

1 **Appendix 2 Additional Supporting Information**

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3 **FURTHER EXPLANATIONS OF CHOICES WE MADE**

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5 We also considered a requirement for studies in **health and/or physical education** or
6 movement (any sort of movement-based study to include dance, physical education,
7 sport). Given the increasing struggles of our society with health issues related to eating
8 and exercise, a compelling argument can be made for the importance of increasing
9 students' knowledge of, and participation in, nutrition or health or physical recreation
10 studies. But we are also aware that many, or perhaps even most, college students are
11 already voluntarily involved in such activities—for fall 2007 more than 2500 students
12 enrolled in PE activity courses and another 800 in dance; hundreds more are engaged in
13 intramural sports or are using the rec center. We determined that the opportunity cost of
14 adding such a requirement (by reducing requirements in some other area) was greater
15 than we were willing to pay.

16
17 We also discussed a proposal that has come up many times for a “quantitative literacy” or
18 “quantitative reasoning” requirement comparable in its structure to the “writing
19 intensive” requirement. That is, in addition to taking a course to meet the math
20 requirement, students would also be expected to take some number of courses that use
21 math or mathematical reasoning intensively. This is something that the Council felt
22 might be better discussed at some future date after the university has implemented
23 uniform and increased high school preparation standards in mathematics.

24
25 Other possibilities briefly considered included a visual thinking requirement, an “arts
26 performance” requirement (requiring students to “do” art and not just study it) and a
27 theme related to the “built environment.” Again, while we heard attractive arguments for
28 all of these alternatives, we thought that the cost of adding another requirement was too
29 great.

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32 **ANOTHER IMPLEMENTATION IDEA**

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34 Laura Koch and Jon Binks, both in the Provost's office, submitted a proposal which they
35 called “Connecting Liberal Education.” It outlines a framework that supports the liberal
36 education requirements and extends the coherence of undergraduate education. This
37 proposed year-long program, required for all first-year students, is divided into three
38 separate but interrelated parts: a bi-weekly lecture series, a student support seminar, and
39 a first-year writing course and quantitative reasoning course.

40
41 The bi-weekly *campus-wide lectures* by faculty would focus on broadly important
42 topics related to a liberal education Theme or Core. The faculty member(s) would
43 be asked to probe a particular problem that engages their discipline, other
44 disciplines, and a vexing contemporary intellectual issue critical for first-year
45 students to grapple with. Each Theme or Core would be addressed at least once
46 throughout the year. This lecture series would be offered to the entire University

1 community, but geared towards first year students. Students would be encouraged
2 to attend the lecture, but they could also watch the lecture through streaming
3 video or as a Podcast.

4
5 Then on alternate weeks, students would meet in *small seminars* (20 - 25
6 students) offered through the freshman admitting colleges, and taught or co-taught
7 by faculty and student service personnel. The role of the seminar is to serve as a
8 small learning community for the students and to discuss and reflect questions
9 such as: *What is a liberal education? What was important about that lecture?*
10 *How do I know if I am on the right path this semester, this year, this lifetime?*
11 *What does it mean to take intellectual risks? What does being part of a*
12 *community mean?*

13
14 In addition to the seminars, students would also enroll in a *freshman writing*
15 *course* one semester and a *quantitative reasoning* course the other semester.
16 Ideally, these courses could be linked to the small seminar class (same students
17 will be in each class). In each course, students will analyze a problem related to
18 issues presented in the lectures, either in writing or quantitatively. The
19 quantitative reasoning course can be developed to reflect the strengths of various
20 colleges so that students would be able to select problems or issues they are
21 interested in delving into more deeply. Both the writing and the quantitative
22 reasoning courses will present opportunities to discuss the problems and issues
23 presented in the lectures more deeply, and will contribute to the development of
24 problem-solving and communication skills.

25
26 This proposed three-part program would not only support the development of
27 greater understanding of the University's liberal education requirement, but would
28 also expand freshman learning communities, better introduce students to faculty
29 and advisors, provide an introduction to the University, and encourage students to
30 develop a social network.

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32 This proposal offers some attractive ideas, but the Council felt that it went well beyond
33 the scope of its charge; if there is sufficient interest, the idea could be taken up for further
34 discussion by other administrative or governance groups.

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1 **Currently Available Interdisciplinary Minors (for ease of reference, these are**
2 **divided roughly into two groups based on whether they require math/science or not)**
3

- 4 • Asian American Studies: includes (but does not necessarily require) courses that
5 could meet literature, history, social sciences, humanities, cultural diversity
- 6 • Comparative US Race and Ethnicity: centered around diversity but also includes
7 social sciences, humanities, historical perspective, literature
- 8 • Design: includes humanities/art, historical perspective and possibly also global
9 perspective, social science, society and technology, environment
- 10 • Family Violence Prevention: includes diversity, social science, possibly historical
11 perspective, ethics, literature, global perspectives
- 12 • Gay, Lesbian, Bi-Sexual Transgender: currently includes diversity, historical
13 perspective, social science, could be more.
- 14 • History of Science and History of Medicine: as currently structured, include global
15 perspective and historical perspectives; might be reconceptualized?
- 16 • International Agriculture: global perspectives, social science, could have integrated
17 science and historical perspective, plus technology and society theme.
- 18 • New Media Studies: could easily include historical perspective, civic life and ethics,
19 social science, humanities, technology and society, etc.
- 20 • Social Justice: long list of possible electives includes courses currently certified for
21 three cores and three themes
- 22 • Sustainability Studies: currently includes two cores and two themes; could easily
23 expand to include physical and biological sciences, society and technology
- 24 • Youth Studies: currently includes social science, diversity and citizenship/public
25 ethics; could include global perspectives, historical perspectives, others.
- 26
- 27
- 28 • Climatology: currently includes courses that meet physical science and environment;
29 could easily be extended to social sciences and biology. Modeling courses could be
30 mathematical (not currently approved for math).
- 31 • Food Systems and the Environment: environment, global perspectives; nothing
32 currently in the minor that has a biology or physical science designation, but Biol
33 1009 is a prerequisite for some of the courses and could be explicitly included in the
34 minor, for example. A social science such as economics could also be included.
- 35 • Information Technology: includes programming courses that could meet math (?),
36 plus courses that meet global perspectives; could be broadened to include social
37 science, and is a natural for Technology and Society as well.
- 38 • Management: Currently includes social science, math, international perspectives;
39 might be broadened to include historical perspectives, other themes
- 40 • Soil Science: includes physical science, environment, could easily have social
41 science, tech and society, biological sciences.
- 42 • Sustainable Agriculture—see Sustainability Studies above; great potential for breadth
- 43 • Water Science—includes environment and physical science but could easily include
44 biology, social science, more.
- 45

1 SENIOR SURVEY DATA

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 3 Senior survey questions show a slight decline in students’ perceptions of whether they
 4 “gained a broad general education about different fields of knowledge” (73% in 1989 to
 5 68% in 2006), however, in general the responses on the “life skills” questions are
 6 encouraging. In 2006, almost 82% of students say that they made substantial gains in the
 7 ability to think analytically and logically; 75% said they gained “very much” or “quite a
 8 bit” in “recognizing assumptions, making logical inferences, and reaching conclusions.”
 9 More students agreed that they developed quantitative skills (72%) than said that they
 10 made substantial gains in writing (62%), although on both of these items the responses
 11 from 2002 to 2006 varied quite a lot and showed no pattern of increase or decrease.

12
 13 On the specific items related directly to LE requirements (international perspective,
 14 environment, historical perspective, arts and literature, cultural diversity, scientific
 15 reasoning), the outcomes seemed more mixed. If we combine the top two (out of four)
 16 responses, we see that students perceive that they made only modest gains:
 17

<i>Response item</i>	<i>Percent saying that they gained “very much” or “quite a bit”</i>
Developing a global perspective on issues and problems	59%
Understanding how scientists ask questions	55%
Developing an understanding of U.S. cultural diversity	51%
Deepening your engagement with arts and literature	42%
Understanding complex environmental issues	40%
Understanding world events through history	40%

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1 **COURSE DATA ON CLE OFFERINGS**

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3 The following five tables provide data on the total number of courses approved in 2006 to
 4 meet various CLE requirements.

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6 **Table 1**

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CLE CORE by Level								
Level	BioSci/ Lab	HP	Lit	Math	Other Hum	PhysSci/ Lab	SSci	Grand Total
1 XXX	12	36	26	22	64	30	37	227
2 XXX	1	1		2	2		6	12
3 XXX	2	144	65	5	88	1	79	384
4 XXX		3			2		6	11
5 XXX			1		2		1	4
Grand Total	15	184	92	29	158	31	129	638

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10 **Table 2**

11

CLE Themes by Level					
Level	C/PE	CD	Envt	IP	Grand Total
1 XXX	37	47	30	67	181
2 XXX	2	1	5	3	11
3 XXX	92	141	41	161	435
4 XXX	36	20	9	47	112
5 XXX	10	13	14	22	59
Grand Total	177	222	99	300	798

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1 **Table 3**
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Core Courses with Theme						
CORE	Envt	C/PE	CD	IP	No Theme	Grand Total
BioSci/Lab	5				10	15
PhysSci/lab	15				16	31
Math		1			28	29
HP	4	9	37	63	71	184
Lit		4	22	17	49	92
OH	1	16	30	48	63	158
SSci	2	16	42	43	26	129
Grand Total	26	46	131	171	263	638

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5 **Table 4**
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Courses with Two Themes					
Theme	C/PE	CD	Envt	IP	Grand Total
C/PE					0
CD	20				20
Envt	23				23
IP	11	7	14		32
Grand Total	54	7	14		75

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CLE REPORT FEBRUARY, 2008 APPENDIX 2

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Table 5 Approved CLE courses 1994 and 2006

1994					
College	Phys & Bio Sci w/ Lab	Hist & Social Sciences	Arts & Humanities	Math	Grand Total
CALA			7		7
CBS	4				4
CCE					
CEHD		5	1		6
CHE	2	3	2	1	8
CLA	4	63	81	3	151
CNR	4				4
COAFES	10	2	5		17
CSOM					
GC	3	4	5	2	14
HHH					
IT	32	16		10	58
Med Nurs PubH		4			4
Grand Total	59	97	101	16	273

1994					
College	CD	IP	C/PE	Envt	Grand Total
CALA		2			2
CBS				5	5
CCE					
CEHD	1		1		2
CHE	4	5	4		13
CLA	37	82	22	4	145
CNR		1	1	20	22
COAFES	5	9	4	10	28
CSOM		1			1
GC	4	1	2	1	8
HHH					
IT	2	13		10	25
Med Nurs PubH				1	1
Grand Total	53	114	34	51	252

2006					
College	Phys & Biol Sci w/ Lab	Hist & Social Science	Arts & Humanities	Math	Grand Total
CBS	2				2
CDES		4	5		9
CEE					
CEHD		14		1	15
CEHD PSTL	8	13	14	5	40
CFANS	8	10	8	1	28
CLA	3	251	223	9	487
CSOM					
DENT					
HHH					
IT	24	15		12	51
MED	1	5		0	6
NURS PUBH SVPP (Nav Sci)		1		1	2
Grand Total	46	313	250	29	638

2006					
College	CD	IP	C/PE	Envt	Grand Total
CBS			3	6	9
CDES	2	9	6	1	17
CEE					0
CEHD	10	3	9		22
CEHD PSTL	13	7	5	3	28
CFANS	7	14	28	39	87
CLA	184	251	109	28	569
CSOM		2			2
DENT					0
HHH		1	3		4
IT	3	9	11	20	43
MED	2	2		1	5
NURS PUBH SVPP (Nav Sci)	1	2	2		5
PUBH SVPP (Nav Sci)				1	1
Grand Total	222	300	177	99	798

