Humanistic Approaches core area are vague and perhaps out of date.
 - C. The general need to better articulate to students the importance of the core curriculum, the intention of which is to “give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry.” How can the faculty better articulate the notion that the categories are not only matters of convenience – boxes to check off for students, mechanisms for guaranteeing enrollment for departments – but also distinct “ways of learning” that are “integrated” and essential parts of a liberal arts education?

**Social Scientific Approaches
Core Curriculum Review: 2016-17
Curriculum Committee Working Group Report**

Working Group 3

Chris Kendall, Bryan Thines, Carsen Nies (student representative), and Nila Wiese (lead), Martin Jackson

Overview of Process:

The review was conducted during Spring 2017. The group followed the guidelines provided for “Conducting Core Area Reviews’ as follows:

- We reviewed course syllabi in February-March;
- In March, we administered a survey to faculty teaching in the SSA core;
- On April 14, we hosted a meeting for faculty teaching in the SSA core;
- We coordinated with OIR (in Fall 2016) the inclusion of questions regarding the Social Scientific Approaches Core in the senior survey to be administered at the end of Spring 2017.

Social Scientific Approaches Core Rubric

The rubric that was considered throughout this review read as follows:

Learning Objectives:

The social sciences provide systematic approaches to understanding relationships that arise among individuals, organizations, or institutions. Students in a course in the Social Scientific Approach to Knowing acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories.

Guidelines:

- I. Courses in Social Scientific Approaches: (a) explore assumptions embedded in social scientific theories, and (b) examine the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior.
- II. Courses in Social Scientific Approaches require students to apply a social scientific theory as a way of understanding individual or collective behavior.

In this review, our focus was on evaluating that students were achieving the learning objectives established in the SSA rubric. In order to make this assessment we considered number and type of courses offered, and students’ and faculty’s perceptions on how well the courses offered meet the objectives and guidelines of the SSA core.

Review of the Syllabi

We reviewed syllabi for 17 courses. The courses came from the following disciplines: Communications (3), Economics (1), Education (1), Honors (1), International Political Economy (1), Politics and Government (4), Sociology and Anthropology (5), and Psychology (1).

The majority of the syllabi we reviewed did not explicitly refer to the SSA learning objectives, and in most cases, did not even note that the course met the SSA requirement. In spite of the lack of explicit reference to the SSA rubric, the working group concluded that all courses met the objectives and guidelines. The group also noted the considerable inconsistency in the syllabi regarding the inclusion of general guidelines and policies (e.g., emergency procedures, bereavement, students needing accommodation, etc.).

Survey of the Faculty

The working group created a survey and sent it to 36 faculty members who currently teach, or who have recently taught, in the Social Scientific Approaches Core area. Ten faculty members responded. All respondents felt their courses were meeting the learning objectives of SSA courses. Faculty reported using a variety of teaching and assessment tools that asked students to apply theoretical frameworks to empirical or real life issues, and that required students to think critically and question their assumptions about social phenomena.

Two respondents felt there was no need to change the guidelines. A few respondents offered the following feedback regarding the learning outcomes and guidelines:

- Students have a limited knowledge base and thus, asking them to theorize or to apply theories can be challenging. They may need a more basic survey-focused course before they can be ready to engage in higher level thinking.
- The language around ‘simplification’ in order to ‘build models’ might need revising. For example, students need to also understand the ‘cost of simplification’ (i.e., complexity can get missed or be overlooked) and, evidence or theories should also be used to better understand complex social phenomena rather than just developing models.
- Adding language to the guidelines about helping students develop ‘capacities to generate and test hypotheses according to a variety of methods available to social science disciplines.’

Meeting with the SSA Faculty

The working group invited core area faculty to a discussion of the core area and rubric on April 14, 2017. No faculty (except for WG3 member Chris Kendall) attended the meeting.

Review of the Senior Survey

OIR conducts an annual survey of graduating seniors. Each year, the survey includes questions about one or more of the core areas. The Spring 2017 survey will include questions about the Social Scientific Approaches Core area. The working group will revise this preliminary report as needed based on the analysis and findings received from OIR.

Preliminary Recommendations

The working group members carefully considered the information gathered throughout this process and concluded that the rubric, as currently written, is meeting the goals of the SSA core. Some recommendations include:

- A revision of the language around guideline I(b): Examine the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior.
- Regarding Syllabi: (a) Be more deliberate in the inclusion of learning outcomes that are aligned with the SSA learning objectives; and (b) ensure that syllabi consistently include information on university policies as noted above.

To: The Curriculum Committee of the University of Puget Sound
 From: Working Group 1 of the CC for the academic year 2015-2016 (Peggy Burge, Jim Evans, Pat Krueger, and Gabriel Newman)
 Subject: Assessment of the Artistic Approaches area of the University Core Curriculum
 Date: September 12, 2016

1. Procedure

Working Group 1 of the Curriculum Committee began reviewing the Artistic Approaches core area during Fall semester, 2015.

- a) We reviewed the objectives and guidelines for this core area.
- b) We obtained syllabi for all courses that were currently being offered in this area and reviewed these against the objectives and guidelines.
- c) We drafted and sent out a faculty survey to all professors who teach in the Artistic Approaches core area. The survey is included in Sec. 4a and the responses are in Sec. 4b.
- d) We requested from the Registrar information about offerings and enrollments in Artistic Approaches courses over the period covered by our review. This was graciously provided and is included as Appendix I.
- e) On February 24, 2016, we held a discussion at the University Club, attended by the members of the Working Group and about a dozen of the faculty who teach in Artistic Approaches. Notes of the conversation are in Sec. 5.
- f) The Working Group felt that it was essential to also have student input in assessing an area of the core. Each year, the Office of Institutional Research assesses two or more areas of the core by means of a Senior Survey sent to all graduating seniors and focus group interviews with small groups of graduating seniors. (These tools address much more than the core curriculum.) Until this year, the Curriculum Committee had made no use of this valuable work. Partly, this was the result of inadequate coordination between the CC and the OIR. The key to successful inclusion of student opinion in the CC assessment of a core area is that the OIR should do its assessment in the academic year *before* the CC will take up the same area. (This is because OIR conducts its Senior Survey and its focus group interviews late in the spring term). Because of the mix-up in the coordination, the CC scheduled its assessment of the Artistic Approaches area for the *same* academic year that the OIR was assessing this area. A happy result of this accident was that our WG was able to discuss with Ellen Peters of OIR some possible questions for inclusion on the student survey. The OIR did not finish its report on the spring interviews until September 2016, and kindly sent us a copy. This is included as Appendix II. We then completed the portion of our work that depended on the OIR survey and interviews.

2. Findings and Discussion

Our working group found that most professors thought the core area objectives and guidelines are appropriate and useful, and that their courses met the criteria of these objectives and guidelines. Professors outlined ways that they assessed whether their courses achieved their purpose, and they agreed that students were accomplishing these

goals in their courses. One professor stated that *aesthetic appreciation* should be added to the objectives, something that is already a part of most of the Artistic Approaches courses.

However, only 56% of seniors responding to the Senior Survey agreed or strongly agreed that, through their Artistic Approaches core course, they are able to reflect critically about art and the creative process. Perhaps professors need to be more explicit in addressing this goal, and in pointing it out to students when they are exercising critical judgement.

Professors also generally thought that there is a good balance between historical and creative approaches in the Artistic Approach core area. However, some believe that more creative approach courses could be offered for students. Students also expressed a desire for more creative or hands-on opportunities in this core area.

In the faculty conversation, professors explored a number of ideas for more cross-disciplinary courses and brainstormed some possible new offerings for Artistic Approaches.

A number of professors noted that smaller class sizes are desirable, and that more Artistic Approach core courses should be offered each semester. The desire for more class sections and a wider variety of courses was fairly pronounced in student opinion. Only 59% of respondents to the Senior Survey agreed or strongly agreed they were able to take one of their top choices for an Artistic Approaches core courses, and this was echoed in the focus groups. The enrollment data in Appendix I show that class sizes of 28 are pretty typical, but classes of 35 are not uncommon. These are too large for the best intellectual and artistic experience.

One professor noted that we need to do a much better of integrating and valuing the arts throughout our liberal arts requirements.

In the faculty conversation, many faculty expressed the need for a simpler and more generous system for taking Artistic Approaches classes to arts events. The complaint is that there is no one place to go to apply for funds and that getting funding is often a lot of trouble. A teacher may not know until almost the last minute that it will be possible. Different faculty in this area have access to different sources of funds.

3. Recommendations

The Working Group makes the following specific recommendations:

- 1) Smaller class sizes are desirable for a more engaging student experience. And more Artistic Approaches core courses should be offered each semester to improve student choice. This will require a renewed commitment to this area of the core by the University Administration well as the individual departments. It comes down to staffing and to the commitment to make the arts a real priority in liberal education.**
- 2) Faculty and departments should be encouraged to put up a wider variety of courses in this Core area and to offer courses on art forms that are not currently represented in the core. For example some students expressed an interest in seeing photography represented.**
- 3) There should be a dedicated pool of money and a centralized application and disbursement procedure that professors could use if they want to take an Artistic Approaches class to some an arts event, to a museum exhibition or something similar.**

4a. Artistic Approaches Faculty Survey

(This is the text of the questionnaire that was sent to faculty who teach in this area.)

Please review the Learning Objectives and Guidelines of this core area (printed just below) and then respond to the brief questionnaire that follows.

ARTISTIC APPROACHES

LEARNING OBJECTIVES

Students in Artistic Approaches courses develop a critical, interpretive, and analytical understanding of art through the study of an artistic tradition.

GUIDELINES

- I. The Fine Arts include the visual, performing, and literary arts. Courses in Artistic Approaches may either be historical or creative in emphasis.
- II. Courses in Artistic Approaches examine significant developments in representative works of an artistic tradition.
- III. These courses provide opportunities for informed engagement with an artistic tradition and require students to reflect critically, both orally and in writing, about art and the creative process.

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?
2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?
3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?
4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?
5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

4b. Results of Artistic Approaches Faculty Survey

Professor #1

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?

All my core courses are designed to have a museum visit for students to write a midterm paper. Students are exposed to artworks with the first-hand experience. In addition, my Arth 278 Survey of Asian Art has two and three hands-on sessions (for the fall and spring terms respectively) so students can learn by drawing directly from nature, a masterpiece of Japanese painting, and their own imagination.

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?

Yes.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?

Yes, there is a balance between creative and historical emphasis. My Arth 278 is mostly historical, though with some hands-on sessions.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?

I believe so.

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

I think so.

Professor # 2

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?

Both ArtH 276 and ArtH 302 meet the stated objective (which seems more like a goal) in that we study artistic traditions and students become familiar with the way that art communicates and the context for a work's creation -- both the artistic context and the social/religious/political context. Students become adept in analyzing the plastic arts and architecture and through critical assessment, make solid assertions about what and how works are meaningful and significant. Readings and discussions prompt critical analysis.

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?

It seems like the learning objective is a more like a goal that could use another phrase at the end that suggests why this is desirable and important.

Guidelines seem to be guidelines and objectives.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?

Historical, but the skills developed include an understanding of the creative process. That is, students learn the pigment materials, processes and properties so they can understand how things were created and why they look the way they do.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?

More art history. An increase would be contingent upon a staffing increase? Thank you!

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

I would not want to go above the 28 student cap. Many more classes could be offered each semester and they would fill. AA core classes have the fewest offerings, so my 200-level course is usually populated with juniors and seniors although I try to reserve a few seats for interested sophomores and first-year students.

Professor # 3

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose? My students in Craft of Literature have four creative assignments (by genre) that are accompanied by critical prologues, so they are always working on language and artistic expression (craft) and language and argumentation/analysis. I often have students in other courses (eg Word and Image) who do physical projects (graphic novels, manuscript pages, maps, stories with illumination) that have to be turned in with critical introductions.
2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them? Yes, although I think that having to BE creative is the most important thing to my students. I routinely have students in the Sciences and Psychology who seem almost desperate to use another part of their brain and they are surprised by the discipline it takes. Also, I regularly organize required readings and question and answer sessions where students have to be authors, and they really enjoy this type of performance
3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis? Mixed, always.
4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest? I agree with Geoff Proehl, who helped me fashion a literary Shakespeare class into a “dramaturgy” course I’m teaching this Fall: students are hungry to be creative in a STEM society that has regularly devalued the arts and humanities—one might say the same thing of our curricular development here and the way the arts and humanities are become the decorative or ornamental facet of a liberal arts education. I think we need to do a much better job across the curriculum. Further, I fear that Humanities professors are

- going to be servants primarily to the Core, given the increased focus on and enrollment of students in the Sciences and Technology. We now have the technology to do all sorts of terrific, experiential learning in the Humanities, but much of it requires background (in other words, on the 300 level rather than 100 level).
5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate? Classes need to be around 15-17 since experiential learning like this is time consuming. My Craft of Literature class more or less dominated by six hours of office hours, with drafts and discussions of ideas. Projects have to be staged to a greater degree than essays do (although I would argue that these need to be staged or sequenced as well).

Professor #4

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?

In the past five years I have taught the following FA courses:

MUS 220	The Broadway Musical
MUS 221	Jazz History
MUS 224	The Age of Haydn, Mozart, and Beethoven
MUS 225	Romanticism in Music

All these courses explore either a central style or genre (MUS 220, MUS 221), or a historical era (MUS 224, MUS 225). They all focus on music and central achievements of the central practitioners who inhabit these courses. MUS 220 also engages the connections between music and theater. While it is essential to thoroughly and critically place the musical (and dramatic) art within their historical and cultural contexts, the central focus for all these courses is the art itself and how to listen to it, understand it and what it might mean. I think all these courses successfully achieve its purpose of the second rubric of the Guidelines.

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?

I think the either/or distinction between “historical or creative” is misleading. For me, an historian who deals with an art, none of the classes I teach are “historical” as opposed to “creative.” What we are learning about is how to understand the art or music which is not the same think as studying the history of the art. So our emphasis is truly on the creative side, even though students are not asked to create within the art form. So basically I am not satisfied with the wording of the first rubric of the Guidelines, since I see the distinction between the historical and the creative as misleading and artificial. On the other hand, the Learning objectives are quite clear.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?

I think the balance is fine, but I wouldn't characterize my own courses as either mostly creative or mostly historical. The emphasis is on the music (or music and

theater) ITSELF within a style, genre, or historical era and its placement *within* history.

So it's not that easy to answer this question.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?

Yes, and no suggestions for now.

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

I think so. MUS 220 and MUS 221 are always full and MUS 224 and MUS 225 are usually smaller, but I think these sizes are appropriate.

Professor #5

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?

I have two courses that fit into this core. The emphasis of both courses is on the study of the history of the visual arts. Both courses look at significant developments in ancient and medieval art and also examine developments within individual cultures (e.g., Greek, Roman, Byzantine, ect.). Students are asked to examine objects (analyzing their form and offering an interpretation of their meaning by bringing together formal and contextual analysis). Students write extensively about objects/monuments and also critique (orally and in writing) scholarly analyses that pertain to works of art. Analysis and synthesis is an important aspect of both of these courses.

I assess the success by reviewing the papers students produce in the courses. Many students' papers and essay exams develop significantly over the course of the semester.

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?

I would integrate the words 'analysis' and 'interpretation' into the guidelines to align more closely with the objectives.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?

My course is mostly historical, although with some consideration of the creative processes (carving and casting sculpture, mosaic making, etc.). My impression is that few courses give the two aspects even balance due to disciplinary differences (e.g., an art historian is not an artist and vice versa, therefore I could not teach the making of ancient Greek pottery in practice, although I can talk about certain technical aspects and procedures more generally).

Regarding the balance between the historical and creative aspects more broadly within the course offerings in this core area: It still seems that the historical courses outnumber the creative ones by a wide margin. All music courses are history based; all art history is history based, but there are two studio art courses that are based on the creative process primarily.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?

It seems that literature and theater should be better represented (including various types of creative writing); creative courses could also be offered in music. And of course, with the hiring of another faculty member in art history we could offer more courses in that area.

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

Frankly, I would prefer smaller than 28 students in my AA courses. I think there would be room for more courses in this core area.

Professor #6

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?

ENGL 212 The Craft of Literature: Magic Realism provides an introduction for non-majors to magic realist literature, engaging both critical and creative faculties. Students study and practice aesthetic and formal analysis of magic realist fiction, drama, and poetry from the Americas and Europe and consider the artistic choices writers make to create an imaginative experience. Students participate in the imaginative experience by writing three magic realist short fictions of their own, which they workshop, revise, and submit with a reflection situating their creative efforts within the context of the course texts. Students also present orally on the day's reading at least once a semester. Course texts include Franz Kafka, Jorge Luis Borges, Margaret Atwood, and Junot Diaz.

Graded assignments include three stories, a final story revision and reflection; oral presentations; weekly online response questions; a midterm and final; and participation.

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?

Yes, I am satisfied with the guidelines.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?

Yes, there's a good balance between creative and historical emphases. My course blends these approaches.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?

Yes, we have a good mix.

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?

As visiting faculty, I'm not privy to information about the demand for these courses. Because I run the class as a seminar, I believe smaller class sizes would benefit the students.

Professor # 7

Questions

1. How is your own course (or courses) designed to meet the Artistic Approaches goals? And how do you assess whether your course is achieving its purpose?
I teach two courses that satisfy this rubric: MUS 100 Survey of Western Music and MUS 105 Music in the United States. Guideline I: they are rooted in the performing art of music. Guideline II: We examine significant developments in music through studying its history. MUS 100 is a survey that studies American and European music history; MUS 105 remains focused on the history of music from the days prior to the founding of the Republic to the present day. Guideline III: This guideline is met through critical listening, guided listening and reflection, written exams, in-class activities, class discussion, and writing assignments that vary from concert reviews to brief research papers (5-7 pages of text).

2. Are you satisfied with the Artistic Approaches Learning Objectives and Guidelines? If not, how would you change them?
I am mostly satisfied with the objectives. They provide sufficient, manageable guidance. The one issue that is not raised in the description is aesthetic appreciation, something that is a key ingredient, I believe, of many of the courses offered to satisfy Artistic Approaches.

3. Is there a good balance between creative and historical emphases in the courses available to students for this core area? Would you characterize your own course as mostly creative, mostly historical, or mixed in its emphasis?
I have not analyzed our offerings to say whether there is a good balance and whether it is effective. Perhaps this is something that could be asked students? My courses address mostly historical and aesthetic issues, of ways one becomes a knowledgeable, informed, critical, and, well, *better* listener.

4. In your view, do we have a good variety of courses in Artistic Approaches? What other kinds of courses would you suggest?
With all due respect to my colleagues in English, for whom I have great respect and also respect for their art and craft, *literary* approaches to the arts are fundamentally different from approaches by those in the fine and performing arts. I would be as equally concerned if courses in the fine and performing arts were able to satisfy the Humanist Approaches requirement, of which there are none.

I have been told that one reason for English courses satisfying the Artistic Approaches requirement is a pragmatic one: more seats are needed so that Puget Sound students can complete the requirement. If this is true, and please let me know if I'm operating on both old and false information, then I recommend we as a

community address a curricular problem with a curricular solution, not one that looks at slots.

If I'm not wrong about the rationale, can the curriculum committee point to any other core requirement that is filled by such a rationale? While I would find it just as problematic if that rationale existed, I would ask the question, if not, why not? Why would it be okay for Artistic Approaches and not for other requirements? I'm not suggesting we should do it for other approaches; instead, I mean to say that we shouldn't do it at all.

Interdisciplinary studies, such as through the Humanities, would be a good place for growth.

5. In your view are enough sections being offered for Artistic Approaches in a typical semester? Are the typical class sizes appropriate?
I have to refer to the Registrar. I don't have any information on whether we have sufficient sections. Most of our Core classes are capped at 35.

5. Notes from Fine Arts Core Faculty Conversation

Key Themes of the Discussion:

- Class size
 - Enrollment caps are not uniform (Music, 35; Art History, 28)
 - Impacts majors (juniors and seniors sitting next to first-years)
 - Hard to do small group work in such large classes
- Current rubric
 - Faculty tend toward more of the historical/analytical than the creative due to the need for a specialized vocabulary and specialized knowledge
 - English has students create a text, because by doing so, they learn to understand the creative process
 - Aesthetics does not show up in the rubric; perhaps it should?
- Ideas for consideration
 - More hands-on/field work type of experiences
 - Example: Have Theatre production count as core
 - Links to experiential learning: performances plus theory/reflection
 - Can more be done with interdisciplinary courses?
 - Art and science
 - Arts entrepreneurship
 - Encourage team teaching by offering syllabus development grants?
 - Teach courses according to the plenary model
- Complaint: Need better, more streamlined infrastructure for supporting extracurricular activities in the core
 - Who controls the budget and how much is available?
 - Who do you contact to rent vans, buy tickets, etc.? It seems to change every semester.

Appendix I
Artistic Approaches Courses Offered,
Fall 2010-Fall 2015

Dept	Crs	Sc	Course Title	Limit	Enrld	Instructor	Term
ART	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Fall 2010
ART	276	A	Western Art II: Renaiss-Modern	28	28	Ellen Hoobler	Fall 2010
ART	278	A	Survey of Asian Art	28	26	Zaixin Hong	Fall 2010
ART	278	B	Survey of Asian Art	28	25	Zaixin Hong	Fall 2010
ART	302	A	Art of Mexico and Mesoamerica	20	19	Ellen Hoobler	Fall 2010
ENGL	220	A	Introduction to Literature	28	28	Mary Turnbull	Fall 2010
ENGL	244	A	Exploring Lyric Poetry	28	24	Keith James	Fall 2010
ENGL	267	A	Literature as Art	28	28	Ann Putnam	Fall 2010
HUM	250	A	Digital Humanities	34	30	Hooper; Richman	Fall 2010
HUM	290	A	The World of Film	35	33	Velez-Quinones et al.	Fall 2010
MUS	100	A	Survey of Western Music	35	32	Keith Ward	Fall 2010
MUS	221	A	Jazz History	35	34	Paul Harris	Fall 2010
MUS	230	A	Westrn Music Antiquity-Baroque	19	20	Geoffrey Block	Fall 2010
MUS	230	B	Westrn Music Antiquity-Baroque	19	20	Geoffrey Block	Fall 2010
THTR	275	A	The Theatrical Experience	28	29	Jac Royce	Fall 2010
THTR	275	B	The Theatrical Experience	28	28	Annie Green	Fall 2010
ART	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Spring 2011
ART	276	A	Western Art II: Renaiss-Modern	28	28	Ellen Hoobler	Spring 2011
ART	276	B	Western Art II: Renaiss-Modern	28	28	Ellen Hoobler	Spring 2011
ART	278	A	Survey of Asian Art	28	27	Zaixin Hong	Spring 2011
ART	302	A	Art of Mexico and Mesoamerica	20	20	Ellen Hoobler	Spring 2011
ENGL	220	A	Introduction to Literature	28	32	Mary Turnbull	Spring 2011
ENGL	267	A	Literature as Art	28	22	Keith James	Spring 2011
HON	206	A	Classical and Middle Ages Art	24	19	Kriszta Kotsis	Spring 2011
HUM	367	A	Word and Image	19	10	Denise Despres	Spring 2011
MUS	100	A	Survey of Western Music	35	34	Keith Ward	Spring 2011
MUS	100	B	Survey of Western Music	35	34	Paul Harris	Spring 2011
MUS	222	A	Music of the World's Peoples	35	34	Gwynne Brown	Spring 2011
MUS	226	A	Twentieth Century Music	35	35	Gwynne Brown	Spring 2011
THTR	275	A	The Theatrical Experience	28	28	Marilyn Bennett	Spring 2011
THTR	275	B	The Theatrical Experience	28	27	Geoff Proehl	Spring 2011
THTR	275	C	The Theatrical Experience	28	26	Jac Royce	Spring 2011
MUS	126	A	History of Rock Music	25	24	Paul Harris	Summer 2011
THTR	275	A	The Theatrical Experience	25	8	Marilyn Bennett	Summer 2011

ART	275	A	Western Art I: Ancient - Ren	28	26	Kriszta Kotsis	Fall 2011
ART	276	A	Western Art II: Renaiss-Modern	28	27	Linda Williams	Fall 2011
ART	278	A	Survey of Asian Art	28	29	Zaixin Hong	Fall 2011
ART	280	A	William Morris and His World	20	19	Jane Carlin	Fall 2011
ENGL	220	A	Introduction to Literature	28	26	Suzanne Warren	Fall 2011
ENGL	220	B	Introduction to Literature	28	17	Daniel Cook	Fall 2011
ENGL	267	A	Literature as Art	28	25	Denise Despres	Fall 2011
ENGL	267	B	Literature as Art	28	28	Darcy Irvin	Fall 2011
MUS	100	A	Survey of Western Music	35	34	Keith Ward	Fall 2011
MUS	100	B	Survey of Western Music	35	21	Gerard Morris	Fall 2011
MUS	126	A	History of Rock Music	35	38	Paul Harris	Fall 2011
MUS	230	A	Westrn Music Antiquity-Baroque	25	25	Geoffrey Block	Fall 2011
THTR	275	A	The Theatrical Experience	28	28	Sara Freeman	Fall 2011
THTR	275	B	The Theatrical Experience	28	26	Sara Freeman	Fall 2011
THTR	275	C	The Theatrical Experience	28	28	Marilyn Bennett	Fall 2011
ART	275	A	Western Art I: Ancient - Ren	28	27	Kriszta Kotsis	Spring 2012
ART	276	A	Western Art II: Renaiss-Modern	28	27	Linda Williams	Spring 2012
ART	278	A	Survey of Asian Art	28	31	Zaixin Hong	Spring 2012
ENGL	220	A	Introduction to Literature	28	24	Suzanne Warren	Spring 2012
ENGL	220	B	Introduction to Literature	28	21	Daniel Cook	Spring 2012
ENGL	244	A	Exploring Lyric Poetry	28	28	Keith James	Spring 2012
ENGL	267	A	Literature as Art	28	27	Ann Putnam	Spring 2012
ENGL	267	B	Literature as Art	28	10	Ann Putnam	Spring 2012
HON	206	A	Classical and Middle Ages Art	24	24	Kriszta Kotsis	Spring 2012
HUM	200	A	History of Ideas in the Arts	30	29	George Erving	Spring 2012
MUS	100	A	Survey of Western Music	35	33	Paul Harris	Spring 2012
MUS	126	A	History of Rock Music	35	34	Paul Harris	Spring 2012
MUS	220	A	The Broadway Musical	35	32	Geoffrey Block	Spring 2012
MUS	222	A	Music of the World's Peoples	35	32	Gwynne Brown	Spring 2012
MUS	225	A	Romanticism in Music	25	18	Geoffrey Block	Spring 2012
THTR	275	A	The Theatrical Experience	28	29	Sara Freeman	Spring 2012
THTR	275	B	The Theatrical Experience	28	29	Geoff Proehl	Spring 2012
THTR	275	C	The Theatrical Experience	28	28	Geoff Proehl	Spring 2012
HUM	290	A	The World of Film	25	11	Bill Haltom	Summer 2012
MUS	126	A	History of Rock Music	25	6	Paul Harris	Summer 2012

ART	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Fall 2012
ART	276	A	Western Art II: Renaiss-Modern	28	28	Linda Williams	Fall 2012
ART	278	A	Survey of Asian Art	28	30	Zaixin Hong	Fall 2012
ENGL	211	A	Intro to Creative Writing	28	29	William Kupinse	Fall 2012
ENGL	220	A	Introduction to Literature	28	26	Allen Jones	Fall 2012
ENGL	267	A	Literature as Art	28	26	Darcy Irvin	Fall 2012
HON	206	A	Classical and Middle Ages Art	28	16	Kriszta Kotsis	Fall 2012
HUM	200	A	History of Ideas in the Arts	44	37	Hooper; Erving	Fall 2012
MUS	100	A	Survey of Western Music	35	34	Gwynne Brown	Fall 2012
MUS	100	B	Survey of Western Music	35	29	Keith Ward	Fall 2012
MUS	224	A	Haydn, Mozart, and Beethoven	25	17	Geoffrey Block	Fall 2012
MUS	230	A	Westrn Music Antiquity-Baroque	30	30	Geoffrey Block	Fall 2012
THTR	275	A	The Theatrical Experience	28	28	Sara Freeman	Fall 2012
THTR	275	B	The Theatrical Experience	28	18	Bryan Willis	Fall 2012
THTR	275	C	The Theatrical Experience	28	13	Wade Hicks	Fall 2012
ART	275	A	Western Art I: Ancient - Ren	28	24	Sarah Titus	Spring 2013
ART	275	B	Western Art I: Ancient - Ren	28	25	Sarah Titus	Spring 2013
ART	276	A	Western Art II: Renaiss-Modern	28	25	Melanie Enderle	Spring 2013
ART	278	A	Survey of Asian Art	28	31	Zaixin Hong	Spring 2013
ENGL	211	A	Intro to Creative Writing	27	22	Suzanne Warren	Spring 2013
ENGL	211	B	Intro to Creative Writing	20	20	Ann Putnam	Spring 2013
ENGL	220	A	Introduction to Literature	28	21	Allen Jones	Spring 2013
ENGL	267	A	Literature as Art	28	22	Darcy Irvin	Spring 2013
MUS	100	A	Survey of Western Music	35	29	Paul Harris	Spring 2013
MUS	126	A	History of Rock Music	35	37	Paul Harris	Spring 2013
MUS	222	A	Music of the World's Peoples	35	37	Gwynne Brown	Spring 2013
THTR	275	A	The Theatrical Experience	28	28	Marilyn Bennett	Spring 2013
THTR	275	B	The Theatrical Experience	28	27	Geoff Proehl	Spring 2013
THTR	275	C	The Theatrical Experience	28	27	Marilyn Bennett	Spring 2013
THTR	275	D	The Theatrical Experience	28	28	Sara Freeman	Spring 2013
HUM	290	A	The World of Film	25	15	Bill Haltom	Summer 2013
THTR	275	A	The Theatrical Experience	25	8	Marilyn Bennett	Summer 2013

ART	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Fall 2013
ART	278	A	Survey of Asian Art	28	30	Gianna Carotenuto	Fall 2013
ART	278	B	Survey of Asian Art	28	28	Gianna Carotenuto	Fall 2013
ART	302	A	Art of Mexico and Mesoamerica	17	18	Linda Williams	Fall 2013
ENGL	211	A	Intro to Creative Writing	28	25	Allen Jones	Fall 2013
ENGL	267	A	Literature as Art	28	28	Darcy Irvin	Fall 2013
HUM	200	A	History of Ideas in the Arts	44	42	Hooper; Erving	Fall 2013
HUM	290	A	Intro to Cinema Studies	44	42	Mahato; Loeb	Fall 2013
MUS	100	A	Survey of Western Music	35	32	Paul Harris	Fall 2013
MUS	100	B	Survey of Western Music	35	24	Keith Ward	Fall 2013
MUS	221	A	Jazz History	34	33	Geoffrey Block	Fall 2013
MUS	230	A	Westrn Music Antiquity-Baroque	20	22	Geoffrey Block	Fall 2013
MUS	230	B	Westrn Music Antiquity-Baroque	20	18	Geoffrey Block	Fall 2013
THTR	275	A	The Theatrical Experience	28	28	Jess Smith	Fall 2013
THTR	275	B	The Theatrical Experience	28	29	Geoff Proehl	Fall 2013
ART	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Spring 2014
ART	276	A	Western Art II: Renaiss-Modern	28	28	Linda Williams	Spring 2014
ART	278	A	Survey of Asian Art	28	24	Gianna Carotenuto	Spring 2014
ENGL	267	A	Literature as Art	28	26	Darcy Irvin	Spring 2014
ENGL	267	B	Literature as Art	28	26	Ann Putnam	Spring 2014
HON	206	A	Classical and Middle Ages Art	28	23	Kriszta Kotsis	Spring 2014
MUS	220	A	The Broadway Musical	35	35	Geoffrey Block	Spring 2014
MUS	222	A	Music of the World's Peoples	35	38	Paul Harris	Spring 2014
THTR	275	A	The Theatrical Experience	28	29	Bryan Willis	Spring 2014
THTR	275	B	The Theatrical Experience	28	24	Jess Smith	Spring 2014
HUM	290	A	Intro to Cinema Studies	25	12	Bill Haltom	Summer 2014
MUS	126	A	History of Rock Music	25	6	Paul Harris	Summer 2014

ARTH	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Fall 2014
ARTH	278	A	Survey of Asian Art	28	33	Zaixin Hong	Fall 2014
ARTS	102	A	Principles of 3D Design	30	30	Johnson; Gunderson	Fall 2014
ENGL	212	A	The Craft of Literature	28	21	Suzanne Warren	Fall 2014
ENGL	212	B	The Craft of Literature	28	15	Allen Jones	Fall 2014
ENGL	213	A	Biography/Autobiography/Memoir	28	27	Beverly Conner	Fall 2014
HUM	290	A	Intro to Cinema Studies	44	41	Mahato; Loeb	Fall 2014
HUM	367	A	Word and Image	20	15	Denise Despres	Fall 2014
MUS	100	A	Survey of Western Music	35	34	Paul Harris	Fall 2014
MUS	100	B	Survey of Western Music	35	36	Keith Ward	Fall 2014
MUS	226	A	Twentieth Century Music	35	29	Gwynne Brown	Fall 2014
MUS	230	A	Westrn Music Antiquity-Baroque	30	14	Geoffrey Block	Fall 2014
THTR	275	A	The Theatrical Experience	28	28	Jess Smith	Fall 2014
THTR	275	B	The Theatrical Experience	28	28	Geoff Proehl	Fall 2014
THTR	275	C	The Theatrical Experience	28	27	Marilyn Bennett	Fall 2014
ARTH	275	A	Western Art I: Ancient - Ren	28	27	Kriszta Kotsis	Spring 2015
ARTH	276	A	Western Art II: Renaiss-Modern	28	28	Linda Williams	Spring 2015
ARTH	278	A	Survey of Asian Art	28	29	Zaixin Hong	Spring 2015
ARTS	102	A	Principles of 3D Design	30	31	Johnson; Gunderson	Spring 2015
ARTS	147	A	History of Ceramics	15	15	Chad Gunderson	Spring 2015
ARTS	202	A	The Printed Image	15	15	Janet Marcavage	Spring 2015
ENGL	212	A	The Craft of Literature	28	22	Ann Putnam	Spring 2015
ENGL	212	B	The Craft of Literature	28	14	Denise Despres	Spring 2015
ENGL	212	C	The Craft of Literature	28	12	Allen Jones	Spring 2015
ENGL	213	A	Biography/Autobiography/Memoir	28	27	Beverly Conner	Spring 2015
HON	206	A	Classical and Middle Ages Art	28	13	Kriszta Kotsis	Spring 2015
HUM	200	A	History of Ideas in the Arts	44	28	Erving; Fisher	Spring 2015
MUS	105	A	Music in the United States	30	30	Keith Ward	Spring 2015
MUS	220	A	The Broadway Musical	35	35	Geoffrey Block	Spring 2015
MUS	222	A	Music of the World's Peoples	35	36	Gwynne Brown	Spring 2015
THTR	275	A	The Theatrical Experience	28	27	Marilyn Bennett	Spring 2015
THTR	275	B	The Theatrical Experience	28	23	Jess Smith	Spring 2015
HUM	290	A	Intro to Cinema Studies	20	19	Bill Haltom	Summer 2015

ARTH	275	A	Western Art I: Ancient - Ren	28	28	Kriszta Kotsis	Fall 2015
ARTH	276	A	Western Art II: Renaiss-Modern	28	29	Linda Williams	Fall 2015
ARTH	278	A	Survey of Asian Art	28	30	Zaixin Hong	Fall 2015
ARTS	102	A	Principles of 3D Design	30	30	Johnson; Gunderson	Fall 2015
ARTS	147	A	History of Ceramics	15	14	Chad Gunderson	Fall 2015
ENGL	212	A	The Craft of Literature	28	27	Beverly Conner	Fall 2015
ENGL	212	B	The Craft of Literature	28	24	Alison Walker	Fall 2015
ENGL	212	C	The Craft of Literature	28	24	Allen Jones	Fall 2015
HUM	290	A	Intro to Cinema Studies	22	22	Mita Mahato	Fall 2015
MUS	105	A	Music in the United States	35	35	Keith Ward	Fall 2015
MUS	126	A	History of Rock Music	35	38	Paul Harris	Fall 2015
MUS	230	A	Westrn Music Antiquity-Baroque	35	27	Paul Harris	Fall 2015
THTR	200	A	The Theatrical Experience	28	27	Jess Smith	Fall 2015
THTR	200	B	The Theatrical Experience	28	28	Marilyn Bennett	Fall 2015

Appendix II

2016 University of Puget Sound Core Curriculum Assessment Report Produced by the OIR

Background and Methodology

Each year, as a service to the Curriculum Committee, the Office of Institutional Research collects and analyzes data regarding the core curriculum. Using a multiple methodological approach, this research typically addresses two of the core curriculum requirements and, every fifth year, the core as a whole. In Spring 2016, we were tasked with assessing three areas of the core: Artistic Approaches, Humanistic Approaches, and Natural Scientific Approaches. All first-year students, sophomores, and juniors were asked to participate in the Spring Survey, an instrument that included questions about the educational goals¹, and all seniors were asked to participate in the Higher Education Data Sharing (HEDS) Senior Survey, an instrument that included the same questions about the educational goals as the Spring Survey and also included questions about the core curriculum that only seniors were asked. In Spring 2016, the survey section about the core curriculum was distributed to 525 seniors, of whom 37% responded. The section about educational goals was distributed to 2,339 undergraduates, of whom an average of 37% responded across all class standings. Question and response content is summarized in Appendix I.

Seniors enrolled for the 2016 spring semester who were expected to graduate in the spring or summer of 2016 were also eligible to participate in focus groups facilitated by staff in the Office of Institutional Research, for which there were 476 eligible seniors. Of those, all 476 students were contacted by email and invited to participate in one of three focus groups, resulting in three groups with a total of 30 students from a variety of academic disciplines. The interview protocol, describing the role of the facilitators and the interview questions, is detailed in Appendix II. The survey allowed for a breadth of quantitative data from many students, and the focus groups allowed for depth of qualitative information from a smaller group of students. The survey asked about both the core curriculum and the educational goals, whereas the focus groups concentrated on the three areas of the core curriculum: Artistic Approaches, Humanistic Approaches, and Natural Scientific Approaches.

Findings

Core Curriculum

The core curriculum is a significant part of the student experience at the University of Puget Sound. The focus groups shed light on the different ways that students approached the core requirements throughout their educational journey at Puget Sound. There was not consensus among the students as to the timeline of when core courses should be taken. Some students said not to take all the core courses during the first year because this means that courses lack variety later in the academic career. One student said, *“As a freshman, my advisor told me to take all the cores [right away]. As a junior, I think I would’ve had more insight into what I would enjoy or not enjoy, and I would’ve changed what courses I took to fulfill those cores, so I think there should be more advisement on not taking all of them your freshman year. Get a lot of them done because it’ll get more hectic with your major requirements, but save a couple of them for later.”* However, other students recommended that students take core courses as early as possible to expose them to different options for majors, minors, and other fields of study. One student said, *“I think the idea is to get them out of the way so that later you can choose the classes that you want to.”* More specifically, students said that Puget Sound probably should not let students

¹ It is worth noting for clarity that the University of Puget Sound has two versions of the educational goals. One set comes from the faculty approved Curriculum Statement, whereas another is used in the University Bulletin and the website (origins unknown). Furthermore, educational goals used in this research were edited to maintain the overall sense of each goal and also in a manner that is consistent with and makes possible national comparisons.

take the Natural Scientific Approaches core in their last semester but that they should take it earlier in their academic career. One student said, *"If the purpose of the Natural Scientific core is really to be able to build upon other things and make more connections, they should probably throw another rule our way about when we can take [this core], similar to [the rule about] Connections, which we have to take junior or senior year."*

Many students also expressed there being an overlap between courses that count for the Humanistic Approaches core and courses that count for the Artistic Approaches core. They did not understand why some courses counted for one core and not the other, or vice versa. One student said, *"Looking back on it, I don't think I knew until after the class was over that it was supposed to be a fine arts class. I thought it was for the Humanistic core... I would say that my [Artistic Approaches] course did fit the Humanistic Approaches [core objectives] much better."* Another student echoed these sentiments, saying, *"I do agree that it is kind of a weird line between Humanistic Approaches and Artistic Approaches, at least with all of the options to fulfill this core."*

Artistic Approaches

Only 59% of respondents agreed or strongly agreed on the Senior Survey that they were able to take one of their top choices for an Artistic Approaches core course (see Appendix I, Table 1 for more detailed data). In the focus groups, many students cited scheduling conflicts and limited availability of desired classes as reasons why they had not been able to take their top choice course for this core. One student said, *"Every semester, I would try to sign up for one of the few Artistic Approaches classes that was actually an applied arts class, and that was always extremely difficult because of the three-hour time period in the morning, which conflicted with any science class I wanted to take. So I found that really frustrating because I really would've liked to have had the hands-on experience instead of just the academic study of art."* Another student reiterated this frustration, saying, *"I agree with what other people have said about ... fine arts and sculpture and ceramics, many of which don't actually fulfill the Artistic Approaches requirement. I wanted to take an art class, but only one of them was offered at the time I could take it."* They were not the only students who expressed that they wished more studio arts courses counted for this core. Another student in the focus group said, *"I wish that the school could consider ... practical artistic courses for our [Artistic Approaches core]. Like ceramics, or jewelry making, or painting, or something. I feel like those don't really count, and that's frustrating, because I really would like to do an artistic approach as opposed to the theory of something, which, granted, is still very powerful, but a huge part of learning, in my opinion, is through experience."*

Only 56% of respondents agreed or strongly agreed on the Senior Survey that through their Artistic Approaches core course, they are able to reflect critically about art and the creative process (see Appendix I). To clarify this statistic, many students in the focus groups agreed that having a hands-on, creative component of this core should be mandatory because creating art forces you to engage in it. One student said, *"I think individual engagement is really important because art is all about expression. I just think the balance of finding your own creative process and individual engagement with art as well as this analytical piece of analyzing other people's art is really important."* Only one student disagreed and said that at least for the film class, producing a film did not change his ability to analyze a film. Another student said that having a hands-on requirement can help you realize that you are good at something that you did not think you were, and he likened this to having to take a lab for science courses. He said, *"Lab came easier to me than learning in the classroom. I think with art, it can work the same way, where you don't think you're going to be good at something, and then you're forced to try it, and it turns out better than you expected or helps you at least develop an understanding an appreciation for people who do that as a profession, and it helps you see the intricacies that you don't see unless you have to do it."* Another student believed that a critical approach to studying art should teach more of the history of it. This

student said, *"I took an art history class that was Egypt to the Byzantine era, and ... it fulfilled the objectives of this core because there was a lot of, specifically because it was an art history class, learning about the history of that time period and then looking at works and connecting them and seeing how they were influenced and used in society as rhetorical pieces."*

Lastly, some students admitted to taking courses that counted as Artistic Approaches just to fulfill this core and that it was an "easy A" from which they did not glean much. One student said, *"I think a lot of the people that were in that class were there because it filled a core... People heard that it was an easy A and that it didn't take a lot of work."* However, one student in the focus group said that having a hands-on component might reduce or remove that reputation from the Artistic Approaches core. This student said, *"I think the [Artistic Approaches core] is considered the easy A, so if someone has a hard semester, they'll take an art course. But I think the experiential aspect of it could be added to it to make it more challenging, not necessarily intellectually, but to push yourself outside your boundaries."*

Humanistic Approaches

On the Senior Survey, 70% of respondents said they agreed or strongly agreed that through their Humanistic Approaches core course, they explored issues of human existence, identity, and values over time and across cultures (see Appendix I). Similarly, developing an appreciation of diversity (i.e., appreciation of cultures and worldviews other than one's own) was a major theme in the focus groups. Most students commented that academe tends to be Eurocentric, and they believed that the Humanistic Approaches core should include more non-Eurocentric perspectives. One student said, *"In a Western-focused education, you can neglect the value of studying other cultures. I also think in simplifying other cultures, we can sometimes have a white savior complex. If you don't really learn about other cultures, you don't learn to see the complexities of the lives of the people in those cultures."* Students also said that reading works from non-Western authors helped them recognize and explore their own biases, which they said is important in order to look at ideas critically. One student said, *"[My] professor had us read materials that had actually been written by people in different parts of Latin America, and I think that was a really awesome tool for helping me see things, not from a Westerner projecting how they perceive the region, but actually coming from individuals in the region."* Another student said that her Humanistic Approaches core course helped her *"remove my own bias from reading a certain text and interpret it the way the author intended."*

Whereas some students stated that they came into college with a solid set of beliefs, others said that this core helped them better understand and/or develop their own beliefs. One student said, *"The [Humanistic Approaches] course I took definitely made me think about what I actually believe in more in depth than I thought it would"*, and the student next to him agreed. Another student said, *"My major does not ask me to question my own beliefs really at all. In a lot of ways, my major is like vocational training. The [Humanistic Approaches] core challenged me to think about things with more critical analysis than my major."* These attitudes were echoed in Senior Survey results, with 67% of respondents saying they agreed or strongly agreed that through their Humanistic Approaches core course, they are familiar with methodologies to explore beliefs about human existence, identity, and values (see Appendix I). One student in particular said in the focus group that she thought the University's intended objective of the Humanistic Approaches core *"is to show you how many different ways you can study the concept of human nature and the human experience."* Another focus group participant said that it was great to have Humanistic Approaches courses be offered in different departments to see how other disciplines frame the humanities.

Lastly, this core helped students develop an understanding of the connectedness of humankind through time. One student said that a lot of her Humanistic Approaches course was about *“being able to recognize that everything that we study in relation to humans has a history and has a lot of things associated with it that you might not see firsthand, but if you look further into it, it will help you understand it more.”* Other students said that learning the history of ideas gave context for discussion of current events, and they appreciated having the opportunity to have someone to talk to (e.g., their professors and/or classmates) about these topics. One student said, *“After participating in debate [off campus], I encountered some aggressive [racist] sentiment. My [Humanistic Approaches] class gave me an outlet to do a project about that [incident], which was cathartic in helping me process my feelings about the issue. I really appreciated being able to talk to the professors in the department about it.”*

Natural Scientific Approaches

One of the critical outcomes of the Natural Scientific Approaches core is to be able to apply scientific methods in problem solving. On the Senior Survey, 69% of respondents agreed or strongly agreed that they were able to do this (see Appendix I). Some students in the focus groups felt that introductory science courses do not really accomplish the critical outcomes of this core; rather, they said it is the upper-level science courses that had this impact. One student said, *“One of the really hard compromises is that there’s so much [foundational science] knowledge that you need before you can really do anything in an applied fashion... As a science major, the science classes that changed the way I viewed the world were classes that were four or five prerequisites up the chain.”* Thus, he said that non-science majors may miss out on the application phase because it is so important to cover the foundational knowledge first. Another student said that introductory-level science courses *“helped rule out people who don’t want to be scientists [because] I think having four-hour labs is scary to a lot of people.”*

Many students in the focus groups stated that all the other cores are geared toward students with varying academic interests, but the Natural Scientific Approaches courses are geared toward students who intend to be science majors. One student was a Biology major who had to take a variety of Chemistry classes, and of her Chemistry course that she took for the Natural Scientific Approaches core, she said, *“I do see how if you’re not going to be a science major that it wouldn’t be the most ideal science core because it is meant to be built upon.”* These students said this was a huge drawback of the introductory science courses and that science faculty need to realize that they have a variety of student perspectives in their introductory classes. One student said, *“Other cores are really geared toward all students no matter what discipline you’re hoping to go into, but at least my experience with the science classes [for this core] was that ‘you are going to be this major’... If these courses are meant to engage students from all different areas, make that clear with the professors, [who] should understand that a variety of students are taking them.”*

On the Senior Survey, 87% of respondents agreed or strongly agreed that through their Natural Scientific Approaches core course, they did laboratory work that involved data collection and analysis (see Appendix I). Not only did they do this work, but most students in the focus groups said they enjoyed the labs because introductory science courses tend to be so lecture-based. One student said, *“I think the lab was where a lot of the critical thinking and engagement with the material happened. There wasn’t a lot of engagement in the lecture. Labs were a great way to engage.”* Another student said that she felt engaged by both the lecture and lab, saying, *“I liked having the lecture and the laboratory. I think that [the lab] really helped the learning process and what you were supposed to get it out it by having some hands-on experimentation.”* Another student said, *“I think for people who are non-science majors, the lab brings about an appreciation for scientific knowledge. I think a lot of the stuff that we do know has been meticulously tested in a laboratory, so it just brings about how*

we came to obtain this knowledge and just puts it all into perspective.” Several students said that discussion should be incorporated more into the lecture classes, and that other experiential learning opportunities (e.g., field trips) in addition to labs should be offered. Two students who had field trips for their Natural Scientific Approaches core courses said that they learned a lot from them, with both students citing the field trips’ experiential aspect as one of the reasons they enjoyed this core. Lastly, one student summarized what he believed to be one of the critical outcomes of the Natural Scientific Approaches core by saying, “The Natural Scientific core requires a lab because one of its core objectives is to make people scientists. In order to be a scientist, it’s crucial to understand what it’s like to do a lab, and that it’s not just a memorization game.”

Educational Goals

All undergraduate students were asked about the educational goals on either the Spring or HEDS Senior Survey (but not in the focus groups), using a sliding scale survey item from one to 100 with the following spectrum available for each educational goal (with written and oral communication listed separately from each other):

- I do not understand this (quantified as 1-20)
- I understand this but have not been exposed to it in my courses (21-40)
- I understand this and have received exposure to it in one or more courses (41-60)
- I am able to articulate specific examples of how my coursework has helped me to build skills and abilities related to this (61-80)
- I am able to apply these skills and abilities in my academic work and outside of class (81-100)
- Not applicable (non-zero, no quantification)

The highest averages for seniors who participated in the HEDS Senior Survey were for the following two educational goals:

- The ability to think logically, analytically, and independently (Average: 86; I am able to apply these skills and abilities in my academic work and outside of class)
- The ability to gain in-depth knowledge of a subject area (Average: 84; I am able to apply these skills and abilities in my academic work and outside of class)

Results from the Spring Survey and HEDS Senior Survey indicate that for each educational goal, seniors rated their ability more in the realm of application of knowledge, skills, or abilities than did first-year students, who were generally in the realm of understanding but not yet applying said knowledge, skills, and abilities. That finding was statistically significant for the following four of the nine goals:

- The ability to think logically, analytically, and independently (First-Year Average: 73; Senior Average: 86)
- The ability to communicate well orally (First-Year Average: 63; Senior Average: 74)
- The ability to learn effectively on one’s own (First-Year Average: 67; Senior Average: 81)
- The ability to develop a personal code of values and ethics (First-Year Average: 71; Senior Average: 76)

For these four goals, statistical testing indicated that seniors’ higher average ratings were not by chance. Whereas the average ratings of first-year students tended to place somewhere on the continuum close to “ability to articulate”, seniors’ average ratings fell soundly in the realm of “ability to apply skills in academic work and outside of class” (see Appendix II for more detail).

It is clear that our educational goals impact our students in a positive way. Students are not only able to articulate the educational goals, but by the time they leave Puget Sound, they say that they are also able to

apply them to life inside and outside the classroom. Interestingly, there was one educational goal that was statistically significant this year that was not significant last year, and that is the ability to develop a personal code of values and ethics. Even though both first-year and senior responses fell in the realm of understanding rather than application, this year's averages are quite a bit higher than last year's averages for both groups (2015 First-Year Average: 67, Senior Average: 69; 2016 First-Year Average: 71, Senior Average: 76). This may be due to student activism on campus this past year or because of the KNOW requirement taking hold, and there may also be cohort effects that explain why sophomores sometimes rate higher than juniors. Furthermore, even without specifically being prompted to talk about the educational goals in the focus groups, several seniors mentioned the overlap they noticed between the objectives of the core curriculum and the overall educational goals. For example, one student said in the focus group, *"[My Humanistic Approaches core professor] did a really good job of combining a lot of different things that Puget Sound wants us to be good at, like being a good communicator and a good writer."*

In addition, students in the focus groups related two important initiatives at Puget Sound—experiential learning and the KNOW requirement—to the core curriculum and the educational goals without specifically being asked about them. Regarding experiential learning, one student said, *"Humanistic Approaches would be a great way to incorporate experiential learning"*, suggesting that community engagement opportunities in this core could encourage students to meet and interact with people with different worldviews from their own. In addition, many students thought it did not make sense that there is a lab requirement for the Natural Scientific Approaches core but not for the Artistic Approaches core. They said if the University is going to require hands-on learning for one core, it should be required for the other because this piece is so crucial for learning. One student said in the focus group, *"It's a pretty fundamental assumption that for your basic science course, you're not going to get the full understanding out of the class unless you're in the lab and you have that hands-on learning aspect. So I feel like for the art class, I don't think there's anything to lose by pushing students to actually create in the classroom. It's like an expectation for a science course... and maybe not all students feel super adept in a lab, so I think pushing more in terms of the actual creation in the art classes... could really add something."* With regard to the KNOW requirement, two students pointed out the similarity between the Humanistic Approaches core requirement's critical outcome of appreciating diverse cultural perspectives and the objective of the KNOW requirement. One student said, *"If you're going to have a core requirement [Humanistic Approaches] that encourages diversity, why not go whole-hog?"*, to which another student said, *"Exactly. So the KNOW requirement is really cool, because it does that."* While the KNOW requirement was not explicitly assessed this year, it is scheduled to be assessed in 2020-21.

Appendix I. Spring and HEDS Senior Survey Results

Table 1. Core Curriculum Survey Responses (Seniors, Response Rate: 37%)

#	Statement:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses
1	I was able to take one of my top choices for an Artistic Approaches core.	29%	30%	22%	12%	7%	195
2	Through my Artistic Approaches core course, I am able to reflect critically about art and the creative process.	21%	35%	23%	13%	8%	193
3	Through my Humanistic Approaches core course, I am familiar with methodologies to explore beliefs about human existence, identity, and values.	17%	50%	23%	7%	4%	193
4	Through my Humanistic Approaches core course, I have explored issues of human existence, identity, and values over time and across cultures.	24%	46%	21%	6%	3%	194
5	Through my Natural Scientific core course, I am able to apply scientific methods in problem solving.	36%	33%	22%	6%	3%	196
6	Through my Natural Scientific core course, I did laboratory work that involved data collection and analysis.	50%	37%	10%	4%	0%	196

Chart 1. Educational Goals Survey Responses (All Undergraduates, Response Rate: 37%)

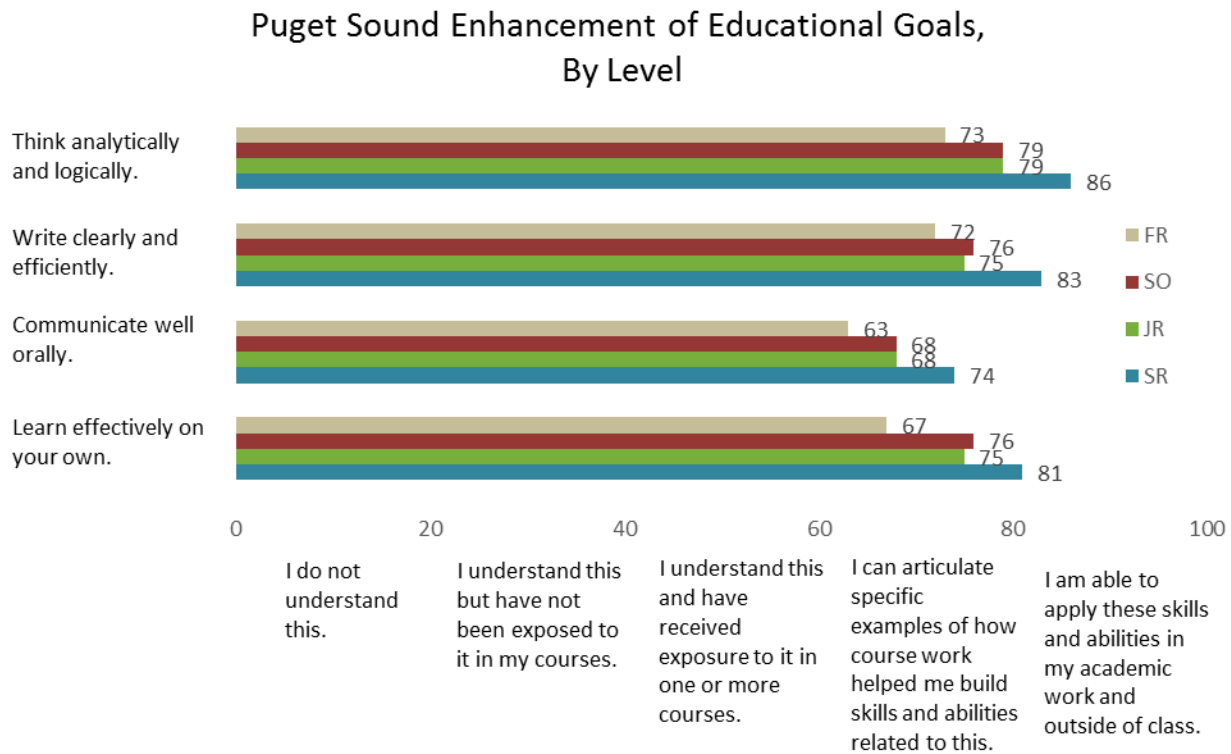


Chart 2. Educational Goals Survey Responses (All Undergraduates, Response Rate: 37%)

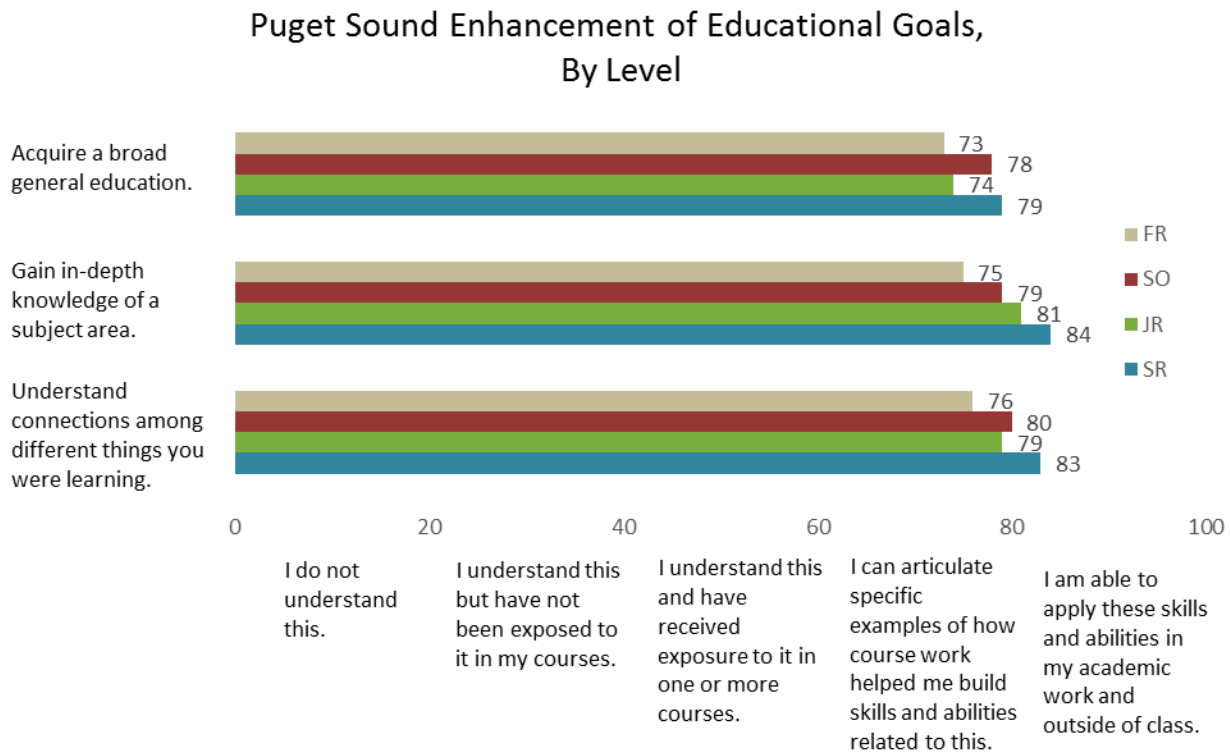


Chart 3. Educational Goals Survey Responses (All Undergraduates, Response Rate: 37%)

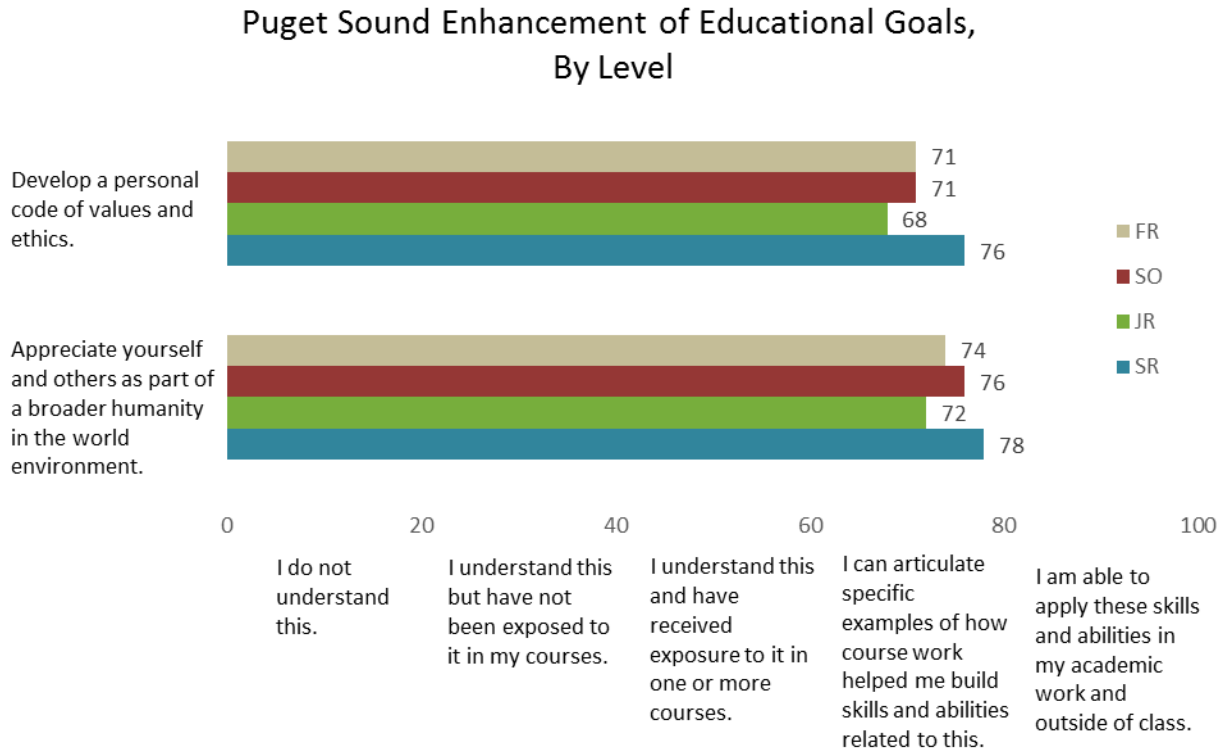


Table 2. Results of t-test and descriptive statistics, Educational Goals Survey Responses (First-Years and Seniors)

	First-Years		Seniors		t value	Sig (2-tailed)
	Mean	N	Mean	N		
Think analytically and logically.	73.02	250	86.13	192	-8.345	*
Write clearly and efficiently.	71.75	248	83.26	192	-7.124	
Communicate well orally.	62.61	248	74.10	192	-5.285	**
Learn effectively on your own.	67.47	249	81.05	192	-6.654	**
Acquire a broad general education.	72.59	249	79.33	192	-3.607	
Gain in depth knowledge of a subject area.	74.87	247	83.77	193	-5.006	
Understand connections among different things you were learning.	75.61	250	82.77	193	-4.036	
Develop a personal code of values and ethics.	70.53	243	75.68	188	-2.142	*
Appreciate yourself and others as part of a broader humanity in the world environment.	73.92	242	77.88	189	-1.672	

* p<.05

** p<.01

Appendix II. Focus Group Protocol

Focus Group Interview Protocol Core Curriculum Assessment, Spring 2016

Background

We hope to use the focus groups to explore the following:

1. The Humanistic Approaches, its stated objectives, its perceived purpose, and its requirements and their impact on the student experience.
2. The Artistic Approaches, its state objectives, its perceived purpose, and its requirements and their impact on the student experience.
3. The Natural Scientific Approaches, its stated objectives, its perceived purpose, and its requirements and their impact on the student experience.

Discussion Facilitators.

<i>Role</i>	<i>Who</i>	<i>Responsibilities</i>
Staff facilitator	Emily Mullins/Kate Cohn	Welcome and introduction (set the ground rules). Introduce the topics and enforce the rules. Keep discussion on topic and make transitions to new questions. Close the discussion.
Staff facilitator/ Recorder	Alanna Johnson	Operate digital recorder. Make lists of discussion points. Provide synopsis after each discussion and produce final report. Assist with logistics and flow of the discussion.

The Setting and the Group. Facilitators should arrive early to assure the room is ready, set up food, materials are available, and equipment is functioning.

Spring 2016 dates:

Sunday, February 21, 5:30-7:00 p.m., McCormick (Kate/Alanna)

Tuesday, February 23, 5:30-7:00 p.m., LIB 020 (Emily/Alanna)

Wednesday, February 24, 5:30-7:00 p.m., LIB 020 (Emily/Alanna)

Greet the participants and seat them for the discussion. In each group, there will be 10-12 students. Each participant will have a name card (first name only). Each focus group will be scheduled for 90 minutes. During this time, participants will eat dinner.

The Interview Protocol

Opening

About 10 minutes to provide the context for the discussion, establish expectations, set the tone, and obtain the involvement and support of the participants.

Thank you for taking the time to join this discussion of curricular requirements. I'm Kate/Emily, and I work with the Office of Institutional Research. We are collaborating with the faculty curriculum committee on this project to assess different parts of the Puget Sound curriculum. [If you are an alum, mention it here.] Almost all of the work we do is related to making Puget Sound the best it can be for current and future students.

Alanna is also here tonight, serving in the role of the recorder. Alanna will help us throughout the evening by summarizing the discussion to make sure we have caught major themes.

Today we'll be talking about the Humanistic, Artistic, and Natural Scientific Approaches of the Core Curriculum. You have been asked to participate in this discussion because you have experiences and ideas regarding your courses, and the curriculum, that can assist in enhancing the program. Please share your honest opinions. There are no wrong answers, but rather different points of view, and it is your differences, along with your similarities, that will provide insight.

Before we begin, let me remind you of some things that will make our discussion more productive. Please speak up -- only one person should talk at a time. I'm recording the session so I won't miss any of the comments that are made. Because I am recording this, it is important that we use verbal cues in our discussion. The recorder will not pick up shakes of the head. So, if I see you doing that, I may note out loud or clarify your agreement or disagreement with a statement. We will be on a first-name only basis, and in the report, there will not be any names attached to comments. Particularly insightful comments may be quoted, but only as "a participant said..."

My role here is to ask questions and to listen. I won't be participating in the conversation, and I want you to feel free to talk to one another. I'll be asking questions. There is a tendency in these kinds of sessions for some people to talk a lot, and for some to not say much. But it is really important for me to hear from each of you tonight because you have different interests, backgrounds, and expectations. So, if one of you is sharing a lot, I may ask you to let others talk. And, if you aren't saying much, I may ask for your opinion. I may also have to move us along in order to ensure that we get through the questions. Please do not take offense. I've placed name cards on the table in front of you to help us remember each other's names. We will start with introductions and a warm-up question to get us all thinking, but before we do, does anyone have any questions?

As we begin, feel free to get up to get more food throughout the discussion, and if you need to use the restroom, there is a gender-neutral bathroom on the second floor (across from the elevator) and men's and women's restrooms on this floor (down the hall).

Questions

As you know, we will be discussing different aspects of the core curriculum. If you brought a list of the courses you took, feel free to bring that out now. We will start with a warm-up question, and for this, we will go around in a circle. After that, please feel free to participate freely, not in any order.

1. Please just introduce yourself by telling us all your first name, your major, and one thing you think every student should do before they graduate from Puget Sound. (Please use first names when referring to each other, as we recognize that gender is fluid.)
2. We will be discussing three different aspects of the Puget Sound curriculum that are requirements for a degree. The first is the Humanistic Approaches requirement.
 - a. Think about the course you took to fulfill the Humanistic Approaches requirement. Based on this course, what do you think Puget Sound expects you to get out of the requirement? Would you take that course again? Why or why not?
 - b. One of the goals of the Humanistic Approaches requirement is to develop an appreciation of fundamental questions of existence, identity, and values from both an intellectual and a cultural perspective.
 - i. What does that mean to you, and how did your course help you develop that appreciation?
 - c. How has your Humanistic Approaches course influenced the way you view and interpret works that reflect beliefs, customs, and/or cultures, regardless of whether they were produced by individuals or communities?
 - d. What do you think the learning objectives for the Humanistic Approaches core should be and why?
3. The next core requirement we would like to talk about is the Artistic Approaches requirement.
 - a. Think about the course you chose to fulfill the Artistic Approaches core requirement. Based on this course, what do you think Puget Sound expects you to get out of the requirement? Would you take that course again? Why or why not?
 - b. The learning objectives of the Artistic Approaches requirement are to develop a critical, interpretive, and analytic understanding of art through the study of an artistic tradition.
 - i. What does that mean to you, and how did your course help you develop that understanding?
 - c. In what ways did your Artistic Approaches course provide opportunities for you to engage in and reflect on the creative process?
 - d. What do you think the learning objectives for the Artistic Approaches core should be and why?
4. The last core requirement we would like to talk about is the Natural Scientific core requirement.
 - a. Think about the course you chose to fulfill the Natural Scientific core requirement. Based on this course, what do you think Puget Sound expects you to get out of the requirement? Would you take that course again? Why or why not?
 - b. Why do you think Puget Sound requires the Natural Scientific core to include a lab component?
 - c. In what ways do you see the natural world differently as a result of having taken your Natural Scientific core?
 - d. What do you think the learning objectives for the Natural Scientific Approaches core should be and why?

5. Finally, is there anything else you would like to say about the Humanistic, Artistic, or Natural Scientific Approaches that we did not discuss tonight?

Closing

Five to ten minutes to provide closure, acknowledge participants' contributions, and obtain feedback on the process. In the facilitator's own words, the closing should cover:

- ***Acknowledge the participant's contributions***
Summarize what has been accomplished and thank them for their input. Mention that the upcoming Senior Survey will have questions on the core curriculum to encourage their participation.
- ***"Does anyone have questions?"***
Project's next steps, how the information will be used, where to get information later.
- ***How can the questions/process be improved for the next focus group?***
What was one thing that we could have done differently?
Consider informal discussions with participants after the group disbands.

Post Focus Group Activities

The facilitators and recorder will collect and document the meeting notes, and discuss the process and outcomes. The discussion should address:

- What were the major themes?
- How did this group compare to others?
- Were there any surprises?
- Did we achieve our objectives?
- What could be improved, and how can that be achieved?
- Did a student's major appear to be a factor in their opinions and experiences?

A summary of each group meeting should be produced as soon as possible. The Office of Institutional Research will provide a final report describing the results from all three groups.

Department	Major	Interdisciplinary?	Major field units	Supporting field units	Interdisc units	Total units	More than 9 in major field?	More than 16 total?	Notes
Art and Art History	Art History	n	9	1		10	n	n	
Art and Art History	Art Studio	n	8	2		10	n	n	
Asian Languages and Cultures	Chines	y			10	10	n/a	n	
Asian Languages and Cultures	Japanese-Culture	y			10	10	n/a	n	
Asian Languages and Cultures	Japanese-Literature	n	10			10	y	n	
Biology	Biology	n	8	8		16	n	n	
Biology	Molecular and Cellular Biology	y			16	16	n/a	n	
Business and Leadership	Business Leadership	n	8	5		13	n	n	
Business and Leadership	Business-General	n	8	2		10	n	n	
Business and Leadership	Business-International	n	9	2		11	n	n	
Business and Leadership-Intl	Business Leadership	n	9	7		16	n	n	
Chemistry	Biochemistry	y			17.5	17.5	n/a	y	
Chemistry	Chemistry-BA	n	8	5		13	n	n	
Chemistry	Chemistry-BS	n	9	5		14	n	n	
Classics	Classical Languages-A	n	10			10	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Classics	Classical Languages-B	n	11			11	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Classics	Classical Studies	n	10			10	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Communication Studies	Communication Studies	n	10			10	y	n	
Economics	Economics-BA	n	9	2		11	n	n	
Economics	Economics-BS	n	9	4		13	n	n	
English	English	n	10			10	y	n	
Environmental Policy & Decision Making	Environmental Policy & Decision Making	y			8	8	n/a	n	
Exercise Science	Exercise Science	n	10	5		15	y	n	
French Studies	French Language/International Affairs	y			14	14	n/a	n	should 101 and 102 be counted?
French Studies	French-Arts	y			12	12	n/a	n	should 101 and 102 be counted?
French Studies	French-Comp Lit	y			11	11	n/a	n	should 101 and 102 be counted?
French Studies	French-Cultural Studies	y			12	12	n/a	n	should 101 and 102 be counted?
French Studies	French-Literary Studies	n	10			10	y	n	should 101 and 102 be counted?
Geology	Geology	n	10	5		15	y	n	
German Studies	German International Studies	y			14	14	n/a	n	should 101 and 102 be counted? New requirements as of 2017-18
German Studies	German Languages and Literature-Literary Studies	n	9	1		10	n	n	should 101 and 102 be counted? New requirements as of 2017-18
German Studies	German Languages and Literature-Literature and Language	n	9	4		13	n	n	should 101 and 102 be counted? New requirements as of 2017-18
Hispanic Studies	Hispanic International Studies	y			14	14	n/a	n	should 101 and 102 be counted?
Hispanic Studies	Hispanic Studies	n	10			10	y	n	should 101 and 102 be counted?
History	History	n	10			10	y	n	
International Political Economy	International Political Economy	y			11	11	n/a	n	
Mathematics and Computer Science	Computer Science	n	9	1		10	n	n	
Mathematics and Computer Science	Computer Science/Business	y			12	12	n/a	n	
Mathematics and Computer Science	Mathematics	n	9	1		10	n	n	
Music	Elective Studies in Business	y			18	18	n/a	y	
Music	Music	n	12			12	y	n	
Music	Music Education-Instrumental	n	18.75			18.75	y	y	
Music	Music Education-Vocal	n	19			19	y	y	
Music	Performance-Instrumental	n	19			19	y	y	
Music	Performance-Keyboards	n	19			19	y	y	
Music	Performance-Voice	n	19			19	y	y	
Natural Science	Natural Science-Biology	y			14	14	n/a	n	
Natural Science	Natural Science-Chemistry	y			14.5	14.5	n/a	n	

Department	Major	Interdisciplinary?	Major field units	Supporting field units	Interdisc units	Total units	More than 9 in major field?	More than 16 total?	Notes
Natural Science	Natural Science-Geology	y			14	14	n/a	n	
Natural Science	Natural Science-Physics	y			14	14	n/a	n	
Philosophy	Philosophy	n	10			10	y	n	
Physics	Physics	n	10	5		15	y	n	
Physics	Physics-Engineering	y			15	15	n/a	n	
Politics and Government	Politics and Government	n	10			10	y	n	
Psychology	Psychology	n	10	1		11	y	n	
Religious Studies	Religious Studies	n	9			9	n	n	
Science, Technology, and Society	Science, Technology, and Society	y			13	13	n/a	n	
Sociology and Anthropology	Sociology and Anthropology	n	11			11	y	n	two distinct fields or one?
Theatre Arts	Theatre Arts	n	10			10	y	n	

Department	Major	Interdisciplinary?	Major field units	Supporting field units	Interdisc units	Total units	More than 9 in major field?	More than 16 total?	Notes
Art and Art History	Art Studio	n	8	2		10	n	n	
Business and Leadership	Business-General	n	8	2		10	n	n	
Business and Leadership	Business Leadership	n	8	5		13	n	n	
Chemistry	Chemistry-BA	n	8	5		13	n	n	
Biology	Biology	n	8	8		16	n	n	
Religious Studies	Religious Studies	n	9			9	n	n	
Art and Art History	Art History	n	9	1		10	n	n	
German Studies	German Languages and Literature-Literary Studies	n	9	1		10	n	n	should 101 and 102 be counted? New requirements as of 2017-18
Mathematics and Computer Science	Computer Science	n	9	1		10	n	n	
Mathematics and Computer Science	Mathematics	n	9	1		10	n	n	
Business and Leadership	Business-International	n	9	2		11	n	n	
Economics	Economics-BA	n	9	2		11	n	n	
Economics	Economics-BS	n	9	4		13	n	n	
German Studies	German Languages and Literature-Literature and Culture	n	9	4		13	n	n	should 101 and 102 be counted? New requirements as of 2017-18
Chemistry	Chemistry-BS	n	9	5		14	n	n	
Business and Leadership-Intl	Business Leadership	n	9	7		16	n	n	
Asian Languages and Cultures	Japanese-Literature	n	10			10	y	n	
Classics	Classical Languages-A	n	10			10	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Classics	Classical Studies	n	10			10	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Communication Studies	Communication Studies	n	10			10	y	n	
English	English	n	10			10	y	n	
French Studies	French-Literary Studies	n	10			10	y	n	should 101 and 102 be counted?
Hispanic Studies	Hispanic Studies	n	10			10	y	n	should 101 and 102 be counted?
History	History	n	10			10	y	n	
Philosophy	Philosophy	n	10			10	y	n	
Politics and Government	Politics and Government	n	10			10	y	n	
Theatre Arts	Theatre Arts	n	10			10	y	n	
Psychology	Psychology	n	10	1		11	y	n	
Exercise Science	Exercise Science	n	10	5		15	y	n	
Geology	Geology	n	10	5		15	y	n	
Physics	Physics	n	10	5		15	y	n	
Classics	Classical Languages-B	n	11			11	y	n	Are GRK, LAT, and CLSC distinct fields or one field?
Sociology and Anthropology	Sociology and Anthropology	n	11			11	y	n	two distinct fields or one?
Music	Music	n	12			12	y	n	
Music	Music Education-Instrumental	n	18.75			18.75	y	y	
Music	Music Education-Vocal	n	19			19	y	y	
Music	Performance-Instrumental	n	19			19	y	y	
Music	Performance-Keyboards	n	19			19	y	y	
Music	Performance-Voice	n	19			19	y	y	

Department	Major	Interdisciplinary?	Major field units	Supporting field units	Interdisc units	Total units	More than 9 in major field?	More than 16 total?	Notes
Environmental Policy & Decision Making	Environmental Policy & Decision Making	y			8	8	n/a	n	
Asian Languages and Cultures	Chinese	y			10	10	n/a	n	
Asian Languages and Cultures	Japanese-Culture	y			10	10	n/a	n	
French Studies	French-Comp Lit	y			11	11	n/a	n	should 101 and 102 be counted?
International Political Economy	International Political Economy	y			11	11	n/a	n	
French Studies	French-Arts	y			12	12	n/a	n	should 101 and 102 be counted?
French Studies	French-Cultural Studies	y			12	12	n/a	n	should 101 and 102 be counted?
Mathematics and Computer Science	Computer Science/Business	y			12	12	n/a	n	
Science, Technology, and Society	Science, Technology, and Society	y			13	13	n/a	n	
French Studies	French Language/International Affairs	y			14	14	n/a	n	should 101 and 102 be counted?
German Studies	German International Studies	y			14	14	n/a	n	should 101 and 102 be counted? New requirements as of 2017-18
Hispanic Studies	Hispanic International Studies	y			14	14	n/a	n	should 101 and 102 be counted?
Natural Science	Natural Science-Biology	y			14	14	n/a	n	
Natural Science	Natural Science-Geology	y			14	14	n/a	n	
Natural Science	Natural Science-Physics	y			14	14	n/a	n	
Natural Science	Natural Science-Chemistry	y			14.5	14.5	n/a	n	
Physics	Physics-Engineering	y			15	15	n/a	n	
Biology	Molecular and Cellular Biology	y			16	16	n/a	n	
Chemistry	Biochemistry	y			17.5	17.5	n/a	y	
Music	Elective Studies in Business	y			18	18	n/a	y	

Proposal for the Creation of the Liberal Studies Major, a New Degree Program of the University of Puget Sound

Rationale and Explanation of the Liberal Studies Major

The Liberal Studies major has been designed to give the students in the Washington Corrections Center for Women (WCCW) a rigorous liberal arts education while replicating, as much as possible, the educational structure and goals of other majors at the University of Puget Sound. To that end, it integrates the Puget Sound Core Curriculum with new classes unique to the Liberal Studies major to connect the breadth inherent in the Core to the depth present in a more traditional major.

Admission into the Liberal Studies Major will be contingent on completion of the Associate of Arts Degree currently offered in WCCW and accredited through Tacoma Community College as well as on approval by the admission process to be established by the Faculty Advisory Board. Students who complete the AA degree will generally transfer 15 units into the University of Puget Sound and will generally have completed the following Puget Sound Core Requirements:

- Seminar in Social Inquiry 1
- Humanistic Approaches to Knowing
- Mathematical Approaches to Knowing
- Natural Scientific Approaches to Knowing
- Social Scientific Approaches to Knowing

Upon admission into the Liberal Studies Major, students will generally need to complete 17 units, 10.5 of which will be required to complete the Liberal Studies Major. To complete the Puget Sound Core Curriculum, students will need to take the Seminar in Social Inquiry 2, Connections, and the Knowledge, Identity, and Power overlay. Students may also need to complete the Foreign Language requirement. All required classes, including Core and elective options, will be offered in WCCW along with the Liberal Studies Major.

The bulk of classes in the Liberal Studies major are distributed across the traditional academic disciplines—social sciences, humanities and fine arts, and natural sciences and mathematics. Students will take two classes in each disciplinary area and then take two additional classes in ONE of the disciplinary areas of their choosing.

Because of the breadth of disciplinary approaches, a “scaffold” is used to give the Liberal Studies major cohesiveness, intellectual coherence, and structure. The “scaffold” builds on the two Puget Sound core classes offered in WCCW to integrate the different parts of the students’ education. The “scaffold” will consist of the SSI2 core course (which will allow students to develop the research skills required for upper division courses, while developing relations between the theme areas [themes are discussed below]), the introductory Liberal Arts and the Construction of Knowledge class (which

will introduce students to the methodology and theme areas of the major and allow students to explore how different academic disciplines engage those themes), the Bridge class (a .5 academic unit class which will overlay the students' classes and help students explore how selected themes connect across their various classes), the "Confronting Controversies Lecture Series" (two .25 unit activity credits which will allow students to consider how a wide range of issues and topics across disciplines relate to their chosen areas of study), the Connections core class (through its intentional approach to the interrelationship of fields of knowledge), and the Capstone class (which will allow students to explore an issue of interest to them in depth through a major research project rooted in their chosen themes).

Through the classes in the disciplinary areas and the "scaffolding", the Liberal Studies major will help students understand the ways in which disciplines seek to explain the world with similar questions and different tools. Students will be introduced to various themes in the methodology course, pick two themes they wish to develop in the Bridge class, and explore and develop those themes more deeply in the capstone class. This sequencing will provide opportunities for students to consider ideas across their classes and to integrate the themes with different disciplinary approaches and tools. For example, a student might want to explore the themes of citizenship and the environment. Through her major and "scaffold" classes, that student might consider tensions between being a just human being with being a good citizen through a close reading of *Plato's Apology* where she would explore the tension between Socrates' quest for justice and the need of Athens for law and order, compare that tension to the struggle between law and justice of Jean Valjean and Inspector Javert in *Les Miserables*, move on to explore questions of animal behavior and social structures to see how different kinds of beings organize and govern their lives, and develop a capstone project on the impact of climate change on global societies and what is demanded of communities in response.

Finally, the Liberal Studies Degree Program will be overseen by a Faculty Advisory Board that will consist of 7-8 Puget Sound faculty members and a relevant Associate Dean. The Board will be responsible for the curriculum and development of classes (prior to their submission to the Curriculum Committee), approval and oversight of non-Puget Sound faculty, and admissions into the Liberal Studies Degree Program.

About the Liberal Studies Major

A liberal arts education is intended to, according to the mission of the University of Puget Sound, develop a student's capacities for critical analysis, careful judgment, and considered expression so that each student can participate in informed democratic citizenship. In lieu of the multiplicity of majors offered on campus, the BA available in WCCW will consist of a single major, **the Liberal Studies Major**. The major in Liberal Studies prepares students to engage the complexity of the world through the full, open, and civil discussion of ideas, understandings of multiple approaches to developing knowledge, and an appreciation of the interrelations between individuals, communities, environments, and power.

The Liberal Studies major will allow students to explore broad themes essential to a liberal arts education, such as power, equality and inequality, citizenship, belonging, technology, culture and representation, epistemology, ethics, human rights, the concept of progress, and individual and community. These themes will allow students to consider fundamental questions about the world, to understand how others answer those questions, and to develop their own answers. Students will take classes across each of three disciplinary areas--social sciences, humanities and fine arts, and natural sciences and mathematics. Additionally, students will work to understand how the tools of the disciplinary areas assist in the exploration of the thematic areas.

All students will, as soon as possible upon admission into the major, take the Liberal Arts and the Construction of Knowledge class, which will develop the writing, analytic, and research skills necessary to be successful in the major and beyond. This class will also introduce students to some of the themes. Students will then take the Bridge class that will allow them to explore how the different disciplinary approaches offer ways of understanding and building knowledge, as well as allowing students to choose the themes they wish to explore in their major. The Liberal Studies major culminates in the Capstone class that is designed to build on students' course work and requires a major research project exploring their selected themes from multiple disciplinary perspectives.

Students who complete the Liberal Studies major will develop:

1. The ability to read and analyze texts through close reading and class discussion.
2. The ability to express ideas through structured and reasoned writing.
3. The ability to develop ideas through discussion with peers.
4. Familiarity with a wide range of academic disciplines and intellectual traditions.

General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for major credit must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

Requirements for the Major

1. Completion of 10.5 units in the Liberal Studies curriculum to include:
 - a. The Liberal Arts and the Construction of Knowledge introductory course;
 - b. Two upper division courses in the social sciences;
 - c. Two upper division courses in the humanities and fine arts;
 - d. Two upper division courses in the natural sciences and mathematics;
 - e. Two additional upper division courses in ONE of category b, c, or d above;
 - f. The Bridge class (0.5 units)
 - g. The Capstone class.
2. Completion of the co-curricular requirements:
 - a. Contemporary Controversies Lecture Series (.25 units of activity credit; must be completed twice)
(In order to receive activity credit, students attend the curated public lecture series for the semester and write an assessment paper that relates the talks around a central theme(s) of their choosing; the theme(s) might emerge from the talks or from their other course material.)
 - b. College Preparation Workshop (required, no academic credit granted)
 - c. Reentry Preparation Workshop (required; no academic credit granted)
3. All courses for the major must be completed through the University of Puget Sound.
4. Any deviation from these requirements must be approved in writing by the Director of the Liberal Studies program.

Explanation of Required Courses Designed for WCCW Students Making the Transition to the BA Liberal Studies Major

1. Liberal Arts and the Construction of Knowledge (1a of Requirements)
This course examines questions of multidisciplinary and interdisciplinary inquiry. Explicit focus on the methods and tools of research and knowledge construction will be connected to instructor-chosen themes. The course helps students to be able to define the differences and overlaps between epistemological frameworks in the natural sciences and mathematics, the social sciences, and the humanities and arts and see how those frameworks get translated into specific methodological tools in various disciplines. Exploring different disciplinary approaches to specific topics illuminates the power of liberal arts studies and provides a model for students for their capstone experience.
*It is strongly recommended that this course will be taken concurrently or after the completion of the SS/2 course; it must be taken before the bridge class.
This course will fulfil the KNOW graduation requirement.*
2. Bridge Course (1f of Requirements)
This class allows students to, in consultation with the professor, identify themes, as well as particular questions and/or methodological comparisons, that create connections between their course work. Students in the bridge class will not produce significant amounts of new work; rather, they will work on their intellectual trajectories by examining the classes taken prior to the bridge course. The bridge class will consist of discussion of various themes, class assignments

designed students to explore their chosen themes, and possibly developing a proposal for their capstone project.

Prerequisite: Successful completion of the Liberal Arts and the Construction of Knowledge course. It is strongly recommended that the bridge course be taken before a student has completed three of the disciplinary electives (requirements 1b-e).

3. Capstone Course (1g of Requirements)

This course is designed as the final class in the Liberal Studies major. Its outcome will be a major capstone project that serves as the occasion for each student to reflect on the meaning of a liberal arts education by engaging with a set of ideas, materials, and themes drawn from classes taken towards the BA degree. To the extent that the capstone project requires students to return to materials they have been engaging, it serves as an occasion for students to assess their learning in light of core themes that are central to a liberal arts education. To the extent that the work of researching and completing the capstone project is undertaken by each student drawing on her own course of study, it is the culmination of a process in which students gradually move from instructor-driven materials to this capstone in which the materials and questions are student-driven. The capstone project will allow students to undertake a critical and synthetic analysis of their work in the major and their intellectual trajectory.

Prerequisite: Successful completion of the Bridge course. It is strongly recommended that a student has completed all other major requirements prior to taking the capstone course.

Appendix:

Liberal Studies Major, Core Curriculum, and Graduation Requirements

Liberal Studies Major of the University of Puget Sound Degree Requirements

1. Earn a minimum of 32 units. The 32 units may include up to 4 academic courses graded pass/fail, up to 2.0 units in activity courses, and up to 4.0 units of independent study. (See regulations regarding transfer credit and activity credit.) **[15 units will likely be earned through the Associates of Arts degree and transferred in; 17 will likely be earned through UPS]**
2. Earn a minimum of 16 units, including the last 8, in residence at the University of Puget Sound.
3. Maintain a minimum grade-point average (GPA) of 2.00 in all courses taken at Puget Sound.
4. Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses.
5. Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses, in the major(s) and the minor(s), if a minor is elected.
6. Successfully complete Puget Sound's core requirements. (Courses taken pass/fail will not fulfil Puget Sound core requirements):

University of Puget Sound Core Requirements:

- Argument and Inquiry:

- SS11 [completed through AA]
- SS12 [completed through UPS]

- Approaches to Knowing:

- Artistic [FEPPS-UPS]
- Humanistic [AA]
- Mathematical [AA]
- Natural Scientific [AA]
- Social Scientific [AA]

- Interdisciplinary:

- Connections [UPS]

7. Successfully complete the co-curricular requirements:
 - a. Contemporary Controversies Lecture Series (.25 units; must be completed twice)
(In order to receive activity credit, students attend the curated public lecture series for the semester and write an assessment paper that relates the talks around a central theme(s) of their choosing; the theme(s) might emerge from the talks or from their other course material.)
 - b. College Preparation Workshop (required, no academic credit granted)
 - c. Reentry Preparation Workshop (required; no academic credit granted)
8. Satisfy the foreign language graduation requirement in one of the following ways: **[AA/UPS]**
 - a. Successfully complete two semesters of a foreign language at the 101-102 college level, or 1 semester of a foreign language at the 200 level or above

(courses taken pass/fail will not fulfill the foreign language graduation requirement);

- b. Pass a Puget Sound-approved foreign language proficiency exam at the third-year high school or first-year college level;
- c. Receive a score of 4 or 5 on an Advanced Placement foreign language exam or a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam.

Note: Students seeking a substitution for the foreign language requirement must:

- Provide documentation of a learning disability that affects the ability to learn a foreign language to the Director of Disabilities Services. The documentation must be current, thorough, and prepared by an appropriate and qualified diagnostic professional. For details on documentation requirements see pugetsound.edu/academics/academic-resources/disabilities-services/.

- Submit a completed Academic Standards Committee petition form (available in the Registrar's Office) including signatures and recommendations from both the student's faculty advisor and the Director of Disabilities Services. Note: If the Director of Disabilities Services does not support a petition, students may still pursue the substitution by writing a statement to include with their petition explaining their history with learning a foreign language and why they feel unable to successfully complete the requirement. The committee will then evaluate the petition and make a decision, either supporting or rejecting the proposal.

- Propose two courses to substitute for the foreign language requirement. Students are expected to propose courses that they have not already taken and that are outside of the core requirements and the first major. Students may select two courses from the pre-approved list below or compose an argument for two other related courses with a cultural component. This explanation should accompany the completed petition form.

Foreign Language Substitution Pre-Approved Options

Students may select two courses from any one area:

- **Chinese Civilization:** ARTH 278 Survey of Asian Art, HIST 245 Chinese Civilization, HIST 246 History of China: 1600 to the Present, REL 234 Chinese Religious Tradition.
- **Japanese Civilization:** ARTH 278 Survey of Asian Art, HIST 247 Japanese Tradition, HIST 248 History of Japan: 1600 to the Present, REL 233 Japanese Religious Traditions.
- **Classics:** CLSC 210 Classical Mythology, CLSC 211 Greek History, CLSC 212 Roman History, HUM 210 Power & Culture in Periclean Athens and Augustan Rome.
- **Islam:** REL 212 The Religion of Islam, REL 222 Jihad and Islamic Fundamentalism.

- **Latin America:** LAS 100 Introduction to Latin American Studies, HIST 280 Colonial Latin American History, HIST 281 Modern Latin America.
 - **Ancient Israel:** REL 200 History and Literature of Ancient Israel, REL 201 History and Literature of the New Testament.
9. Satisfy the Knowledge, Identity, and Power (KNOW) Graduation Requirement by successfully completing one course that has been approved to meet that requirement. Courses fulfilling the KNOW requirement are approved by the Curriculum Committee based on the following rubric: **[FEPPS-UPS]**
- *Learning Objectives:* Courses in Knowledge, Identity and Power (KNOW) provide a distinct site for students to develop their understanding of the dynamics and consequences of power differentials, inequalities and divisions among social groups, and the relationship of these issues to the representation and production of knowledge. In these courses, students also develop their capacity to communicate meaningfully about issues of power, disparity, and diversity of experiences and identities.
 - *Guidelines:*
 - i. These courses promote critical engagement with the causes, nature, and consequences of individual, institutional, cultural and/or structural dynamics of disparity, power, and privilege.
 - ii. These courses provide opportunities for students to (a) engage in dialogue about issues of knowledge, identity, and power, and (b) consider linkages between their social positions and course themes related to these issues.
 - iii. Courses may also fulfill other program or graduation requirements.
10. Earn at least three academic units outside the requirements of the first major, and outside the department/program of the first major, at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with departmental approval and at least 2 prerequisites (courses taken pass/fail will not fulfill the upper division course graduation requirement). **[FEPPS will be requesting a waiver of this requirement as the Liberal Studies major will inherently satisfy the spirit of this requirement]**
11. Meet the requirements for the major in Liberal Studies (see below).
12. Complete all incomplete or in-progress grades.
13. File an application for graduation with the Office of the Registrar. Applications are due in September for graduation at the end of the next Spring, Summer, or Fall terms. All degree requirements must be completed prior to the awarding of the degree. Degrees are awarded on three degree dates each year in May, August, and December. Each student is subject to (a) degree requirements published in the *Bulletin* at the time of graduation, or (b) to degree requirements applicable at the time of matriculation, or (c) to degree requirements listed in any *Bulletin* published between the student's matriculation and graduation, provided that no more than six years separate matriculation and graduation. **Students should be aware that specific courses applicable to the core will fulfill the core requirements only during the semester(s) that they are officially listed in a *Bulletin* or class schedule.**

Courses which were listed as satisfying core or department requirements at the time of matriculation may be altered or removed from the curriculum before a student reaches graduation. In the case of department requirements, a student must plan alternate courses with the advisor.

Students applying transfer credit to their degree requirements must complete at least the following minimum core requirements at Puget Sound.

Students entering with freshman or sophomore standing must complete at least a course in Connections plus three additional core areas.

Students entering with junior standing must complete at least a course in Connections plus two additional core areas.

Curricular Impact Statement for the Proposal to Create a Degree Program (Liberal Studies Major) for the Women at the Washington Correction Center for Women

1) Currently, there is only an Associate of Arts Degree being offered in WCCW (the degree is currently being offered by Freedom Education Project Puget Sound (FEPPS) and is accredited by Tacoma Community College). The women incarcerated at WCCW do not have access to any accredited classes beyond the AA degree. FEPPS believes that offering college degrees to incarcerated women is congruent with the mission and purpose of the University of Puget Sound to “liberate the fullest intellectual and human potential” of our students and to prepare them for them for the “highest tests of democratic citizenship”.

2) Given that the Liberal Studies Major will be implemented entirely through the FEPPS program, there are no anticipated impacts on any departments, programs, or schools. All professors, including those from the University of Puget Sound, will teach classes on their own time and all expenses will be borne by FEPPS. As all students will be at WCCW, there will be no enrollment impact on classes, even those that are taught as part of the major.

3) As there are no anticipated impacts on any departments, programs, or schools, there are no letters accompanying this statement.

4) No academic or curricular resources from the University of Puget Sound are needed to implement the Liberal Studies Major at WCCW. There will be a few administrative demands; for example, the Academic Standards Committee might have a few extra petitions to deal with, the Office of the Registrar will have to handle transcripts for the students (currently approximately 120), an Associate Dean will be asked to serve on the Faculty Advisory Board, and so on.

TO: Curriculum Committee
FROM: Experiential Learning Faculty Advisory Board
SUBJECT: "EXPL" opt-in designation
DATE: February 10, 2017

Since January 2016 the University's Experiential Learning Faculty Advisory Board has been hard at work supporting the development of experiential learning in the curriculum. As a result of our research and deliberations over the course of the past year we ask that the Curriculum Committee approve an opt-in designation, "EXPL," that would provide students with curriculum-based experiential learning opportunities. Using the guidelines drafted by the advisory board to tag classes with an EXPL attribute in PeopleSoft would help students recognize such opportunities with ease. In addition, the EXPL designation would eliminate confusion around "what counts" as experiential learning by clearly identifying a broad continuum of options for departments and programs that decide to integrate experiential learning into their curricula. Such identification would also offer faculty the opportunity to learn about, share and discuss models and/or collaborate on experiential learning classes.

To facilitate consistency across the curriculum we developed experiential learning objectives and guidelines. We offer these as a way to make clearer to faculty the multiple contexts in which experiential learning may take place and to be inclusive of a wide range of approaches.

Given the unique nature of this proposal to offer an opt-in experiential learning course designation, many review options exist in order for such offerings to fall under the EXPL guidelines. Review bodies may include:

1. A Curriculum Committee subgroup
2. The Experiential Learning Faculty Advisory Board
3. Associate Dean of Experiential Learning, Renee Houston
4. Associate Dean, Martin Jackson, Ex Officio

We request that the Curriculum Committee select the most appropriate review body for such proposals. Thank you for your consideration.

Respectfully submitted,

Terry Beck, Dan Burgard, Lynnette Claire, Rachel DeMotts, Anne James, Elise Richman, Renee Simms, and Harry Vélez

Experiential Learning Faculty Advisory Board Curriculum Proposal

Background

The Experiential Learning Faculty Advisory Board (hereafter ELFAB) convened in January 2016 to address the need to define and support the development of experiential learning in the curriculum. After reviewing the Big Ideas report and reading foundational literature on experiential learning, the Board decided to survey faculty chairs and directors about how their programs understand and employ experiential learning in their classes. Chairs and directors were also asked to offer their definition of experiential learning. During a year-end retreat, the ELFAB used survey results and reviewed other Universities' definitions to develop a Puget Sound definition of experiential learning (see below).

The experiential learning definition became the foundation for the development of Learning Objectives and Guidelines. During a Fall '16 retreat, ELFAB created the Learning Objectives and Guidelines that may be used to evaluate courses that faculty would like to have designated with an "EXPL" attribute (see page 3). To give the Curriculum Committee a sense of the range of classes that might fit such guidelines, a list of courses with links and a few course syllabi are available in Appendix A.

Definition¹

Experiential learning utilizes direct experiences to integrate academic theories and skills by encouraging intellectual risk, uncertainty, or indeterminacy. *Direct experiences* encompass a variety of activities including internships, service learning, undergraduate research, study abroad, field work, simulations, public presentations or exhibits, publications, and other creative and professional work experiences. Learning that is considered "experiential" contains all the following elements:

1. Reflection, critical analysis and synthesis
2. Opportunities for students to take initiative, make decisions, and be accountable for the results in a communal context
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
4. A designed experience that includes the possibility to learn from natural consequences, mistakes, and successes

Such learning exists along continua; our individual and disciplinary perspectives are such that what is risky, uncertain, or indeterminate in one situation may differ from another.

¹ Definition built on the work of the experiential learning academy, with special thanks to the University of Colorado Denver Experiential Learning Center

Guidelines for the Opt-in Experiential Learning Attribute

Learning Objectives

Courses in Experiential Learning utilize direct experiences and focused reflection to integrate academic theories and skills by fostering intellectual risk and productive engagement with indeterminacy and uncertainty. These experiences and reflections provide forms of authentic complexity encouraging students to contextualize their knowledge, engage in critical analysis and synthesis, and develop skills and values, thereby expanding their capacity to contribute to communities.

Guidelines

1. Utilizes direct experience to develop both an active knowledge of academic subject matter and the ability to apply theories and concepts in practice in an authentic setting.

Direct experience provides:

- a. Opportunities for students to take initiative, make decisions and be accountable to others
 - b. Opportunities for students to engage actively in the setting
 - c. Possibilities to learn from natural consequences, mistakes, and successes
2. Engages students in intentional reflection to learn to critically examine their experiences and to create connections between those experiences and subject matter knowledge.

Appendix A

Experiential Learning in the Curriculum: Samples

*The following courses are not an exhaustive inventory of experiential courses on our campus. Rather, they are representative of the breadth of disciplines and approaches that we employ. Most courses have a hyperlink to its course descriptions. A few courses do not have description online, so their course descriptions are below; these courses have an * after the course title.*

*Additionally, we have provided two sample syllabi (***) after the additional course descriptions. These syllabi demonstrate the course context for experiential learning in greater detail.*

Courses

AFAM 399: RPI Scholars Program* (Dexter Gordon)

[BIO 395: The History, Utility, and Practices of Natural History Museums](#) (Peter Wimberger)

[BUS 482: Strategic Management and Consulting](#) (Lynnette Claire)

[COMM 361: Organizing Difference](#) (Renee Houston)

CONN 370: Rome: Sketchbook and Space Studies* *** (Elise Richman)

[CSCI 440: Capstone in Computer Science](#) (Bradley Richards)

EDUC 622: Teaching in Elementary/Secondary* (Fred Hamel)

[ENG 199: Crosscurrents Review](#) (William Kupinse)

[ENG 497: The Writing Internship](#) (Laura Krughoff)

[ENVR 342: Field School in Conservation and Development](#) (Rachel DeMotts)

[ENVR 343: Buddhist Environmentalisms***](#) (Rachel DeMotts)

[IPE 360: Food Systems Northwest: Circuits of Soil, Labor, and Money](#) (Emelie Peine)

[PG 498: Internship Tutorial](#) (Robin Jacobson)

[REL 307: Prisons, Gender and Education](#) (Tanya Erzen)

[SPAN Study Abroad: Madrid Summers](#) (Harry Velez Quinones)

[SSI2: Agons of Athens, Reacting to the Past](#) (Eric Orlin)

[THTR 490: Senior Theatre Festival](#) (Jess Smith)

Course Descriptions

AFAM 399: RPI Scholars Program (to be offered Spring 2018)

AFAM 399 is the major's course in public scholarship. It provides students the opportunity to connect their coursework with the Race and Pedagogy Institute. One of the tenets of African American studies is the production of scholarship and public programs that effects change and impacts lives especially for communities historically underserved by official state and national institutions. This we identify as public scholarship. Some prefer the term civic engagement. The Race and Pedagogy Institute articulates these tenets in its various initiatives. The African American Studies program builds on the synergy evolving between the Institute's various activities including its Community Partners Forum, and debates and events in the larger community to provide students with unique opportunities for dynamic engagement with social and cultural challenges. AFAM 399 provides students with the necessary educational scaffolding for the production of public scholarship and then offers them the opportunity to contribute their work as part of ongoing critical efforts to confront and transform historical disparities in power, and privilege between different communities especially among local, regional, and national communities.

Students who complete this course will:

1. Engage in rigorous critical analysis through which they can identify and evaluate public scholarship which aims at affecting change to advance the cause of historically marginalized groups as part of a larger project of improving the human condition;
2. Effectively participate in the production of such scholarship through rigorous and creative research;
3. Learn through supervised, hands-on participation in the Race and Pedagogy Institute's programs and projects aimed at confronting and transforming historical formations of bias and inequalities. These students will gain experience as researchers in public issues, editors, reviewers, conference organizers, conference presenters, and respondents.

CONN 370: Rome: Sketchbooks and Space Studies

Connections 370: Rome Sketchbooks and Space Studies synthesizes studio art practices and art historical methodologies to explore representations of landscape and the social and aesthetic implications of select public spaces, culminating in a three-week study abroad experience centered in Rome, Italy. Experiential sketchbook exercises complement weekly reading assignments and three independent research assignments. Additionally, this course explores connections between American landscape painting and public sites and historically significant sites in Italy.

Connections 370 will meet once a week during spring semester followed by a three-week intensive trip to Italy. Students will have a studio space at the University of Washington's Rome Center and will visit the Venice Biennale, Pompeii, and Florence.

EDUC 622: Teaching in Elementary/Secondary

EDUC 622 is a student teaching internship course, coordinated between the School of Education and a local school district. Teaching candidates work under the direct supervision of an experienced classroom teacher and university supervisor. The student teaching experience is designed to provide certification candidates sufficient teaching and management experiences to prepare them for a successful first-year teaching assignment and to develop skills for future teacher learning.

Sample Syllabi

CONN 370: Rome: Sketchbooks and Space Studies

Connections 370: Rome: Sketchbook and Space Studies

Fridays

3:30-4:50

Elise Richman, Associate Professor of Art

Spring 2015

Office Hours: Tuesdays and Thursdays, 4-5 pm, Fridays 2-3 pm, and by appointment

Office #206

erichman@pugetsound.edu

COURSE DESCRIPTION

Connections 370: Rome Sketchbooks and Space Studies synthesizes studio art practices and art historical methodologies to explore representations of landscape and the social and aesthetic implications of select public spaces, culminating in a three-week study abroad experience centered in Rome, Italy. Experiential sketchbook exercises complement weekly reading assignments and three independent research assignments. Additionally, this course explores connections between American landscape painting and public sites and historically significant sites in Italy.

Connections 370 will meet once a week during spring semester followed by a three-week intensive trip to Italy. Students will have a studio space at the University of Washington's Rome Center and will visit the Venice Biennale, Pompeii, and Florence.

COURSE OBJECTIVES

- To examine relationships between aesthetics and social concerns
- To fuse experiential and scholarly approaches to learning
- To provide an immersive cultural experience grounded in substantive preparatory and comparative studies
- To harness visual and academic modes of analysis as a means of promoting understanding of pertinent ideas

COURSE OUTCOMES

- Enhanced drawing skills
- Experiential understanding of art through viewing it in person and generating drawings and paintings

- Introduction to aesthetic conventions that define major landscape painting movements
- Understanding of the interplay between social forces and aesthetic conventions
- Ability to critically engage with culturally significant public spaces and public art

GRADING

Paper I Annotated Bibliography	1%
Paper I	10%
Paper II Annotated Bibliography	2%
Presentation I	5%
Paper II	10%
Presentation II	5%
Paper III Annotated Bibliography	2%
Paper III	10%
Sketchbook	35%
Sustained Drawings and Paintings	20%

A 93-100%, A- 90-92%: Excellent understanding of concepts, creative, strong work, full engagement in artistic process, and demonstration of notable progress, and excellent research and writing

B+ 87-89%, B 83-86%, B- 80-82%: Very good work and consistent engagement in the artistic process, research, and writing

C+ 77-79%, C 73-76%, C- 70-72%: Good/average work, uneven engagement and participation in class

D+ 67-69%, D 63-66%, D- 60-62%: Poor work and lack of engagement in class

F 59% or lower: Failure to grasp goals of course and/or **five or more absences**

OFFICE OF ACCESSIBILITY AND ACCOMMODATION (OSAA)

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

CLASSROOM EMERGENCY RESPONSE GUIDANCE

Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

BEREAVEMENT POLICY

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students'. For more information, please see the Academic Handbook.

COURSE OUTLINE

UNIT I: Weeks I-III

Experiencing place and representing space examining culture through spatial conventions and exploring personal and social relationships to place and space.

Week I

View *Maya Lin: A Strong Clear Vision* (excerpt)

Productive space/producing space, Kittredge Gallery exercise

Sketchbook assignment: *There's No Place Like Home*

Week II

Reading discussion

Share sketchbook entries

Sketchbook assignment: *Occupying Space*

Week III

Reading discussion

Share sketchbook entries

Sketchbook assignment: *Walkabout*

Unit II: Weeks IV-VII

Representations of landscape as reflections of cultural ideals and identities.

Week IV

Reading discussion
Share sketchbook entries
Sketchbook assignment: *Pastoral*

Week V

Reading discussion

Paper #1, Due 3/6 (4-5 pages, 12 point font, double-spaced)
Landscape: Ideals and Identity proposal due

Week VI

Visit the Tacoma Art Museum's Haub Collection of Western Art, sketch select landscape paintings

Landscape: Ideals and Identity annotated bibliography due

Week VII

Paper #1 Peer review and in class revision

Unit III: Weeks VIII-XV

Rome: An Urban Palimpsest

Week VIII

Reading discussion
Sketchbook assignment: *Ruins*
Paper #1 Due

Week IX

Reading discussion
Share sketchbook entries

Paper #2: Due 4/10 (4 pages, double-spaced, 12 point font)
Ancient Architecture proposal due

No class 3/20, Spring Break

Week X

Reading discussion
Paper #2 Annotated Bibliography due

Week XI

Reading discussion

Ancient Architecture Presentations

Week XII

Ancient Architecture Presentations Continued
Paper #2 Due

Week XIII

Sketchbook Study: Affective Architecture
Paper #3: Due: 5/15, 5 pages, double-spaced, 12 point font
Architecture and Power, outline and annotated bibliography due

Week XIV

In-class work time

Week XV

Architecture and Power Presentations

Final Exam, 5/15, 6-4 pm
Paper #3 due
Architecture and Power Presentations Continued

This syllabus is subject to change
Puget Sound Summer Art Program in Rome – Itinerary

Tuesday

Depart

Wednesday

Arrive in Rome

Thursday

Orientation

Friday

Forum Coliseum + Forum/Palatine

Saturday

Capitoline Museum

Sunda

Free Day

Monday

Galleria Doria Pamphili, Piazza Venezia

Tuesday

Ostia Antica Scavi

Wednesday

Piazza Spanga, Keats Shelly House, Spanish Steps

Thursday

The Vatican, St. Peter's Basilica, the Vatican Museum

Friday

The Vatican, Saint Peter's Basilica

Saturday

Free Day

Sunday

Free Day

Tuesday

Santa Maria della Vittoria Baths of Diocletian, Church of Santa Maria Maggiore

Wednesday

Trastevere, Villa Farnese, Santa Maria in Trastevere

Thursday

Piazza Navona, Pantheon, Farnese Palace

Friday

Ara Pacis, Mausoleum of Augustus, and Piazza del Popolo

Saturday

Free Day

Sunday

Free Day

Monday

Visit Villa Borghese Gallery

Tuesday

The American Academy

Wednesday

Depart

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West, Anne. *Mapping the Intelligence of Artistic Work*. Maine College of Art. 2011. Print

ENVR 343: Buddhist Environmentalisms

Buddhist Environmentalisms [ENVR 343]

Spring 2017

T-Th 9:30-10:50

Wyatt Hall 307

Prof. Rachel DeMotts

rdemotts@pugetsound.edu

Office hours (Wyatt 228): Tuesday 1-2:30;

Wednesday 3-4:30; Thursday 1-2 and by appointment

COURSE DESCRIPTION

This course examines the intersections of a Buddhist worldview with environmentalism, broadly understood. It asks what affinities exist between the two, and what the implications of such affinities might be for engendering a sense of both place and engagement in environmental context. The course explores these intersections both philosophically and experientially, engaging with local nature and Buddhist practice, to deepen the possibilities of understanding shared ground between the two. It also considers the recent migration of Buddhism to the West, and elucidates the tensions between new affinities for Buddhist perspectives and the potential for cultural expropriation of traditions and practices extracted from non-Western contexts.

In particular, the cultural differences in the approach of Buddhist communities to the human-nature relationship, for example, will shed light on different value systems, problematizing the ways in which environmental resources are exploited in the global North alongside the growing pressures for development in the global South. Buddhism's emphasis on generosity, holistic views of place, compassion, and commitment to the welfare of others (both human and animal) also offers alternative lenses with which to view and understand poverty and inequality, offering us the chance to rethink our own positionality and the possibilities we might have to choose and act differently.

COURSE OBJECTIVES

This course fulfills the elective course requirement for the Environmental Policy and Decision Making Major or Minor (formerly called Environmental Studies), an interdisciplinary program designed to help students integrate their major area of study/primary major with an understanding of how individual and collective decisions interact with the environment. Students who study Environmental Policy and Decision Making:

1. Develop an understanding of the multiplicity of values, norms, interests, incentives, and scientific information that influence decisions on environmental issues,
2. Learn to critically examine the social, political, and economic contexts for decisions on environmental issues, and

3. Engage in interdisciplinary dialogue and apply systems thinking to address current and projected environmental problems.

For this course in particular, we are working to engage both the conceptual and the experiential by examining our understandings of Buddhism and environmentalism in comparative context. This allows us to examine ways in which environmental justice – the marginalization of ethnically diverse communities faced with especially significant environmental problems – is reflected in the intersections of Buddhist theory and environmental context. There is a small, but growing, number of Buddhist practitioners in US, and it is a diverse one – from displaced communities such as Tibetans to second generation American practitioners. This diversity, especially in the context of thinking about environmental problems, highlights the need of understanding both Buddhism and environmentalism as multiple rather than singular, whose complexities intersect in ways that have a great deal to offer inclusive notions of justice in both spiritual and environmental contexts.

This course also counts for the KNOW – Knowledge, Identity, and Power – core overlay requirement. As such, it is committed to both a conceptual and experiential approach to understanding environmental inequalities in social and cultural context. For example, we will consider different manifestations of Buddhism in different cultures, including India, Tibet, Thailand, Japan, and the US. Considering the ways in which the “same” belief system articulates in different places can help uncover and unpack assumptions that might otherwise remain intact.

A NOTE ABOUT THE PRACTICE EXPECTATIONS OF THIS COURSE

A foundational aspect of the experiential engagements of this course will be asking students to participate in meditation and contemplation practices. Meditation practice in particular will help students to see their own minds more clearly, offering them a chance to learn to be more fully present to their own fluctuating thoughts and emotions. In so doing, they are able to see their own attitudes and convictions more prominently, which offers the space in which to articulate what matters to them while seeing ways in which they might grow or change. In addition to this, students will engage in contemplation practices that use specific environmental and social problems to unpack the complexity of real world problems in a direct and personal way.

For example, one contemplative practice that we will use is called exchanging self for others, also known as *tonglen*. To do so, we will engage in the process of identifying suffering in the context of an environmental problem, and begin to consider ways in which that suffering might be alleviated. This practice, along with others that will be used in the course, will help us to consider our own decisions with an approach of non-judgment that leads us to see opportunities for growth and change. Talking about issues of inequality and the practical consequences of poverty, for example, can feel disempowering. But connecting environmental problems to the social contexts in which they occur can help open up access points which we feel more able to engage, both individually and collectively.

What this approach means is that you must, if you choose to take this course, be willing to participate fully not just in the intellectual exercise of learning about Buddhism, environmentalism,

and where they intersect, but also be committed to working with meditation and contemplation practices with a sense of curiosity and openness. If you have concerns or questions about this aspect of the course, please let me know so that we can discuss them.

READINGS

Required:

Dharma Rain: Source of Buddhist Environmentalism, ed. Stephanie Kaza and Kenneth Kraft

All other readings will be posted in Moodle. The course is arranged by week; mostly I will post the required readings not in your textbook, but I may also occasionally add optional readings related to that week's topic. Note that not every reading is listed below, but will always be posted in Moodle – so please keep up with the articles that are online. If you have problems accessing Moodle, you will need to get help from Tech Services in the library/at extension 8585. I suggest that you log in and have a look around right away so that in case you have a problem, there is time to make sure you can access readings. I will also post links and resources in Moodle that will be helpful background for the climate change negotiations.

ATTENDANCE/PARTICIPATION: You are expected not only to come to class, but to be ready to participate in discussions and answer questions about the readings. Any exceptional circumstances that require you to miss class should be communicated to me ahead of time if at all possible. Besides, if you are not in class you cannot participate, which will also be a problem. After one absence your participation grade will be impacted. I reserve the right to withdraw you from the course for excessive absences.

Do not bring laptops or other electronic devices to class. We will be working together to create an atmosphere of shared curiosity and discussion while giving our full attention to each other. Any exceptions to this based on learning accommodations may be discussed with me as necessary.

As a way to initiate discussion about the readings, each of you will be required to post (in Moodle, where you will see a link to a “discussion” for each class day) a brief comment on the assigned reading of the day before class. This is an opportunity for you to comment on something you found interesting or important about the readings, make observations that link the readings to current events, and/or raise questions you have about the material being covered. These postings will not be graded per se, but completing them before class is required and doing so will constitute half of your overall participation grade. You may miss posting three times during the semester without a penalty to your participation grade. These online discussions are a chance for us to start to explore the day's topic in advance, and to avoid having to use class time for short writing assignments or quizzes. They are NOT meant to summarize the readings, but rather to begin a critical conversation among us. To this end, you should also read your classmates' postings before coming to class; you are thus encouraged to respond to issues raised by others. The length of each comment should be 1-2 clear, concise paragraphs and it should be completed by 10pm the night before class days. Posts after 10pm will be considered late and will not count towards your participation grade.

ASSIGNMENTS: There will be three take-home essay exams (corresponding to the three parts of the course), a practice journal, and a final project discussing a Buddhist perspective on an environmental issue of your choice for you to complete in this course. I will give you more details/handouts (including grading rubrics so that my expectations are clear) for each of these when appropriate, but briefly:

-EXAMS (three @15% each) will consist of take-home essays that correspond to the three parts of the course. The second and third exams will focus on the material most recently covered, but this does not mean that you should not show knowledge of the ways in which earlier readings and class discussions link to later topics. We will discuss exam grading prior to the first exam so that you have clear ideas about my expectations, and each exam will also include a clear grading rubric. At the same time, the questions on each exam will be deliberately broad and have a range of possible answers in order to allow you to interpret the information we have covered and to make a clear argument in response. Please bring a **HARD COPY** and upload to Moodle at the beginning of class, and by the end of our final exam period uploaded to Moodle.

-PROJECT (15%): You will have the opportunity to choose an environmental issue that interests you and explore what possible Buddhist perspectives might offer in terms of both understanding the nature of the issue, and engaging it more constructively in environmental and social context. This assignment is a hybrid of conducting research on an issue to deepen your knowledge, and then considering what Buddhism might offer to that knowledge from a different perspective. You will submit a written assignment and give a short presentation about this project on the last day of class.

-REFLECTIVE JOURNALING (10%): As mentioned above, part of your work for this course will include engaging in meditation practice on a regular basis. I will give instruction for this in class, and we will also sit together in class for brief periods of time. However, you are expected to practice on your own at least 3-4 times per week, and to write about your experiences doing so. Often I will pose a question for reflection, or ask you to work with a contemplation practice during the week outside of class. Both of these will be reflected upon in your journal. Note that in the case of this writing, what I am looking for is a thoughtful consideration of your experience and your position, and attention to doing so in an organized and clear way. To put it another way, I will not be grading the content of your experience, but am interested in how you share it.

Final grades will be calculated as follows:

Exams 45%; Journal 10%; Project 15%; Class participation (online and in class) and experiential exercises 30%

FIELD TRIPS: Note that we will take several field trips together (notably the Tacoma Buddhist Temple and several parks), and you will also be asked to visit several local sites on your own and reflect on them as part of your journal and practice exercises. We will plan these together so that dates will work for as many of us as possible.

OTHER THINGS TO KEEP IN MIND...

Academic dishonesty: By this point in your studies you should all be clear on what constitutes proper use and citation of evidence. The University's policy is located here:

<http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/academic-integrity/>

and you are responsible for understanding its context and following all guidelines. I will not tolerate academic dishonesty of any kind or to any extent; any form of plagiarism or academic dishonesty will at minimum result in a 0 for that assignment; depending on severity, it may also be grounds for immediate failure of the course and a report being filed. "I didn't know that's plagiarism" is not under any circumstances an excuse. If you have questions, please ask – me, reference librarians, fellow students – because there are plenty of ways to find some help if a standard is unclear.

Communication: I encourage you to come and talk with me about the course when you have questions, or even before you have questions. You are welcome to email me with quick, easily answered questions, but please be aware that it may take me a day or two to respond. For details about the course, check your syllabus first – you should not need to email me to ask when something is due, for example, because all of that information is provided here. For substantive questions, I prefer that you come and see me rather than send email, because I can get a much better sense of your interests and questions if we talk rather than type. I am on campus nearly every day and can easily find time to talk with you.

Deadlines and due dates: These are non-negotiable so please note them now. All assignments are due in hard copy, to me, at the beginning of the class period on the dates indicated. You are always welcome to turn assignments in early, but not late. In addition, I reserve the right to make small changes to the syllabus readings – but I will not add assignments, or make them due earlier than indicated here.

Disability statement: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of Disability Services at 879-3395 (105 Howarth). She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Emergency statement: Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and buildings. If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative. If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing

blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly.

Student bereavement policy: Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the *Academic Handbook*.

COURSE SCHEDULE

****Most days we will begin class with a few minutes of silent, sitting meditation. On days when this will be a longer component of class, I will ask you in advance to stop by my office on your way in to pick up a cushion.***

Part One: Exploring the Landscape of Meaning

What is Buddhism?

January 17: Introduction to the course; watch The Buddha [PBS documentary]

January 19: The practice of meditation

Why meditate?

<http://www.lionsroar.com/5-reasons-to-meditate-september-2013/>

Instruction with Thich Nhat Hanh

https://www.youtube.com/watch?v=AW66B_aGuiA

January 24: Basic concepts of Buddhism p1

Lion's Roar, Beginning with Buddhism

January 26: Basic concepts of Buddhism p2

Karma, dukkha, samsara, nirvana

Hinayana, Mahayana, Vajrayana

Tricycle series on Buddhist basics

January 31: Basic concepts of Buddhism p3

Dzongsar Khyentse, [What Makes You a Buddhist?](#)

February 2: Practice day: walking meditation

Reading: choose an article about an aspect of Buddhism that interests you and come prepared to share a brief summary

What is environmentalism?

February 7

What is environmentalism?

"Environmentalism explained," by David Levy

February 9

Deep Ecology and Radical Environmentalism

"The Lorax complex: deep ecology, ecocentrism, and exclusion"

February 14

Traditional ecological knowledge (TEK)
Excerpts from Harrod, *The Animals came Dancing*

February 16

Practice day, meditation and observation exercises (outdoors, weather depending)
Reading: choose an article about a current environmental issue that interests you and come prepared to share a brief summary

***First take home exam handed out in class; due Tuesday Feb 21*

Part Two: Meetings and Divergences

Principles of Nature

What does Buddhism say about the natural world? What can we learn from our environment, and how do we understand the human relationship with it?

February 21: Dharma Rain, 'Reverence for Life'

February 23: Dharma Rain, 'Nature as Teacher'

Practice exercise, observing nature on campus and finding a sit spot

Contemporary Environmental Views of Buddhist Teachings

How is the recent migration of Buddhism to the West prompting a reconsideration of its environmental values and perspectives? Is this reinterpretation true to intentions, or is it something different?

February 28: Dharma Rain, 'Reinterpreting the Teachings,' p79-116

March 2: Dharma Rain, 'Reinterpreting the Teachings,' p117-160

Case Studies in Practice: Tibet and Vietnam

March 7: Rise and fall of Green Tibet (Yeh) and short film

March 9: Excerpt from Hahn's The Sun My Heart; guest speaker Jane Compson

SPRING BREAK March 13-17

Buddhism's Global Perspectives

How does a Buddhist view of nature reflect or challenge global environmental and social inequalities? What kinds of tensions emerge between development needs and practices of generosity and care for sentient beings?

March 21: Dharma Rain, 'Globalization, Population, and Development'

March 23: Dharma Rain, 'Buddhist Countries in Environmental Trouble'

Buddhism and Animals

How does Buddhism articulate human relationships with, and obligations towards, animals? What are the moral and ethical implications of broad patterns of animal consumption in the context of global food systems?

March 28: Guest speaker, whale memorials in Japan, Jonathan Stockdale

March 30: Dharma Rain, 'Choosing What to Eat'

Practice exercise, eating a raisin and contemplating its origins

***Second take-home exam handed out in class; due April 4*

Part Three: Seeking Change

In American Communities

Who practices Buddhism in the US? What kind of diversity is to be found in spiritual community, and how do these nascent communities reflect engagement with environmental issues?

April 4: Buddhism and Ecology, 'Great Earth Sangha'

April 6: Clippard, "The Lorax Wears Saffron"

Engaging through Practice

Is meditation a form of action? How does it impact social and cultural life off the cushion?

April 11: Dharma Rain, p303-339

April 13: Dharma Rain, p353-391; 423-438

Practice exercise: meditation in action?

Activism and Ecological Community

How can we act without causing harm? What are human responsibilities to the broader community of life on earth?

April 18: Dharma Rain, section on 'Foundations of Activism'

April 20: Dharma Rain, section on 'Defending Sentient Beings'

Thought and Action

What are the possibilities of bringing practice into broader communities to engage environmentalism in a constructive way? How can we empower ourselves and others to act?

April 25: Reading from Macy, Active Hope

April 27: Practice discussion about sit spots

May 2: Project presentations and closing discussion

Project report due in class and uploaded to Moodle

***Third take home exam handed out in class; due at final exam period*

Working Group 1 Final Report Spring 2017

Working Group 1 Members

Peggy Burge

Martin Jackson

Jason Struna

Justin Tiehen (lead)

Working Group 1 (WG1) was charged with reviewing [1] course proposals for the Knowledge, Identity, and Power requirement (KNOW), [2] the Biology Department's 5-year review, [3] the Neuroscience program's proposed change from being an emphasis to a minor, [4] the Artistic Approaches core area review (as a holdover task from 2015-2016), and [5] the Religion Department's curriculum review.

[1] KNOW Course Proposals

Over the course of the year, WG1 reviewed ten KNOW Proposals. All eventually were approved by the Curriculum Committee, following the recommendation of our group. In some cases WG1 passed along recommendations or requests to the faculty member proposing the course, but these were all minor (e.g., notifying the faculty member that the course syllabus should explicitly note that the class counts toward KNOW), and so are not included here. The classes approved are listed here:

AFAM 201: Methods in African American Studies

BIO 362: Nanobiology

COMM 372: Contemporary Media Culture: Deconstructing Disney

ENVR 343: Buddhist Environmentalisms

GERM 300: German Cinema of the Weimar Republic and during National Socialism: [Im]balance[s] of Power and

Aestheticized Violence
GQS 301: Queer Theory and Queer Politics
MUS 224: Women in Music
PSYC 265: Cross-Cultural Psychology
SOAN 303: Contemporary Immigration, Race, and Citizenship Regimes
STS 324: Science and Race: A History

[2] The Biology Department's 5-Year Review

WG1 reviewed the Biology Department's 5-Year Review, which had been submitted in a timely manner. The 5-Year Review was especially thorough and well done. In response, we had 5 questions and a few remarks for the department. After receiving the Biology Department's satisfactory replies to these questions, WG1 recommended to the Curriculum Committee that the Department's review be approved, and it was. Below is the email exchange between WG1 and Alyce DeMarais, the Biology Department Chair. It includes WG1's questions, with the Biology Department's responses interspersed throughout:

Hello Justin,

I have included the biology faculty's responses to the questions raised by the Curriculum Committee in the text below.

Thanks for your thorough evaluation of our review.

Best wishes,

Alyce

Alyce DeMarais Professor and Chair Department of Biology UNIVERSITY OF PUGET SOUND
1500 N Warner #1088 Tacoma, WA 98416-1088 T: 253-879-3117

From: Justin Tiehen **Sent:** Monday, February 20, 2017 4:22 PM **To:** Alyce A DeMarais **Subject:** Biology Review

Dear Alyce,

I write to you as the leader of the Curriculum Committee working group charged with looking over the Biology Department's Curricular Review. Our group found the Biology Review to be especially thoughtful and impressive. In what follows I pass along the questions we had for you that came up in our meeting, but I want to be clear that these questions are raised against a background appreciation for how well done the review was, and the fact that it already successfully addresses many of the initial questions that might have occurred to us.

Questions Regarding the Review Itself

1. On p. 5-6 of the Biology Review, you note that MCB majors are able to replace the MATH 181 requirement with MATH 260, where this is done to give MCB majors more exposure to statistics. But you also note (in the 2014 BMB curriculum review you cite on p. 5) that "some graduate schools prefer a full year of calculus," a point you aim to address with individual advising sessions with MCB majors. **Our question to you is: how is this process of individual advising working out?** We could imagine MCB students taking their math classes relatively early in their major, before they know whether they want to pursue grad school, or students who think they know the answer but later change their mind, and so on. At any rate, is the department satisfied with this sort of individualized advising-based approach to satisfying the competing concerns that arise from choosing between calculus and statistics?

All majors offered by the Biology Department involve some decision points that are effectively addressed through advising. Individual advising of MCB majors regarding their math options works well. To date, no students have been precluded from completing their MCB major or fulfilling graduate program prerequisites within a four-year course of study. Most MCB majors have the room in their schedules to take both MATH 181 and MATH 260 should they change their mind regarding which math class to take. We are satisfied that individualized advising of MCB majors regarding their mathematics requirement options is the best course of action.

2. On p. 8 of the Biology Review, you propose reducing the “cognate requirements” for both Biology and Natural Science Biology majors from three to two, citing as part of your justification for this the biology requirements at 4 of our Northwest peer institutions. Our question is, **What is the justification for having any cognate requirements at all**—so, what would be lost by dropping it from 2 to 0 cognate classes required? In the chart you provide (p. 8), the Northwest peers don’t seem to have similar cognate requirements. So why do you think we should not follow them on this?

Our Biology and MCB majors require essentially the same number of courses. The Natural Science Biology major requires 2 fewer courses than the other majors, similar to other Natural Science majors at Puget Sound. The table in the Curriculum Review comparing Biology and MCB requirements at Puget Sound and northwest peer colleges shows that MCB majors at other institutions require 1-4 more courses than their corresponding Biology majors, and are more similar to the Puget Sound MCB major in number of requirements. The increase in required courses is made up of courses from other sciences and math (in other words, science cognates). The suggestion implicit in the pattern seen at other institutions is that MCB majors require greater scientific interdisciplinary breadth and depth than Biology majors. As a department, we reject that claim. As we note in our review, “Math, chemistry, and physics improve understanding of biological concepts as biology is a “way of knowing” that involves measuring and analyzing (*mathematics*) the natural world that is built upon *chemical* properties and reactions that are subject to the laws of *physics* given the earth we have to work with (*geology*). The majors offered by the Biology Department provide students with breadth in the sciences and promote a liberal arts approach within the sciences.”

All biologists are better biologists because of their grasp of chemistry, physics, geology and math. We want to provide our students with those conceptual tools, thus the requirement that Biology and Natural Science Biology majors, in addition to MCB majors, gain expertise in other scientific and mathematical disciplines. The learning outcomes evident among Biology majors (see assessment results in Curriculum Review) and the experiences of our Biology majors after they graduate attests to the success of our current curriculum. Our proposal to reduce the number of cognates by one for the Biology and Natural Science Biology majors is a compromise between what we think provides the best training and preparation for our majors and the importance of providing students more room to take a variety of courses. We also note that the Biology requirements at Reed place their cognates into one

more chemistry and two more math courses (equivalent to our 3 cognates) but their “cognate” requirement is more prescriptive than ours.

3. Has any thought been given to whether any biology class could count toward the University’s KNOW requirement? We noticed that you mention biology professors teach classes that count toward KNOW, but if we understand correctly, those are classes not offered by Biology itself. So, are there any classes presently taught that might be appropriate for KNOW?

We are pleased to report that BIOL 362 Nanobiology has recently been approved as a course that fulfills the KNOW requirement. There are some additional biology courses that we consider good candidates for fulfilling the KNOW requirement. These courses include: BIOL 311 Genetics, BIOL 370 Conservation Biology, and, perhaps, BIOL 112 Evolution and the Diversity of Life. These courses all provide opportunities for students to explore themes regarding identity, power, and privilege and to engage in dialogue about these issues. Up to this point, biology faculty members have been frustrated by their attempts to have courses approved for the KNOW requirement. We address the learning objectives and guidelines for the KNOW requirement through the lens of scientific advancement, research, and discovery. This approach has been viewed as insufficient by reviewers in the past.

4. We noticed that some of your syllabi make a point of stating that there are ways for students facing economic hardships to get help in purchasing materials for a given class, while other syllabi seem to leave this out. Have you thought about adopting a single, department-wide policy on this point, something that (perhaps) would be included in all syllabi?

After reviewing our most recent syllabi we were unable to find any mention of financial assistance for purchasing course materials. At this time we none of our courses require purchases beyond textbooks, lab manuals, lab notebooks, and, in some courses, clickers. We are pleased that we are able to provide lab and course materials to students through the departmental operating budget. Should this change, we will develop a departmental policy regarding subsidizing such purchases.

5. **A number of your departmental syllabi don't include "learning outcomes."** Sometimes they include "course objectives" instead, where at least some of the objectives listed might be better understood as a learning outcome; sometimes they don't really have anything equivalent. At any point, we wanted to pass this along, especially because learning outcomes have become a recent focus for accreditation agencies. (Full disclosure: I myself had to Google the difference between learning outcomes and course objectives to be able to formulate this question for you.)

To date, we have used "learning outcomes" and "course objectives" interchangeably and have considered them to mean the same thing. As a department, we have not discussed the distinction between the two concepts, but it is something that we can work towards standardizing if this is something that the Curriculum Committee considers to be useful.

Remarks Regarding Specific Syllabi: Alyce DeMarais has worked individually with the faculty members teaching these courses to update their syllabi.

Bio 112: Evolution and Diversity of Life—did not state that it was a core requirement, nor did it have bereavement policies

Bio 340: Animal Communication—There is no clear enumeration of student learning outcomes.

Bio 350: Microbiology—There is no statement of the student bereavement policy.

Bio 362: Nanobiology—There is no statement of the student bereavement policy.

Bio 363: Biophysics—There is no statement of the student bereavement policy.

Bio 374: Mammalian Cell Microanatomy—There is no academic integrity statement, no classroom emergency response guidance, no statement of student accessibility and accommodation, and no statement of the student bereavement policy.

Bio 392: Introduction to Biological Research—lacked either all boilerplate components or a substantial portion of the components.

Bio 432: Advanced Genetics—lacked either all boilerplate components or a substantial portion of the components.

Bio 472: Animal Behavior—There is no clear enumeration of student learning outcomes.

Bio 477: Marine Biology—lacked either all boilerplate components or a substantial portion of the components.

[3] Neuroscience’s Proposed Change from an Emphasis to a Minor

The Neuroscience program proposed changing its designation from an emphasis to a minor in response to a recommendation by the Curriculum Committee in 2016. In short, as the Neuroscience program had evolved over its 10 years, it was trending closer to the requirements for minors rather than emphases anyway, and so the recommendation and subsequent proposal were meant to reflect this. What follows is taken from Siddharth Ramakrishnan’s petition to the Curriculum Committee regarding the proposed change.

Rationale to move from emphasis to minor:

While we had no problems being an interdisciplinary emphasis, our main drive towards becoming a minor has been due to a) student interest, b) growth in program with potential to develop into an overlay major in the future, and c) compliance with the curriculum committee guidelines. According to the curriculum committee, the interdisciplinary emphases require at least 7 classes allowing for breadth of engagement with the topic, and also allow for unlimited double counting. Our program does neither of these; in fact we are already more similar to minors in that we impose restrictions on double counting.

In accordance with Interdisciplinary Minors, the Neuroscience program –

- i. Provides a course of study in an interdisciplinary field. Interdisciplinary minors feature sequencing and a

narrower set of courses

- ii. Offers a sequence of study, beginning with one or more gateway courses, in relationship to the interdisciplinary field
- iii. Culminates in a capstone course
- iv. Keeps the course requirements to 5-6 units of focused study
- v. Limit double counting in relationship to majors in a way that keeps the minor area of study distinctive

The Curriculum Committee approved the Neuroscience proposal, in accordance with WG1's recommendation.

[4] The Artistic Approaches Core Area Review

WG1 was nominally assigned the task of completing the Artistic Approaches Core Area Review. However, all of the real work on this front was done by the 2015-2016 version of WG1. Representatives from the prior version of WG1 visited the Curriculum Committee during the Fall Semester to report on their work. Below I include the Procedure, Findings and Discussion, and Recommendations from their report on the Artistic Approaches review, while again noting that this is not something that our group worked on this year.

To: The Curriculum Committee of the University of Puget Sound

From: Working Group 1 of the CC for the academic year 2015-2016 (Peggy Burge, Jim Evans, Pat Krueger, and Gabriel Newman)

Subject: Assessment of the Artistic Approaches area of the University Core Curriculum

Date: September 12, 2016

1. Procedure

Working Group 1 of the Curriculum Committee began reviewing the Artistic Approaches core area during Fall semester, 2015.

- a) We reviewed the objectives and guidelines for this core area.
- b) We obtained syllabi for all courses that were currently being offered in this area and reviewed these against the objectives and guidelines.
- c) We drafted and sent out a faculty survey to all professors who teach in the Artistic Approaches core area. The survey is included in Sec. 4a and the responses are in Sec. 4b.
- d) We requested from the Registrar information about offerings and enrollments in Artistic Approaches courses over the period covered by our review. This was graciously provided and is included as Appendix I.
- e) On February 24, 2016, we held a discussion at the University Club, attended by the members of the Working Group and about a dozen of the faculty who teach in Artistic Approaches. Notes of the conversation are in Sec. 5.
- f) The Working Group felt that it was essential to also have student input in assessing an area of the core. Each year, the Office of Institutional Research assesses two or more areas of the core by means of a Senior Survey sent to all graduating seniors and focus group interviews with small groups of graduating seniors. (These tools address much more than the core curriculum.) Until this year, the Curriculum Committee had made no use of this valuable work. Partly, this was the result of inadequate coordination between the CC and the OIR. The key to successful inclusion of student opinion in the CC assessment of a core area is that the OIR should do its assessment in the academic year before the CC will take up the same area. (This is because OIR conducts its Senior Survey and its focus group interviews late in the spring term). Because of the mix-up in the coordination, the CC scheduled its assessment of the Artistic Approaches area for the same academic year that the OIR was assessing this area. A happy result of this accident was that our WG was able to discuss with Ellen Peters of OIR some possible questions for inclusion on the student survey. The OIR did not finish its report on the spring interviews until September 2016, and kindly sent us a copy. This is included as Appendix II. We then completed the portion of our work that depended on the OIR survey and interviews.

2. Findings and Discussion

Our working group found that most professors thought the core area objectives and guidelines are appropriate and useful, and that their courses met the criteria of these objectives and guidelines. Professors

outlined ways that they assessed whether their courses achieved their purpose, and they agreed that students were accomplishing these 2 goals in their courses. One professor stated that aesthetic appreciation should be added to the objectives, something that is already a part of most of the Artistic Approaches courses.

However, only 56% of seniors responding to the Senior Survey agreed or strongly agreed that, through their Artistic Approaches core course, they are able to reflect critically about art and the creative process. Perhaps professors need to be more explicit in addressing this goal, and in pointing it out to students when they are exercising critical judgement.

Professors also generally thought that there is a good balance between historical and creative approaches in the Artistic Approach core area. However, some believe that more creative approach courses could be offered for students. Students also expressed a desire for more creative or hands-on opportunities in this core area.

In the faculty conversation, professors explored a number of ideas for more cross disciplinary courses and brainstormed some possible new offerings for Artistic Approaches.

A number of professors noted that smaller class sizes are desirable, and that more Artistic Approach core courses should be offered each semester. The desire for more class sections and a wider variety of courses was fairly pronounced in student opinion. Only 59% of respondents to the Senior Survey agreed or strongly agreed they were able to take one of their top choices for an Artistic Approaches core courses, and this was echoed in the focus groups. The enrollment data in Appendix I show that class sizes of 28 are pretty typical, but classes of 35 are not uncommon. These are too large for the best intellectual and artistic experience.

One professor noted that we need to do a much better of integrating and valuing the arts throughout our liberal arts requirements.

In the faculty conversation, many faculty expressed the need for a simpler and more generous system for taking Artistic Approaches classes to arts events. The complaint is that there is no one place to go to apply for funds and that getting funding is often a lot of trouble. A teacher may not know until almost the last minute that it will be possible. Different faculty in this area have access to different sources of funds.

3. Recommendations

The Working Group makes the following specific recommendations:

- 1) Smaller class sizes are desirable for a more engaging student experience. And more Artistic Approaches core courses should be offered each semester to improve student choice. This will require a renewed commitment to this area of the core by the University Administration well as the individual departments. It comes down to staffing and to the commitment to make the arts a real priority in liberal education.
- 2) Faculty and departments should be encouraged to put up a wider variety of courses in this Core area and to offer courses on art forms that are not currently represented in the core. For example some students expressed an interest in seeing photography represented.
- 3) There should be a dedicated pool of money and a centralized application and disbursement procedure that professors could use if they want to take an Artistic Approaches class to some an arts event, to a museum exhibition or something similar.

[5] The Religion Department's 5-Year Review

WG1 was charged with reviewing the Religion Department's 5-year review. However, because we were never given access to the Religion Department's file, this was not a task we were able to complete this year.

Working Group 2 End-of-Year Report, 2016-2017

Benjamin Tromly (lead), Holly Roberts, Sara Freeman (fall), Martin Jackson and Quinelle Bethelmie (student representative).

I. Ongoing Business

Our working group was tasked with evaluating course proposals for the Seminars in Scholarly Inquiry (SSI1 and SSI2). We evaluated and approved the following courses:

- SSI1 123 Diego Rivera and Frida Kahlo (John Lear)
- SSI1 148 Journalism and Democracy (Julie Nelson-Christoph)
- SSI1 161 Social Order and Human Freedom (Rich Anderson Connolly)
- SSI1 162 Colonialism and Film (Derek Buescher)
- SSI1 167 Gender Bending (Megan Carpenter)
- SSI2 113 Digital Methods in the Study of Literature (Tim Lulofs)
- SSI2 124 Utopia_Dystopia (Bill Breitenbach)
- SSI2 131 Social Justice and Radical Politics (Eric Orlin)
- SSI2 194 Castles (Katherine Smith)
- SSI2 197 Honors - Postmodernism and the Challenge of Belief (John Wesley and Michael Benveniste)

While we offered questions and comments to several of our colleagues proposing courses, no major or recurring theme can be identified in these interactions.

II. German Studies Curriculum Review

Our review involved evaluating a substantial transformation of the German Department, which involved a) changing the degree tracks of the department, consolidating the major and minor in a single German Studies degree; b) lowering ~~of~~ the number of courses required for the major and minor, including ~~by~~-counting 100-level courses toward the minor/major requirement; c) teaching more classes in English and allowing students to count a few toward the major or minor. We approved the proposal with the exception of certain ideas regarding how AP credit would count toward the major (specifically, to allow a score of 3 on the AP German test to count for credit, and to allow a score of 4 or 5 to yield 2 credits toward the major or minor). This question exceeded the capacity of the Curriculum Committee and was forwarded to the Academic Standards Committee for consideration. No final determination has been reached on this issue.

III. Humanistic Approaches Core Review

A full report on our review of the Humanistic Approaches core area will be catalogued in Curriculum Committee materials. Here are our recommendations from this review:

1. We found that a suitable range of classes is offered in the core area and that enrollments are generally robust within them. In this regard, maintaining the current range and number of courses is desirable.

2. We recommend that the administration give further consideration to the enrollment cap of 28 in most Humanistic Approaches core courses. We do so in light of the difficulty some faculty members experience in modeling humanistic approaches to learning in classes of this size.

3. We recommend that the Curriculum Committee and the administration provide for future discussion of the Humanistic Approaches core area, presumably in conjunction with a wider deliberation on the state of the core curriculum. Such a process should address the following issues raised in this review:

A. The considerable breadth of the Humanistic Approaches core area, as conveyed by learning objectives and guidelines as well as the courses offered in it, in comparison to other core areas. Is this breadth a strength or weakness? If it is a weakness, is there a call for reconceptualizing the humanistic approaches core area in relation to the wider core curriculum?

B. The perception that the learning objectives and guidelines for the Humanistic Approaches core area are vague and perhaps out of date.

C. The general need to better articulate to students the importance of the core curriculum, the intention of which is to “give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry.” How can the faculty better articulate the notion that the categories are not only matters of convenience – boxes to check off for students, mechanisms for guaranteeing enrollment for departments – but also distinct “ways of learning” that are “integrated” and essential parts of a liberal arts education?

Curriculum Committee 2016-2017 Working Group 3 – Final Report

Working Group 3

Chris Kendall, Bryan Thines, Carsen Nies (student representative), and Nila Wiese (lead), Martin Jackson

Summary of Work

The group engaged in the following activities:

- Reviewed three (3) Approaches course proposals
- Conducted the review of the Philosophy Department's curriculum
- Conducted the review of the Social Scientific Approaches Core area
- Gathered information on the impacts of pre-selected options for shortening the Spring semester schedule from Student Life
- Developed and proposed to the full committee revised language regarding Question #3 on the curriculum review questionnaire (RE: the limit of credits for majors)

Review of Approaches Course Proposals

WG3 reviewed and recommended approval of three courses:

CLSC 201- Ancient Tragedy (Artistic Approaches)

MUS 224, Women in Music (Artistic Approaches and KNOW)

STS 344, Ecological Knowledge in Historical Perspective (Humanistic Approaches)

Review of the Philosophy Department's Curriculum

The WG initiated the review of the Philosophy department in Fall 2016 and completed it in early Spring 2017. The group reviewed the curriculum report submitted by the department as well as course syllabi, and communicated with the chair of the department to clarify questions.

The Philosophy Department proposed significant changes to their curriculum. The department noted that the major requirements had not been significantly reviewed since 2004, and thus the department engaged in a thorough and thoughtful review of their major. The changes proposed were aimed primarily at (a) adding flexibility to the major; (b) ensuring students received a foundation in three key areas of philosophy; and (c) encourage specialization.

WG3 deemed the changes reasonable and the result of careful consideration by the department. We had questions about the clarity of the new requirements for both students considering the major and faculty outside the department who might need to advise students (such as first-year advisors). The chair of the department responded to our concerns indicating that the department had developed brief descriptions about all the new requirements to be included in next year's bulletin; and had created clear rubrics and charts which would be available in the department's website, to philosophy advisors, and on the department's bulletin board. In addition, the department submitted clearer language to describe the new curricular requirements for the major.

Based on the WG3's recommendations, the CC approved the Philosophy Department's curriculum review, including all their proposed changes. Subsequent to this approval, the Associate Dean's office worked with the department's chair to ensure that any specific course proposals related to the new curriculum would be approved prior to Fall 2017 registration.

Review of the Social Scientific Approaches Core Area

WG3 completed a preliminary review of the Social Scientific Approaches core area, and will submit a final report at the start of Fall 2017 (See Appendix 1).

Other Activities

- Gathered information on the impacts of pre-selected options for shortening the Spring semester schedule from Student Life. This information was shared with the CC chair.
- Developed and proposed to the full committee revised language regarding Question #3 on the curriculum review questionnaire (RE: the limit of credits for majors). A revised version of our recommended language was approved by the full committee to be presented to the Faculty Senate.

Appendix 1

Social Scientific Approaches Core Curriculum Review: 2016-17 Curriculum Committee Working Group Report

Working Group 3

Chris Kendall, Bryan Thines, Carsen Nies (student representative), and Nila Wiese (lead), Martin Jackson

Overview of Process:

The review was conducted during Spring 2017. The group followed the guidelines provided for “Conducting Core Area Reviews” as follows:

- We reviewed course syllabi in February-March;
- In March, we administered a survey to faculty teaching in the SSA core;
- On April 14, we hosted a meeting for faculty teaching in the SSA core;
- We coordinated with OIR (in Fall 2016) the inclusion of questions regarding the Social Scientific Approaches Core in the senior survey to be administered at the end of Spring 2017.

Social Scientific Approaches Core Rubric

The rubric that was considered throughout this review read as follows:

Learning Objectives:

The social sciences provide systematic approaches to understanding relationships that arise among individuals, organizations, or institutions. Students in a course in the Social Scientific Approach to Knowing acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories.

Guidelines:

- I. Courses in Social Scientific Approaches: (a) explore assumptions embedded in social scientific theories, and (b) examine the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior.
- II. Courses in Social Scientific Approaches require students to apply a social scientific theory as a way of understanding individual or collective behavior.

In this review, our focus was on evaluating that students were achieving the learning objectives established in the SSA rubric. In order to make this assessment we considered number and type of courses offered, and students’ and faculty’s perceptions on how well the courses offered meet the objectives and guidelines of the SSA core.

Review of the Syllabi

We reviewed syllabi for 17 courses. The courses came from the following disciplines: Communications (3), Economics (1), Education (1), Honors (1), International Political Economy (1), Politics and Government (4), Sociology and Anthropology (5), and Psychology (1).

The majority of the syllabi we reviewed did not explicitly refer to the SSA learning objectives, and in most cases, did not even note that the course met the SSA requirement. In spite of the lack of explicit reference to the SSA rubric, the working group concluded that all courses met the objectives and guidelines. The group also noted the considerable inconsistency in the syllabi regarding the inclusion of general guidelines and policies (e.g., emergency procedures, bereavement, students needing accommodation, etc.).

Survey of the Faculty

The working group created a survey and sent it to 36 faculty members who currently teach, or who have recently taught, in the Social Scientific Approaches Core area. Ten faculty members responded. All respondents felt their courses were meeting the learning objectives of SSA courses. Faculty reported using a variety of teaching and assessment tools that asked students to apply theoretical frameworks to empirical or real life issues, and that required students to think critically and question their assumptions about social phenomena.

Two respondents felt there was no need to change the guidelines. A few respondents offered the following feedback regarding the learning outcomes and guidelines:

- Students have a limited knowledge base and thus, asking them to theorize or to apply theories can be challenging. They may need a more basic survey-focused course before they can be ready to engage in higher level thinking.
- The language around ‘simplification’ in order to ‘build models’ might need revising. For example, students need to also understand the ‘cost of simplification’ (i.e., complexity can get missed or be overlooked) and, evidence or theories should also be used to better understand complex social phenomena rather than just developing models.
- Adding language to the guidelines about helping students develop ‘capacities to generate and test hypotheses according to a variety of methods available to social science disciplines.’

Meeting with the SSA Faculty

The working group invited core area faculty to a discussion of the core area and rubric on April 14, 2017. No faculty (except for WG3 member Chris Kendall) attended the meeting.

Review of the Senior Survey

OIR conducts an annual survey of graduating seniors. Each year, the survey includes questions about one or more of the core areas. The Spring 2017 survey will include questions about the Social Scientific Approaches Core area. The working group will revise this preliminary report as needed based on the analysis and findings received from OIR.

Preliminary Recommendations

The working group members carefully considered the information gathered throughout this process and concluded that the rubric, as currently written, is meeting the goals of the SSA core. Some recommendations include:

- A revision of the language around guideline I(b): Examine the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior.
- Regarding Syllabi: (a) Be more deliberate in the inclusion of learning outcomes that are aligned with the SSA learning objectives; and (b) ensure that syllabi consistently include information on university policies as noted above.

Working Group 4 Final Report

- Reviewed P&G Curricular Review package. M/S/A by CurrComm

One concern the working group had was with the courses/course syllabi submitted by P&G—it appeared many courses were no longer being taught by the department because they had been offered in the past by colleagues no longer in the department. Since the working group was charged with reviewing ALL syllabi we asked that the department update its offerings on the university website and for the hard copy of the Bulletin and then to submit anew syllabi for courses actually currently on offer. This was done by P&G to the working group’s satisfaction.

Another concern voiced by the working group revolved around the number of 100-level “sub-field” courses required of P&G majors – three are required, but in the curricular review Statement it seemed as if the department was actually thinking that all four 100-level intro classes would be the best way to go. Upon further reflection in the department, and with the reasons articulated well by the Chair, concrete reasons were provided for the requirement remaining at 3 vs. 4 courses.

The final concern the working group sent back to the department concerned 200/250. In the Statement the department indicates this course is critical for majors who then go on to take courses at the 300-/400-level. The working group asked whether this should be a prerequisite for all students who wish to take courses at the upper levels. The department has indeed had many conversations about this issue, but ultimately all colleagues recognize that many students come late to the major and because of scheduling conflicts would be unable to find a workable way to complete the major in a timely fashion were this to be made a requirement for all classes at the upper levels. Enrollment in 200 is restricted to majors and is partly intended to create an esprit de corp—and it isn’t regarded as absolutely critical for the occasional non-major who enrolls in the occasional class at the upper level. Also, the department noted that upper-level courses are required of many majors outside of P&G and that it would not be appropriate for these students also to be populating 200.

- Reviewed the Asian Studies Minor Proposal. M/S/A by CurrComm

This review was a hold-over from the previous year. Concerns about the absence of a Gateway course for the minor had been voiced. Asian Studies returned with a very elaborate and well conceived explanation for why such a Gateway course would actually be inappropriate for this minor. The subcommittee this year agreed with the rationale provided by Asian Studies colleagues, who, it was felt, are in the best position to know best-practices in the field.

- Reviewed CONN 358 for CONN and KNOW. M/S/A by CurrComm
- Reviewed CONN 395 for CONN. M/S/A by CurrComm
- Reviewed ECON’s proposal that ECON 170 be divided into two separate courses. M/S/A by CurrComm
- Reviewed LAS 399 for CONN. M/S/A by CurrComm

- Reviewed REL 301 for CONN. M/S/A by CurrComm
- Reviewed a proposal for a minor change to a student's SIM major. M/S/A by CurrComm
- Did not get around to reviewing guidelines for SIM majors