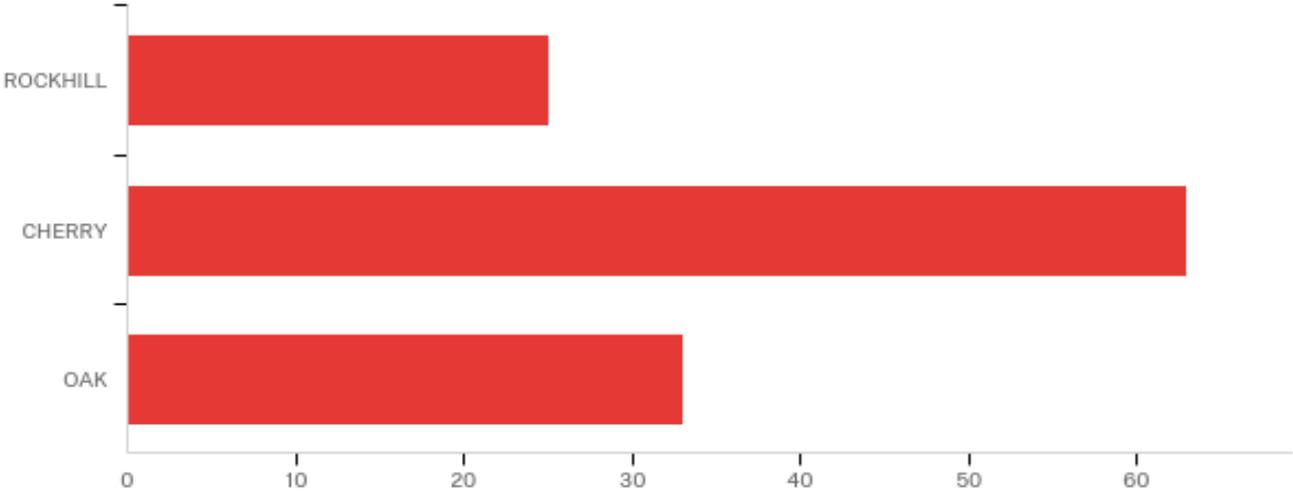


Report for Jerry

General Education Task Force 2.0 Model Feedback for Faculty Senate
March 17th 2017, 5:51 pm CDT

Q2 - Of those presented, what is your preferred model?



#	Answer	%	Count
1	ROCKHILL	20.66%	25
2	CHERRY	52.07%	63
3	OAK	27.27%	33
	Total	100%	121

Q3 - You selected the [QID2-ChoiceGroup-SelectedChoices] MODEL.

What do you believe to be the strengths of this model?

ROCKHILL

You selected the [QID2-ChoiceGroup-SelectedChoices] MODEL.

What do you...

simplicity and flexibility without sacrificing integrity

The model is clearly divided and hopefully will be implemented with maximum transferability (in and out) for students. The upper division writing and quantitative reasoning allowed within the major can also provide great flexibility for programs.

simple, hits all the required areas

Quantitative reasoning and speech/writing. I did like the critical reasoning focus in the Cherry model, but it lacked overt quantitative and speech/writing.

Less deviation from current model

More flexibility for students who may transfer in credits from a community college

Balance and communication is highly useful to all students

Models are essentially the same for 24 credit hours, and using the final 6 credit hours for upper level communication and quantitative reasoning is excellent for engineering students.

9 hours of writing; 6 hours of math

simple to understand

The model is the least flawed of the three.

Students will have the opportunity to get a better approach to the humanities and civic engagement. We need more students as responsible citizens, understanding the human condition and acting in a more responsible way in the American society.

Easier to track and advise. Upper level communications class. Second quantitative reasoning class. No ePortfolio.

I think it is easy to understand and I like the fact that it maintains a WI course and includes a Qualitative course. I also like the fact that the categories for courses are flexible and could accommodate a number of disciplines.

I am attracted to this model primarily by the addition of a quantitative course.

This model offers more flexibility and provides additional communication skill that all majors can benefit from with opportunities in any area of interest. I believe students are here to explore. Locking students down to specific courses/content does not allow for this exploration. Few majors allow for more than one elective/exploratory course. Give the students choice!

300-400 level WI course, speech, writing, or in the major

Second level quantitative reasoning mathematics or statistics course

Continues Gen Ed into the junior year

Flexibility for implementation by each academic unit. The professional schools have numerous requirements that would be impinged by additional GE requirements.

I like the fact that it has the extra 3 hours of communication class which I think our students need.
Students need a writing / speech class that pertains directly to their major. This type of course would allow students to develop skills necessary for further study or employment in their field of choice related to their major.
Writing/speech within the major.
I think it is the easiest one to adapt to our existing curriculum.
All of the models are an improvement over what we have, so I'd be happy with any of these. I feel this model will produce the best writer and that is my primary objective for the Gen Ed Curriculum. I also feel like this model allows us to utilize the effective courses developed for our current Gen Ed Curriculum.
Additional option for quantitative analysis

CHERRY

You selected the [QID2-ChoiceGroup-SelectedChoices] MODEL.
What do you...
broad based critical thinking is central to general education. Being able to recognize valid critiques vs. invalid ones will be exceptionally important for a well adjusted member of society.
I appreciate the ways in which the Cherry model provides for broad liberal education while at the same time incorporating the existing gen model so that already developed courses will fit.
The two skills students desperately need are critical thinking and communication. Cherry covers critical thinking, and if a conscious effort is made, communication will be a natural part of these courses. Thus Cherry is best at addressing these vital skills.
It defines that there will be breadth in the general education components.
The main strength of this model is that the three "essential questions" classes have critical thinking as a focus. However, that really is the only thing that made me prefer this model to the others, as I see strengths and weaknesses in all three. In this model, for example, I am somewhat concerned that it doesn't allow for as much interdisciplinary focus as the others (in the essential questions classes). On the other hand, I like the upper-level writing/speaking course in the Rockhill model!
Teaching in a professional program, I found one of the biggest things students struggle with is critical thinking and applying knowledge they've learned. The Cherry Model focuses on critical thinking skills in a variety of settings.
Clear breadth of required courses; good focus on ensuring transferability.
It is the only model with any breadth to the requirements. It contains a science requirement.
Clear topics and division of coursework, gives good coverage of general education goals, etc. Part of the problem with "anchor" and "discourse" is that no one knows what those words mean.
Offers more the chance for students to fully engage in communication and rhetoric as they relate to general education.
The model has an explicit science and art component. It is simple and straightforward.
It is simple to understand and explain. It provides flexibility and with proper oversight can be a very exciting model.
The cherry model only barely beat out the Rockhill model as acceptable. These two have the most potential for science courses.
It is important for students to take courses outside their division/discipline. The current antagonistic political

environment makes it even more critical that we help students be able to understand everything from social history, politics, how the planet works, and compound interest!

Gen Ed 1.0 had too many moving parts, too many interrelated pieces, and too many layers. It was difficult for students to understand, complicated for transfer students (both in and out), and faculty were hesitant to embrace the new model. The Cherry Model (old D) is simple and clear. It achieves our desire for breadth without excess complications. It would be easy to advertise to prospective students just as it would be simple for current students to understand. We do not need a complicated structure to have rigorous courses. The new gen eds should be straightforward in form and rely on faculty to create innovative courses to fit into that form.

It is content-bound: it's difficult to "think critically," for example, about nothing in particular. One needs a content about which to engage in discussions on culture and diversity or discussions that involve critical thought or that address civic engagement/activism.

The critical thinking classes that are linked to specific groups of disciplines.

This model provides the most depth and breadth of experience for students. It also specifically makes room for science courses, which I believe is critical. STEM, as we know, is an important field of endeavor and needs more qualified people. I also believe that the different categories, including the culture and diversity course, allows for the most flexibility in adapting existing courses into the system and adding new ones. This will benefit both students and faculty.

I think the biggest strength of this model is the further granulation of "critical thinking" into natural/physical sciences, arts and humanities, and social/behavioral sciences. This method maintains a broad emphasis on critical thinking across disciplines, while allowing each area to develop critical thinking skills in ways that are meaningful to them.

It's not "one and done" but is more holistic and applies concepts across academic disciplines.

Emphasis on critical thinking

While I understand and support the need for interdisciplinary research, critical thinking and so on, I think a student might see the choices offered in models Rockhill and Oak as too general. Model Cherry offers more clear and distinct subjects to help frame instruction. Otherwise, the classes resemble a "Unified Studies" approach, that for students and instructors may seem bland and unfocused and hinder the SLOs.

Model Cherry seems to provide students with a set of more broad and comprehensive general education requirements. It is also the only model which specifically includes a class designated in "social and behavioral sciences." I know "culture and diversity" and "civic engagement" courses challenge students to analyze their social location and the social world around them, but to me it seems that courses specifically housed under "social and behavioral sciences" would allow students to be exposed to much more in terms of understanding the development of communities and the distribution of resources therein--as in, a more rigorous study of social life.

Another thing I like about model Cherry is that it seems it would lend itself to interdisciplinary thinking, teaching, and learning. It seems to me that with so many general education requirements that faculty members could get super creative in developing courses on topics not covered in the existing curriculum. With the five categories of "essential question" courses, students will have multiple opportunities to see the world around them in new and important ways. It will also set up a system where teachers could collaborate on courses that bring together big ideas from varying perspectives. I just really like the idea of a broad general education curriculum where students can pick courses that interest them and that help them understand their major a bit better. The other models have less "essential question" courses and more speech/communication or math/quantitative reasoning requirements. The more I think about it the more I think I like the idea of general ed courses leading students down paths they are not familiar with. I think model Cherry does this best.

its strength is that critical thinking is emphasized and connected with disciplinary subject matter, thereby facilitating students' abilities to think critically about more aspect of the world in which they live. Though there is no focus on Civic Engagement, I would hope that Critical Thinking in the three disciplinary areas facilitates students' abilities to better assess and engage the larger society with skills to make a difference through examination of the interrelationships of various aspects of society and culture.

Continued engagement in critical in varying contexts.
Critical thinking- one of the things I am passionate about is for people to learn about subjects in this manner not just memorizing names and dates. For freshman, this way of processing information is essential.
Culture and diversity for the same reason
Civic engagement to expand their mind and hopefully action. I like this.
Slightly more sensible nomenclature such as "arts and humanities" which is easily understood. A huge part of the problem in getting undergraduates to be interested in and attend this university is the really poor choices of naming and describing the general education courses over the past few years. Try to explain to a high school student and their parents what "anchor" and "focus" refer to. Words like "foundation" and "essential questions" appeal to our ivory tower selves, but I don't see a lot of resonance with people who aren't already college students or college professors. Is it really that unpopular to describe courses or areas with words that historically reflect their content? Why is it a "math pathway" instead of simply math? I simply cannot support or understand any proposal that seeks to obfuscate content. Is it that if we make it unclear enough, we can create an unlimited number of courses in our own areas to fight over the increasingly limited resources we have to fill those murky categories?
Critical thinking. Necessary content
Good exposure to critical thinking in 3 areas.
Broad exposure to a variety of academic disciplines.
I like the community engagement component of all models, and also the critical thinking component of the Cherry model within disciplines. I view grounding in disciplinary perspectives as critical to inter-disciplinarity.
Science component. However, the model is not good enough.
Exposure to broad topics that prepare a well rounded individual.
It ensure that students are engaged in natural & physical science, arts & humanities, and social & behavioral sciences. The other options leave that to chance.
The flexibility of the courses, that the students will take courses from the different disciplines, that there is a culture and diversity class.
Breadth of experience in different disciplines
the emphasis of critical thinking in various subject areas
It sounds reasonable. Critical thinking should be encouraged. This model contains 3 critical thinking courses.
Broad exposure to disciplinary ways of thinking.
I believe this model has the healthiest balance of written and oral communication, mathematics, sciences, arts/humanities, and civic engagement, and most closely meets the definition of a "liberal education". The other models seem to be skewed towards less content in quantitative reasoning, in my opinion.
Emphasis on critical thinking and flexibility
It ensures students will engage across a breadth of disciplines, and does not sacrifice Civic Engagement or Culture and Diversity coursework. This model most comprehensively addresses the foundational understandings and capacities that the notion of general education suggests.
simplicity
The emphasis on critical thinking. Although I wish it had the option of an E-Portfolio.
Critical thinking is a skill all students should have, especially in context of those topics.

Clarity
More diverse learning experience. Seems broader
It recognizes the disciplinary specific ways that critical thinking and literacies are enacted across disciplines. It more effectively addresses the "general" in general education by providing an overview of how each general discipline approaches thinking, problem solving, and creating.
Outside of basic writing and communication skills, all students should have Gen Ed exposure to (1) physical science, (2) biological science, (3) mathematics, (4) social science, and (5) humanities. While still far from achieving this basic goal, this model is the closest.
The Cherry model promotes diversity in the general education courses. The other models could be satisfied by courses in a single unit or discipline (the green courses) whereas the Cherry model would require that students take courses in a variety of disciplines. The cherry model also is the only model that explicitly incorporates both the arts and science, two of the cornerstones of the UMKC strategic plan
It's the most simple and it actually has a natural/physical science component to it. The others are filled with repeats--like you can't cultural diversity in a critical thinking course. Seems like we're stacking the deck toward the "soft" disciplines and avoiding the "hard" disciplines if we pick the others.
It allows for the student to get a broad basic introduction to natural science, humanities, and social and behavioral sciences. It should be mandatory that these classes be taught by professors that specialize in these disciplines. Critical thinking a SLO that all classes strive for. Therefore, it should not be highlighted in the Gen Ed. The discipline exposure is the critical diverse learning experience that is important to emphasize
community engagement as a course for itself at the 100 or 200 level, so no interference with transfer students; and a broad exposure to critical thinking across different disciplines in the arts and sciences,
It is the most multi-disciplinary in its approach.

OAK

You selected the [QID2-ChoiceGroup-SelectedChoices] MODEL.
What do you...
flexibiity
I think the culminating experience course is a richer learning experience and in line with our goals of offering that type of education.
There are two opportunities I Would see as essential for the Health Science Students related to any model: 6 credits of writing: I would like the credits to focus on scientific writing and search to support that . We desparately need this competency for all Health Science students and this approach would so strengthen to replace the current course work which leaves our students still as poor writers.
Non traditional students and transfer students and the "first year experience" I would like this waived for our adult, working adults and transfer students>
Thankyou
It seems like the most customizable.
More flexible for academic units and departments

More opportunities for students to pick different classes
Proposal would meet SLO
gives students choice of electives
I like the opportunity to provide students with a culminating experience --300-level e-portfolio, especially, but also the option for a 300-level critical thinking course in the student's academic area.
synchronized and organized approach
The autonomy placed on programs to meet the SLO's on civic engagement and culture. I think these differ greatly by program.
It offers for flexibility within the major.
Appears to have more structure and rigor.
Options for students Options for departments Focus on the core SLOs Opportunities for deep, integrative learning
As the crux seems to be how to best meet culminating objectives, I prefer the Oak for two key reasons: Flexibility and practicality.
The option of an elective course and a final capstone course tailored to the student's major.
There is more flexibility in the Oak Model, as well as strengthening the student's focus on a particular major/field of study.
This appears to be the most flexible model which I think should be one of, if not the very top, criteria for the Gen Ed model.
I am not convinced that this model is any advance over what we already have; but, of the three models presented, it provides the most flexibility.
My preference would be to see a revised version of the program our faculty spent eight years developing rather than a model that throws out what is best about the current model (team-teaching; connected courses; interdisciplinarity; the teaching of communication in ways that respond to the demands of the workplace).
Many in the College prefer a return to a segregated General Education curriculum because it gives the "foundation" courses to specific College departments, supporting their grad programs: even though they claim these courses as "FOUNDATION" courses, they will assign students who have recently graduate with a BA in English or Communications to teach these courses after a one-week crash-course and as part of their "professional development." If "writing" and "oral communication" are so FOUNDATIONAL, they should be taught by our most experienced and talented teachers; by teachers who understand Communication as something that is more comprehensive than the versions associated with two departments in the College of Arts and Sciences.
It is the most well-rounded list of courses. I do think that since working in teams is so essential to being successful in the work environment that a course on teams should be considered. Additionally, public speaking and use of social media are worth considering.
I think that this is the most versatile of the models. Even though there is no general subject-specific course, the options provided make it possible to engage in any field on any level. In addition, the upper-level critical thinking and civic engagement OR e-portfolio meets the greatest number of needs.
The courses offered seem like a nice fit for students with all backgrounds and interests. The culminating experience seems like a good way to tie together all general coursework.
I like the fact that one course is a 300 level course. This allows a little more room for major specific courses in their earlier semesters, and I think a culminating experience is good for tying everything together.

More choice for the student and the major.

Flexibility.

I actually do not support any of the models, but the way the survey is written it forces you to choose one of the models to continue.

None of the models seriously address the national focus on STEM education. Cherry mentions critical thinking in natural or physical sciences. This does not actually require a course in science, but could be an English or Philosophy course.

The Missouri Higher Education has not yet finalized the state requirements for university General Education. These models can not proceed until we know the state requirements in order to be fully aligned. It will no doubt contain a science requirement.

Given the national and international emphasis on STEM education, not including a minimum requirement for science does not serve our students in the global or local market place. It also does not serve the students in developing an informed and educated citizenry.

It looks like the most flexible option offered.

The elective that gives students an opportunity to choose an additional course that pairs with their prospective major/career path.

Q4 - What are your implementation concerns for the presented models? Please feel free to discuss any/all of the models presented.

If you would like to access the model descriptions, please click here: [General Education Task Force 2.0 Models](#).

ROCKHILL

What are your implementation concerns for the presented models? Please fee...

I am hesitant about the first-year experience since it has not been well defined. There need to be sufficient resources dedicated to such "high impact" experiences to ensure they succeed.

who will be in charge of approving the courses as general education courses especially for the second 15 hours block? What will be the approval process and will there be clear guidelines to follow? It is very important that the implementation takes into account rigid curriculum structure of certain programs and provides a predictable program for students at least for 4 year intervals. Clear guidelines for transfer students are also very important for smooth transition into the new gened model.

Transfer students - 1) ease of receiving credit, and 2) wasted time on courses and objectives that may have been met elsewhere.

Implement quickly since we need change as soon as possible, but not forced like with Provost Hackett. Fall 2018 would be excellent.

Complexity of models was the major difficulty in implementation; making it simple so students make good choices with the help of informed, supportive advisors, is ideal.

I believe in civic engagement. We need to shape our students' future with a basic awareness of what is their socio-professional functions for each of them. Critical thinking in Natural and Physical Sciences looks too narrow to me we need to open the gear and reach a wider angle of thought.

EPortfolio is very difficult to manage and to maintain validity/reliability based on who the instructor is.

After what we've been through, I think any of these models would offer a fairly easy transition. The biggest challenge might be the 1st-year experience given the number of transfer students we have at UMKC.

I worry about the quality of a course on Critical Thinking on X -- as seen in the Cherry model or a standalone Critical Thinking course as seen in the other two mdoels; What I've heard from students is that the so-called critical thinking courses are jokes. Teaching critical thinking is a noble goal, but it may be beyond the abilities of our typical student and of the underpaid adjunct faculty that we typically throw at general education courses.

The NON-Rockhill models are too restrictive in their approach, not allowing for exploration, but rather imposing our collective values on them. Many of us are covering these issues within our own domain, so give the students options without imposing.

Cherry Model implementation concerns: All within 100-200 level classes - the university burden of Gen Ed is on them.

Oak Model implementation concerns: 300 level civic engagement is hard to accomplish for some majors

ePortfolio will be difficult to implement for our large transfer student population. Security of portfolios is also a concern, because students will want to hack into them. The green classes can be taught within my academic unit by modifying core classes. The teaching load issues that we've experienced with the many Discourse classes needs to inform our plans for the new implementation.

Implementation would mean finding faculty qualified in the particular area of study to teach this class. It would not be appropriate for instruction to come from the English or Communication Studies departments. This will present challenges for some academic units.

Will meeting such a model overwhelm the faculty in some departments?

The addition of a math pathway/quantitative reasoning class should be a practical class... how to do your taxes, how to work with budgets, etc. - rather than algebra or calculus. While I like the idea of a culminating experience class, I can see that getting too large and unwieldy, especially if each unit (or department within a unit) does something different.

Adequate support.

The model with culminating experiences should be carefully evaluated for impact on faculty effort before implementation.

CHERRY

What are your implementation concerns for the presented models? Please fee...

Cherry: critical thinking must be broadly defined and addressed as such. It is about performing evidence based thinking and not so much an 'intro to this field'.

For example, lots of departments have introductory courses that feature problem solving in the field - these should NOT qualify as critical thinking classes. Critical thinking in the natural sciences, should not focus on topics in physics (for example), they should be about what evidence based reasoning looks like across the sciences and how to perform it.

Same comments hold for critical thinking in the arts & humanities & social sciences.

I hope that we are given a longer time frame before implementation than we were last time around. The various college had little time to consider changes to their gen eds. We will need time to make those changes and to develop courses and get them through course leaf.

Students in quantitative-reasoning heaving disciplines will likely see the 2nd quantitative reasoning class in Rockhill as extraneous.

I do like the options and ability to integrate with major that Oak and Rockhill offer.

Some of the 6 cr. hr. of writing in the first 15 foundation hours needs to be discipline specific. While English grammar is necessary, other aspects of academic writing is discipline specific, and students should be exposed to thath early in their academic career.

Another important aspect of any of the general education models, is that funding should be centralized and there should be a full-time director. As an instructor in an ANCH course, it is confusing to the students and the faculty as to the administrative thread. This is especially problematic for courses that are team-taught by faculty from different units. Examples of what I mean include 1) how the course and the faculty are evaluated (last spring my students had to do 2 separate evaluations because the two units did things differently) and the process to follow if someone wants to petition to withdraw from the course after the 12th week of the semester.

Implementation Concerns:

1. 1st year experience: my major concern here is in ensuring that this course has real intellectual content. How will the course be structured and who will "monitor" it so that it does not devolve into an A&S100 type class? Related concerns are: Who will teach it? And particularly, who will teach it if it has to include a community engagement component? Perhaps that component could be "managed" by someone other than faculty teaching the class? For example, I can't imagine having the time or the resources to organize something like that myself, if it required meeting/interacting with people off campus. How will we get students off campus, into the community, if that is a required part of the course (i.e. transportation, scheduling, etc.) Who will pay for the person hours needed to organize all this? I can imagine some really cool classes - a class on KC as the Paris of the Plains, for example, which would have lots of possible community tie-ins, but would also require a significant amount of work on the part of several people!

2. Transitioning present anchor and focus classes to 100- and 200-level classes. Even with our present gen eds I have heard a number of complaints about classes that used to be cluster courses at the 300 or even 400 level being turned into anchor classes at the 200-level without any significant change in course content. Also, departments created 300-level focus classes, retooling them will require a significant amount of time -- who will "pay" for this?

My chief concerns:

- 1) Make sure it is possible/simple to transfer existing Anchor courses into new program
- 2) The 6 credits of "writing" at the start of every model should not be the same tired courses that we have used in the past. We've had 6 credits of writing and 3 credits of speech (in one form or another) forever at UMKC. It's not working for our students. We need to consider how to deliver this material in a way that allows our students to gain the skills they need to become productive in their upper level courses- before they graduate.
- 3) Time-frame. DO NOT RUSH THIS. If you need an extra year (start in fall 2019, not fall 2018) do it- better to get it right then need to replace it again.
- 4) Don't let contingent faculty teach our most critical courses.
- 5) You may need some courses at the 300 level that meet some Gen Ed requirements for transfer students.
- 6) Ensure that the "math pathways" course is rigorous.
- 7) If there is a true freshman experience, shouldn't there also be a real "transfer" experience required?
- 8) Ensure there is sufficient money to run this program.
- 9) Work articulation agreements as early as possible, especially with our feeder institutions.
- 10) Consider the range of Associates degrees that may be coming in- is there anything that we need to adjust to handle this?
- 11) We need courses that are taught at different times and in other formats. Make sure this is workable.

Faculty/Departments are slow to get courses approved (low selection).

How are current 300-level Anchor courses going to fit in?

I don't think ePortfolios should be a University requirement; let individual units or majors decide.

Don't forget how transfer students are going to fit it to these new requirements.

Only one model has any science!

It will need universal acceptance to be fully integrated into curriculum plans.

I have many concerns. Transferability is the number one concern I have and the other two models make this more difficult. Another concern I have is that faculty will not be super enthusiastic to teach courses in this program. I am especially concerned about the 3 hour first year seminar. It could be a total disaster if no one is interested in teaching. Further, it needs very clear guidance for faculty. In general, the faculty need more guidance about acceptable courses (in terms of appropriateness for general education and assessment). The GECC needs a backbone and a needs to be willing to disapprove courses. Going around the clearly established disciplines means that you have folks wholly unqualified to teach certain areas trying to teach them. This is most acute for civic engagement. Civic engagement is more than just community activities.

All:

The goals of the Freshman seminar need to be carefully designed. This could be expensive to roll out, but it would be great to broad and ongoing regular faculty involvement in this project. I urge building the introduction on career development into this curriculum.

Cherry:

Civic Engagement needs to be broadly and clearly defined. I believe any discipline should be able to explore civic engagement from their unique perspective. The curriculum certainly should not be restricted to service learning-type activities.

I think it would be good to be able to offer the Civic Engagement class on 200 or 300 levels so that current anchor 300 courses could easily migrate. This would also help transfer students if they still need to fulfill this requirement (the most likely class not being fulfilled by transfer credits). If offered on 300-level, it would help those coming from community colleges complete the upper-level course work.

Rockhill:

More limited in scope and less innovative than the others.

Oak:

The culminating experience would be a challenge to manage and monitor on university-level. I believe these types of experiences are best built into majors.

Two of the models don't even mention the course level expected, despite it being stressed as an important element for our transfer students.

I also think the language should be set up to allow 300 level courses meet the requirements for some of the elements (400 level is questionable), but this would make it possible to adapt existing successful anchor courses that work well in the civic engagement category.

I am the 9-12th grade English coordinator for the Blue Springs School District, and in that role, which I have had for the past twelve years, I have observed consistently that when we hire teachers who have a strong content knowledge, they almost invariably prove the most successful among our hires. Knowing "educational strategies" or "critical thinking skills" in the abstract simply does not work. Likewise, knowing about cultural diversity from reading a sociology text is not the same as knowing cultural diversity first-hand through content-bound texts such as "Bless Me, Ultima" (Anaya) or "Between the World and Me" (Coates). The strongest instructors figure out rather readily how to engage students in critical thinking about their content or how to help students develop cultural awareness through reading and discussing content-specific texts and concepts.

The "Second Fifteen Hours" of Models Oak and Rockhill are too vague and will create confusion among the faculty and too much variation in the curriculum for students.

My main concern is making the best use of existing courses. A great deal of work has been put into creating new courses for the last Gen Ed model, and I believe that there are many excellent courses now on the books. I believe that it should be a priority for finding a place within the new model for these existing courses.

I also worry about students who are under the existing catalog being able to complete their Anchor requirements. I believe that finding a way to streamline the movement of existing courses into the new model will assist with this transition as well.

E-portfolio option for third model: great in theory, but application concerns. How are portfolios assessed/taught/prepared across disciplines? Who will be teaching these -- adjuncts? Will adjuncts be compensated for training? How will adjuncts be fairly and appropriately trained and compensated -- particularly in managing interdisciplinary portfolio needs?

Seems like an implementation nightmare.

Portfolios are great assessment tools and projects for students to really synthesize learning. However, portfolios can be integrated and encouraged within courses, within departments, within disciplines, to great effect.

I hope co-teaching anchor courses can still happen under this new structure. The interdisciplinary nature of these courses are very impactful for students.

While I like the emphasis on Critical Thinking, I am concerned about Culture and Diversity and Civic Engagement may not be introduced as part of the subject matter.

Application of the student learning outcomes.

The opportunity for students to have choices in how the content, through assignments, is approached by instructors.

I am concerned whether I will have a job. I know that's not what you are looking for, but I am scared I won't be able to teach at UMKC and that is where I want to be. I drive an hour each way to teach a 50 minute class as an adjunct. Teaching brings me great joy.

Model-wise I think there is great value in studying things outside their major, and this more clearly supports that.

Not a fan of upper level classes for these. I guess I am wondering why they wouldn't just be focused on their

majors classes at that point. Perhaps if there was a way to combine these but \$ that probably isn't realistic. I am not sure what the benefit of the portfolio is compared to the student having his on their own. I have my information electronically and just send it out or provide a link.

With Rockhill and Oak my concern would be inconsistencies teacher to teacher. Would a syllabus be provided to prevent this?

I think the eportfolio option is lame. It might be a good tool for institutional assessment, but I don't think it really benefits the students much.

Critical thinking is not well understood

I am concerned that the Rockhill and Oak models have a 300 level requirement. I view this as an intrusion on the upper level course selections offered by departments.

Based on this model, there is nothing concrete in it. Therefore, the task force must be more clear. Specifically, in detail describe what courses would fill some of these requirements and ones that do not. Further, typically students will need more than 3 credit hours of a Science course, specifically two courses in the natural or physical sciences.

I believe the task force should evaluate other universities and colleges for their general education requirements. They would realize what is presented is weak at best.

Not my area of expertise. I don't know the current coursework well enough to identify potential difficulties.

I do not have implementation concerns.

I don't know enough to discuss concerns.

Faculty should develop new teaching strategies or revise old teaching materials to encourage critical thinking.

WI should be required in all units.

The massive amount of time to recertify and redesign existing gen ed courses is discouraging.

There are still, even 3 years in, faculty who don't understand our current model. How will faculty be motivated to buy in to this new model, whatever it is? Will there be some sort of certification? How will faculty, especially contingent faculty, be compensated for that?

Also, these models weren't based on SLOs, these models were being circulated before the SLOs were done.

What about transfer students? How will they satisfy civic engagement courses?

What will you do about contingent faculty, their low pay and the resulting high turnover?

In short, it feels like 2012 all over again--poorly conceived designs and no money to pay for them.

Needs an upper level requirement - a single course (or course type) that all UMKC students take.

Lacks a focus on writing - WI needs to be a university requirement, though hopefully WI would be an emphasis of the critical thinking courses.

The Rockhill Model includes two courses that are not necessary for Gen Ed. if students are engaging in Critical Thinking courses in multiple disciplines. (It's an intellectually richer experience to engage in effective communication or reasoning that is discipline-specific.

The unit variability in the Oak Model is a drawback, and runs counter to the principle of a collectively shared general education.

Implementation and oversight of a First Year Experience.

Parents and recruits want to see specific courses. That and enough of them.

None

The problem with all of the models is the placement of SLOs above all other considerations. With this paradigm, it is possible and likely that an industrious unit (say Engineering) will design its own courses to match all the SLO requirements. In this model, there is nothing to stop them from providing the entire Gen Ed program for their students.

Despite the unmitigated disaster that is the current assessment bureaucracy, and the dumpster fire that was the previous SLO-driven Gen Ed program, SLOs are probably not entirely worthless. But the important part of a Gen Ed program is not adhering to the latest fads in education research, but actually broadening our students' experiences. It's **absolutely crucial** that students take courses from departments outside their units/disciplines. All of the areas listed in my previous answer should be taught from with the College of Arts and Science. We must not sacrifice our values on the altar of SLOs.

There is a way to do both. We should require that students take courses in these areas:

(1) physical science, (2) biological science, (3) mathematics, (4) social science, and (5) humanities

from the departments that actually specialize in them. This ensures students encounter a truly broad range of epistemological philosophies. We can simultaneously require that specific sets of SLOs be satisfied **by those courses**.

So not just any chemistry course works, but ones that satisfy the SLOs regarding Critical Thinking in Physical Science. Not just any sociology course works, but one satisfying the SLOs for Critical Thinking in the Social Science. Not just any humanities course works, but one satisfying SLOs involving Culture and Diversity.

Another advantage of this approach is that it actually satisfies the legal requirements of the new MO regulations, which have more subject-oriented (rather than SLO-oriented) course designations. We can layer our desired SLOs on top of a more traditional Gen Ed structure.

Regardless of the model selected by the Senate and Provost the General Education coordinator and committee must be empowered to strictly enforce the SLOs for general education. The current model has allowed too many compromises that has resulted in courses that do not address the SLOs (such as they are) of the general education program.

None of the models address, nor could they, one of the fundamental issues with general education at UMKC: the dependence on contingent faculty to teach Discourse. I realize that this is more of an implementation issue, but this will need to be addressed in any model.

Finally, we should encourage a true general education program rather than shoehorning existing courses into the program. Existing anchor courses could be slightly modified to be included (many of these are great courses) but additional innovative courses should be encouraged

The others may require courses we haven't developed yet or don't have in Courseleaf. Who will develop them? We ran into this issue with the ill-conceived anchor-discourse model. Cherry is straight forward and can use courses we already have.

To be presented with a model that has items like the "1st Year Experience" that cannot be removed, even when no description or plan for how this course would be run is foolhearted. This new Gen Ed is being rammed down the faculty throat at speeds that gives little ability to voice objections to models that do not work. A&S 100 was an

unsuccessful first year experience. What makes this new task force think they can implement a new 1st Year Experience that will be successful. What resources will there be? What outcomes does this 3 credit hour class actually address? The Gen Ed with 3 Anchor and 3 Discourse is another example of a failure. Why are these Gen Ed models be voted on before the MDHE has given guidance for the transferrable core classes for the UM System. Stating that you want a gen ed class that is called "Critical Thinking in Natural and Physical Sciences" does not give a student a "science" experience. Worded like this, the english department or the school of education could provide a course that explores ideas in science, rather that address the core gen ed learning experience of collecting scientific data in a lab and grappling with that meaning.

Rockhill model is too focused on just math and communication, which is too often reduced in practice to courses in particular disciplines. It is far better for the students to teach those skills in a variety of different kinds of course with foci on different disciplines in the tradition of WAC. The oak model lacks the coherence of the cherry model with its consistent focus on critical thinking across multiple disciplines.

How the three models will impact transfer students.

OAK

What are your implementation concerns for the presented models? Please fee...

model rockhill - I think the programs can decide if additional quantitative reasoning classes are required for their major.

model cherry - Civic Engagement is not defined well. Coordination of efforts across the university would be necessary. Resources required.

model oak - prefer the option 1 at the 300-level.

ePortfolio is a requirement that puts undue work for the student in professional degree programs. Better suited for liberal arts, therefore it should only be optional for programs to participate.

Making sure we are able to use existing courses, including from the current GenEd. Would require mapping and certifying the SLOs which will be considerable work.

Model Rockhill's "Quantitative Reasoning Class that builds on initial math pathway course (3 hrs)" would not serve all majors equally.

MWF or TT classes are difficult for nursing students because they have clinical on Thursdays and Fridays, need more online options or early in the week evening options

Should be more about what a student wants than requirements from departments who want the students to take their classes.

From experiences with the current model, my biggest concern with any of the proposed models is availability of required classes. Allowing the individual units to offer classes that meet the required courses, without having to share the course with another unit, will allow the courses to be available at the times best suited to students in each unit.

not familiar enough with undergraduate education to judge.

The Rockhill model will be problematic for many programs- it is too restrictive

The Cherry model is also too restrictive

A challenge is presented by its flexibility. Similar goals should still be attained whether the portfolio or the critical thinking option is taken.

I don't envision any implementation concerns at this time.

These models would need to be phased in over time. I would suggest the first phase be a clear timeline for development, with adviser/faculty training. Faculty and advisers will be critical to the adoption of one of these models.

I have concerns about the Cherry model as it seems overly specific in the second 15 hours group.

All three models are deeply flawed by the treatment of "writing" as though it is separate from "reading" and "oral communication" as though it is separate from LISTENING. Even if we accept the regression to a model that returns the bulk of the "foundation" to TWO departments (both of which have a long history of teaching "writing" and "oral communication" in ways that have little to do with the rest of the university, the dependence on "writing" courses and "oral communication" ignores the progress that has been made in departments of Strategic Communications (such as we have just down the road at MU) and in the work of people who connect the teaching of Composition and Communication with the professional degree programs and with workplace-oriented pedagogies.

Oh concerns are legion. In fact, all of the models would be best deployed in small class settings. We do not have personnel or space to do this. All will need time to develop, including the re-jigging of current anchor courses and re-certification. The most problematic will be the civic engagement courses because this requires a more specific series of obligations. I don't think the current Gen Ed notion--most Anchor 3s just have people come in and talk at the students--is really civic engagement. If we want a true immersive experience, that will take time to develop. CAS currently has very rigorous additional graduation requirements. These must be revisited in order for the students to have the most versatility in their courses and programs.

I'm concerned with the Cherry model that the three Critical Thinking courses could easily turn into survey courses on a subject within the disciplines, without Critical Thinking being an afterthought or side issue. I would feel more comfortable about our commitment to Critical Thinking if it didn't have to be filtered through a disciplinary lens.

How does the "experience" map onto the SLO's? In other words, why is the experience necessary?

While most of our students are transfer and facilitating transferability is essential, restricting the Gen Eds to 100-200 level only courses does not serve the students developmental goals. The last four UMKC Gen Ed packages have all jumped onto the latest trend. This time around it seems to be first years experiences. These are highly successful freshmen courses at many small liberal arts colleges. Not unlike the team taught course (Cluster, then ANCHOR) first year experiences are very time consuming to do well. The Cluster/Anchor courses were not bad. They were not supported. The team teach came at a time when all the departments of CAS were critically understaffed. Departments were scrambling to support their own courses, much less have faculty time to do service courses. Many faculty taught the ANCHOR courses as an overload. There is no way to run the university Gen Ed system. This problem was seen by many faculty before it was pushed through to implementation. It would be very disappointing to see this happen again.

Any Gen Ed needs to be fully supported. No quality education experience is a one off, including online. Full support is not one time kilobuck incentives to rush development of needed courses (the model used repeatedly here at UMKC). The intro student course 100 is a complete waste. Unless the university is committed to quality programming- no matter how long it takes to develop- it will only survive for a few painful years. This is the 4th round of Gen Ed programs overhauls in the last ~15 years? Time to get it right.

I am curious about their transferability. Students are very unhappy when they discover their credits do not transfer to another university. While we may not want to consider the transfer issue because we want to retain students, it is part of the reality of our institution.

The ePortfolio is a completely unworkable option. I like that it's an OPTION, but it worked terribly in our department.