

Seaver Core Proposal



GE Review Process

Fall 2019 - gathered input from faculty to develop a student profile

Spring 2020 - examined our current GE program vis-a-vis the new student profile.

Fall 2020 - released GE Report with suggestions for revision
(Fewer Units, More Choice, Increase Diversity)

Spring & Summer 2021 - developed a GE revision plan. Additional input gathered from Office of Community Belonging and Seaver Dean Direct Reports.

Fall 2021 - share revision plan with faculty and seek input

the GERCs

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Tuan Hoang, HUTE

Mason Marshall, RELP

Brian Newman, SOSC

Rob Shearer, BUS

Fiona Stewart, ISL

Tim Lucas, NASC, co-chair

Paul Begin, ISL, co-chair

New to the committee this fall:

Ryan Board, FA

Charles Choi, COM

Mike Sugimoto, ISL

1 | Foundations

Speech and Rhetoric
English Composition
Religion 1
Religion 2
Foundations of Knowledge
Enduring Questions

21 units

2 | Connections

Human Experience (x2)
US Experience
Global Experience
Fine Arts
Language & Culture
Laboratory Science
Quantitative Reasoning
*Diversity

30-40 units

3 | Skills

Orientation
Inclusive Leadership
Career Preparation
Financial Literacy

0.5-2 units

Foundations

This is the essential core.

Focus on foundational skills

Combines our Christian identity and outlook
with reasoning and expression

Potential for faculty from different disciplines
to collaborate and engage with general
education

Compatible with Great Books and SAAJ

1 | Foundations

Speech and Rhetoric
English Composition
Religion 1
Religion 2

Foundations of Knowledge
Enduring Questions

21 units

Speech and Rhetoric / English Composition

The skills of public speaking, rhetorical analysis, and strong writing skills are unanimously desired by Seaver faculty, thus forming part of the core.

Religion 1 & Religion 2

The religion sequence is a central part of the core curriculum because of our collective faith, institutional identity and mission. The religion faculty are currently assessing their general education courses.

Missing from this is REL 301. The idea is not to remove REL 301 but to re-envision this course as a capstone of the Seaver Core called Enduring Questions.

Foundations of Knowledge

One of the skills that faculty have requested repeatedly in different ways is an ability to discern truth. (“What is truth?” “How do you make an argument?” “Epistemology” “Information literacy” are some quotes from various meetings.)

The idea here is to create a group of classes that focus on questions of how knowledge is constructed and ideas are evaluated within a specific discipline.

This should be taken in the first semester of the student’s first year.

Foundations of Knowledge PLOs

Students who complete Foundations of Knowledge should be able to:

1. identify important questions, and explore those questions by gathering and evaluating evidence in support of various answers to them;
2. engage in both analysis (dividing complex ideas into smaller parts so as to gain a better understanding) and synthesis (integrating disparate ideas and viewpoints into a coherent and compelling whole);
3. transfer concepts, intellectual frameworks, or strategies of inquiry from one discipline to another for the purpose of enriching perspectives or solving problems;
4. articulate and defend a position in a way that evinces clarity, nuance, recognition of limitations and implications, awareness of relevant objections, and sensitivity to alternative positions.

Enduring Questions

- **Integrative Capstone**
- This is a class that builds on Foundations of Knowledge. The focus is applying critical inquiry (learned in Foundations of Knowledge) and theology to the most fundamental questions that humans face.
- This course would replace REL 301 and be owned by RELP but would also be a class that other qualified faculty could teach.
- Suggested to be taken in the third year, sequenced after Foundations of Knowledge, other core courses, and study abroad.
- Speaks directly to our Christian mission and purpose by combining faith, reason and practical application.

*Examples of questions are found in the appendix.

Connections

Human Experience (x2)
US Experience
Global Experience
Fine Arts
Language & Culture
Laboratory Science
Quantitative Reasoning
*Diversity

30-40 units

These are **choice courses**. In most cases students can choose from a variety of disciplines so as to build their own core knowledge.

We could also offer certain pathways in which students choose a theme (e.g. Religion and Society, Social Justice) and then take classes that satisfy requirements while also building on that theme.

Distribution *Ideas*

Human Experience (7-8) - HUTE / FA / RELP / SOSC

US Experience (4) - HUTE / FA / SOSC / COM

Global Experience (4) - HUTE / FA / SOSC / ISL

Fine Arts (4) - FA

Language & Culture (4-12) - ISL

Laboratory Science (4) - NASC

Quantitative Reasoning (3-4) - NASC / SOSC / COM

*Diversity

Total: 30-40

*One course must carry a Diversity Designation.
May not come from Global Experience.

Human Experience

Introduce students to disciplines that seek meaning in past or current human systems, narratives, or modes of thought, expression, or learning. Some courses in this category may also satisfy the Diversity requirement. (7-8 units)

U.S. Experience

A course that deepens student understanding and perspective of the United States, including its economic, historic, political, social, or cultural aspects. Some courses in this category may also satisfy the Diversity requirement. (4 units)

Students who complete a U.S. experience course should be able to:

- Develop an deeper understanding of the history and social dynamics of the U.S. from any number of different disciplines and perspectives.

Global Experience

In order to gain a perspective of globalism beyond the framework of the West, Global Experience (Connections) courses offer a comparative and historical knowledge of the world by either studying the past (the precolonial) and/or cultures and societies with a focus outside of the United States and Europe. (4 units)

Students who complete a global experience course should be able to:

- Develop an understanding of the history and social dynamics of a civilization outside of the U.S. and European civilizations.

Fine Arts

A student who successfully completes a core course in Fine Arts will be able to create, perform, or analyze a work of art. (4 units)

Laboratory Science and Mathematics

One science course with a laboratory (4 units) and one mathematics course (3 units).

Students who complete a laboratory science course should be able to

- understand the methods used by scientists to investigate and answer questions about the natural world and demonstrate the ability to assess the reliability and limitations of those methods.

Students who complete a mathematics course should be able to

- Provide examples that illustrate the beauty, creativity, and pervasiveness of mathematics.
- Demonstrate logical reasoning ability and problem-solving skills that employ mathematical strategies.
- Demonstrate an understanding of the creation, use, and limitations of mathematical or statistical models.

Language & Culture

Upon successful completion of the Language & Culture requirement, students will have developed linguistic skills sufficient to discuss and compare life goals and experiences with people whose first language is not English. (4-12 units)

Diversity

A course that deepens student understanding of the diverse cultures and traditions within the United States with a focus on marginalized stories and perspectives.

Students who complete a course with a diversity component should be able to:

- Articulate the role and contributions of minority groups and/or historically marginalized groups;
- Transfer this knowledge to other contexts.

Students may choose an appropriate course from the Human Experience, U.S. Experience, or Fine Arts category to satisfy this requirement.

Imagine an integrative pathway

2 | Connections

Human Experience
US Experience
Global Experience
Language & Culture
Laboratory Science
Quantitative Reasoning
Fine Art
Diversity

30-40 units

Social Justice

Human Experience

POSC 409: Women and Politics
SOC 450: Race and Ethnic Relations
SOC 455: Immigration Politics and Ethnic Relations
HIST 320: Pre-Columbian Civilization
HIST 400 Native Americans

US Experience

FILM 431: African American Cinema
ENG 440 American Multicultural Literature
COM 313: Introduction to Intercultural Communication
SOC 431 Wealth and Poverty in America
MUS 468: Multicultural Music in America: Eye on Los Angeles

Global Experience

POSC 458: Government and Politics of Developing Countries
POSC 461: Modern Asian Political Philosophy
SPAN 445: Seminar on Mexican Culture and Civilization

Fine Art

ARTH 440: Multicultural Art in America

Imagine an integrative pathway

2 | Connections

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Religion and Society

Human Experience

SOC 426: Sociology of Religion
POSC 417: Christian Political Thought
ENG 301: Spiritual Writing
REL/FILM 451: Religion and Film

US Experience

ENG 431: Early American Literature
HIST 438/REL 538: History of Religion in America

Global Experience

ASIA 350: Buddhist Texts, Images and Practices
INTS 459: Islam: History, Thought, and Practice
REL 526: Religions of the World

Fine Art

ART 442: Islamic Art
ART 426: Early Christian Art

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Career Preparation
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0.5-2 units

Comparison

Current GE program

19-21 classes

63-74 units

Seaver Core Program

14-17 classes

51-61 units

Course Allotment by Division

Current GE Program (19-21 courses)

BUS	0
COM	1-2
FA	1-2
HUTE	5-7
ISL	1-5
NASC	1-2
SOSC	3-4
REL P	3
FYS	1

Seaver Core Program (14-17 courses)

BUS	0-1
COM	1-3
FA	1-4
HUTE	2-5
ISL	1-5
NASC	1-2
SOSC	1-3
REL P	3
Core	1

Skills – ½ unit skill-based courses

Several ½ unit (6-7 week) courses that provide some of the content that does not necessarily constitute an entire academic class.

For example, this Seaver Core program proposal does not include FYS. A ½ unit “orientation” course can fill the gap in terms of providing first semester students an opportunity to get to know various offices and serve as a “homeroom” experience.

“Inclusive Leadership” stems from a desire to match our pursuit of inclusive excellence with our mission to develop leaders. This idea was developed in partnership with the Office of Community Belonging.

Benefits of the Seaver Core Program

Flexibility in course choice and total units

- Affords more space for students to pursue a minor, pursue an interest, do an internship, space to fulfill requirements for graduate school and professional programs.

Deepens student engagement with the curriculum

- Students can choose Connections courses based on their interests and approach these courses with enthusiasm for the material.

Deepens faculty engagement with the curriculum

- More faculty will be able to participate in the Core program by including their unique courses in the Connections, developing integrated pathways, or participating in the Foundations sequence.

More consistency across first-year seminars

Implementation plan

Fall 2021 - Share, revise, pursue consensus (SFA)

- Divisional presentations - Oct . 13
- Faculty Forums - Oct. 27, Nov. 10, Nov. 16 (contingent)
- Lunch with GERCs - Nov. 5, 10, 12, 17

Spring 2022 - Refine plan and seek SFA approval

Summer 2022 - Seminar for Foundations of Knowledge

Fall 2023 - vetting of courses, SAC/UAC forms and approval

Summer 2023 - Seminar for Enduring Questions

AY 2023-2024 - Full implementation. First year students begin taking “Foundations of Knowledge.

AY 2024-2025 - Students begin taking Enduring Questions.

Faculty Engagement

Provide feedback about the proposed program.

Suggest courses to fulfill the various Connections.

Develop an integrated pathway, perhaps with another colleague.

Consider creating a Foundations of Knowledge course within your discipline.

Attend a Forum on Oct. 27, Nov. 10, Nov. 16.

Go to lunch with a GERC! (various dates in November)

Thoughts?



Appendix: Examples of Enduring Questions

- What are our duties to others?
- How do we construct the basis for moral and ethical judgments?
- Do we have a moral obligation with regard to climate change?
- How does our Christian theology apply to issues of diversity, equity and inclusion?
- Are various forms of government and economics more compatible with Christian theology?
- How does our Christian theology inform our approach to law enforcement, justice, punishment, and rehabilitation?
- What is our purpose?