

Report of the General Education Review Task Force



September 14, 2018



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Executive Summary

In May 2010 the Board of Trustees approved a new general education curriculum, the University Curriculum (UC) that was launched in fall 2012. Almost immediately after adoption, a number of issues arose regarding its feasibility. These included an overly ambitious Second Language Requirement (SLR) and an overly complex structure and assessment. Over the next four years further problems surfaced including the inability of high-credit majors (e.g., engineering and performing arts) to graduate in four years, the difficulty in creating four-year plans for many other students and the lack of clarity and consistency in determining how courses should fit within the curriculum. Following a report commissioned by then Provost Paul Ludden, the University Curriculum Council took a number of steps to simplify the curriculum that resulted in a significantly revised version that went into effect in fall 2014. Unfortunately, these changes had unintended consequences that required further modifications that went into effect in fall 2016. Thus, we have had three versions of the University Curriculum since its inception.

The multi-year changes that led to our current version of the University Curriculum, UC 2016, have been so dramatic and the process so *ad hoc* and carried out with so little faculty oversight, that the Faculty Senate passed two resolutions in January 2016 requesting that incoming Provost Steve Currall create a Task Force to propose a more cohesive revision of the University Curriculum to be ratified by the SMU faculty and the Board of Trustees. While a brand new curriculum might seem desirable at this juncture, the effort to replace it after only six years would require a herculean effort. In addition, UC 2016 contains many important features that it inherited from UC 2010 that are worth preserving and others that have resulted from our post-implementation experience. Examples include a robust and feasible SLR, a curriculum that draws from courses across all undergraduate schools and the recognition of student work outside the classroom.

Since September 2016 the General Education Review Task Force has been creating this revised curriculum, the Common Curriculum (CC). In spring 2018, members of the task force met with every SMU academic department and with groups from Student Affairs, Advising, the Registrar and Admissions Counselors, among others, to describe the proposed curriculum. Based on feedback, a number of changes have been made. We recommend that the faculty of SMU and the Board of Trustees adopt the Common Curriculum to go into effect in fall 2020.

Common Curriculum Requirements

The Common Curriculum consists of three sets of requirements: Foundations, Breadth, and Proficiencies and Experiences.

Foundations (up to 20 Credits):

Discernment and Discourse:	(0-6 Credits)
Critical Reasoning:	(0-3 Credits)
Quantitative Foundations:	(0-3 Credits)
Second Language:	(0-8 Credits)

Breadth (up to 24 Credits): Students must complete eight courses satisfying each of the seven categories. Each of the eight courses must satisfy at least one of the seven categories and at least one of the eight must satisfy two categories. No category may be satisfied by more than two courses:

- Creativity and Aesthetics (CA)
- Historical Contexts (HC)
- Individuals, Institutions, and Cultures (IIC)
- Literary Analysis and Interpretation (LAI)
- Philosophical, Religious and Ethical Inquiry (PRIE)
- Exploring Science (ES)
- Technological Advances and Society (TAS)

Proficiencies and Experiences (0 Credits – Co-curricular): Students must satisfy each of the following Proficiencies and Experiences:

- Community Engagement (CE)
- Global Engagement (GE)
- Human Diversity (HD)
- Civic and Individual Ethics (CIE)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Writing (W)
- Writing in the Major or Minor (WIMM)

The total number of credits needed to graduate with a bachelor’s degree is 120.

There are a number of key benefits to the Common Curriculum both in comparison with the University Curriculum (of which it is an adaptation) and with the General Education Curriculum (GEC), the predecessor of the UC. With regard to the UC, the CC is much simpler and increases the likelihood of students finishing in four years, while still completing multiple majors and minors. The new assessment methodology (see below) holds out the promise that assessment will result in meaningful and sustained improvements to our curriculum. The CC opens the door for honors student to craft their own minors that simultaneously allow them to meet the breadth requirements. The CC is more transfer friendly than the UC. It has a stronger emphasis on writing across all four years than either the UC or the GEC. The SLR, that applies to all undergraduates in both the UC and CC, implemented what had been a long-standing recommendation of several earlier general education reports. It sets us apart from many of our peer and aspirant institutions which typically limit such a requirement to liberal arts majors and confirms our tagline, *World Changers Shaped Here*. The new emphasis on critical reasoning as a requirement for all students, coupled with the requirement that all first-years complete D&D 1312, also distinguishes us from many of our peers.

Recent reports from both the McKinsey Global Institute (MGI) and Accenture Research (AR) regarding the changing nature of work over the next decade support our approach. In their report, [Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation](#), MGI argues that a college education will become even more important and that one of the key elements of that education will be “logical reasoning abilities,”¹ precisely the intent of the new Critical Reasoning course. The authors of the 2018 AR report, [Redefine Your Company Based on the Company You Keep](#), argue that with the advent of AI, companies will need to create new social contracts with their customers around the use of data. The ethical implications are both broad and deep. According to the CEO of L’Oréal, “The next 10 years will see ethics becoming no longer a ‘nice to have,’ but a fundamental prerequisite to any organization’s license to operate. For companies that are leaders in this area, it will become a competitive advantage.”² Our

proposal also emphasizes ethics, especially as it relates to students' engagements both as individuals and as contributors in the social and civic arenas.

We recommend a post hoc assessment methodology in conjunction with the curriculum. As noted above, assessment was one of the problematic areas when the University Curriculum was introduced and although a number of changes have been implemented to improve it, we believe post hoc assessment offers several advantages over the current, every course, every student, every semester approach. The data generated by our current strategy outstrips our ability to generate effective recommendations for improvement from it. In addition, it involves a significant time commitment on the part of faculty and more importantly, on the part of our Office of Institutional Planning and Effectiveness that could be used to greater effect. Post hoc assessment will implement both sampling of artifacts and cyclical assessment of each of the requirements.

No new curriculum can be implemented without some additional costs. While some new resources were made available when the UC was launched, in particular new lecturer lines in World Languages, the amount was clearly inadequate to the size and complexity of it. The General Education Review Task Force was cognizant of the need to minimize new resource allocations in conjunction with the launch of the CC. Nevertheless, some new allocations will be essential to fully carry out its implementation (e.g., CR instructors), while others will greatly benefit from increased resources. The first two are essential to fully implement the CC. The remaining costs would greatly enhance it.

1. \$200,000 for three new D&D/CR lecturers, reducing adjunct size. This funding is essential to carrying out the requirement that all first-year students complete the full year D&D/CR sequence. Without this, the alternative would be to increase class sizes above 15, a solution we believe would diminish this proposal.
2. Funding for post hoc assessment. It is estimated that base costs for post hoc assessment will be \$80,000 annually. We want to be able to offer faculty a choice of two different incentives: a single course relief wherein the first 40 hours of the 150 hour course relief will be dedicated to post hoc assessment. That leaves a faculty member with 110 additional hours in a given term; or a \$1,500 stipend for one week of work with the post hoc assessment team.
3. Additional funding for the Student Affairs-based non-credit-bearing first semester course. This course replaces PRW1 and fulfills key elements of our students' first-year experience, including Title IX training. The amount calculated by the Office of Student Affairs based on their experience with the pilot ranges between \$515,400 and \$642,850 depending on various scenarios.
4. \$140,000 for two new staff members for the Writing Center. Eventually, we recommend this funding be part of the enhancement of the Writing Center as part of the upcoming capital campaign.
5. \$120,000 for two KNW fellows (2 year postdoctoral appointments) teaching a 3-2 course load with at least one course being KNW. Individual or groups of departments would compete for these fellows in a proposal process that would need to be fleshed out.
6. The Critical Reasoning program should have its own Coordinator who would report to the Director of D&D. We further recommend that the faculty designing the syllabus, module and textbook receive compensation in the amount of one tenth of their salary to develop these materials during the summer 2019.
7. \$120,000 for two ethics fellows (2 year postdoctoral appointments) to support ethics instruction in our CIE tagged-courses.

We expect that the adoption of the CC will also result in cost savings. These cost savings are harder to quantify since they are the outcome of the reduction of complexity; but they are no less real. Reduced complexity means that recruiters and advisors will need to spend less time on the idiosyncrasies of general education and more time talking to students and parents about the benefits of a SMU education. For recruiters talking with prospective students and parents this means fewer questions about breadth, depth (or pillars) and more time for majors and minors. For advisors, this means less time spent on knowing and explaining the fine points of the UC and more time for effective four-year planning. There are also cost benefits to improving our four-year graduation rate. The CC should contribute to its increase.

While it is difficult to create a full cost-benefit analysis for the CC in comparison with the UC (or the GEC), to continue the ascent we must clearly “enhance the quality of SMU’s undergraduates and their educational experience.” Although the Common Curriculum is not likely to be the focal point of efforts to attract better undergraduates to SMU, it should play an important role in recruiting and retention. It is a key component in our efforts to carry out the mission described at the outset of this proposal. With more of the best students interested in obtaining multiple credentials, a curriculum that enhances their ability to do so will contribute to enhancing the academic quality of each entering class. We believe the Common Curriculum will have an even greater impact on students once they arrive allowing them to make the most of their four years at the Hilltop.

Bibliography

¹ J. Bughin, J. Manyika, J. Woetzel, Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation, McKinsey Global Institute, December 2017, Exhibit 20, p. 79.

² P. Daughtery, Redefine Your Company Based on the Company You Keep, Accenture Technology Vision 2018, Accenture Research, 2018, p. 10.

General Education Review Task Force Report

This report begins by laying out the key elements of the Common Curriculum (CC). Section 1 describes the process employed in arriving at the curriculum since the release of the draft report on October 31, 2017. Included in this section are comparisons with that draft and with UC 2016 (UC). A description of the new Civic and Individual Ethics proficiency and experience is provided in Section 2. In Section 3, the new Critical Reasoning course, CR 1313, is described. Assessment methodology is described in Section 4. Section 5 contains a list of recommendations that we believe will enhance the implementation and effectiveness of the CC. The task force opted for a short final report since most of the rationale for the CC is contained in the draft report included in Appendix C. Appendix D provides a Common Curriculum Tracker form for advising with several examples filled out based on sample student breadth course selections.

A vote to approve this proposal is a vote to approve the curriculum described within the body of this document and a vote to endorse discussion of the recommendations of Sections 1 (in bold), 4 and 5. (No recommendations are made in Sections 2 and 3.) It is not a vote to approve any of the material in appendices with one exception, the recommendation regarding the Honors Individualized Minors in Appendix D of the October 31, 2017 draft report. The recommendations that are endorsed will be discussed and considered for implementation by the appropriate faculty bodies.

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Section 1: The Common Curriculum

The draft report issued on October 31, 2017 provided the context and rationale for the creation of the Common Curriculum (see Appendix C). The essence of this curriculum, following and adapting the vision of SMU's Master Plan of 1964, *"is that intellectual and professional excellence rises from the solid foundation of a liberal education. Our purpose is to educate students to become aware, ethical, engaged human beings and citizens. General education provides the foundation for students to discover, develop, and pursue the passion that leads to a meaningful life."*

Recent reports from both the McKinsey Global Institute (MGI) and Accenture Research (AR) regarding the changing nature of work in the next decade support our approach. In their report, *Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation*, MGI argues that a college education will become even more important and that one of key elements of that education will be "logical reasoning abilities,"¹ precisely the intent of the new Critical Reasoning (CR) course. The authors of the 2018 AR report, *Redefine Your Company Based on the Company You Keep*, argue that with the advent of AI, companies will need to create new social contracts with their customers around the use of data. The ethical implications are both broad and deep. According to the CEO of L'Oréal, "The next 10 years will see ethics becoming no longer a 'nice to have,' but a fundamental prerequisite to any organization's license to operate. For companies that are leaders in this area, it will become a competitive advantage."² Our proposal also emphasizes ethics, especially as it relates to students' engagements both as individuals as well as participants in the social and civic arenas.

There are a number of key benefits to the Common Curriculum both in comparison with the University Curriculum (of which it is an adaptation) and with the General Education Curriculum, the predecessor of the UC (further detailed below). With regard to the UC, the CC is much simpler and increases the likelihood of students finishing in four years while still completing multiple majors and minors. The new assessment methodology (Section 4) holds out the promise that assessment will result in meaningful and sustained improvements to our curriculum. The CC opens the door for honors students to craft their own minors that simultaneously allow them to meet the breadth requirements. The CC is more transfer friendly than the UC. It has a stronger emphasis on writing across all four years than either the UC or the GEC. The second language requirement, that applies to all undergraduates in both the UC and CC, implemented what had been a long-standing recommendation of several earlier general education reports. It sets us apart from many of our peer and aspirant institutions which typically limit such a requirement to liberal arts majors and confirms our tag-line, *World Changers Shaped Here*. The new emphasis on critical reasoning as a requirement for all students coupled with the **recommendation that all first-years complete D&D 1312 also distinguishes us from many of our peers.**

The Common Curriculum sketched above and described herein largely follows the October 2017 draft curriculum but with some significant changes and clarifications based on feedback from our meetings with various constituencies that took place from November 2017 through May 2018. During the last seven months members of the General Education Review Task Force met with nearly every department either individually or in groups. We also met with the Academic Policies Committee of the Faculty Senate, the Faculty and Student Senates, admissions counselors, advisors and records officers, and key staff from Student Affairs and the Registrar. We also held three university-wide forums during spring 2018.

A number of concerns were raised in these meetings. The two most salient were the impact of the removal of PRW1 and 2, and the syllabus and implementation of the Critical Reasoning course (CR 1313). Other concerns included a perceived lack of interdisciplinarity, limitations on what courses could count toward general education based on level and prerequisites, the second language requirement, assessment, limitations on breadth requirements that could be met through a major, and names of some of the breadth categories. In addition we have now filled out the requirements for the new *Civic and Individual Ethics* tag (see Section 2) based on conversations with others.

In response to the draft the PRW faculty proposed a modified PRW1 course that addressed many of the concerns raised in our October report. The entirety of the third forum was devoted to a discussion of the proposal. Simultaneously, the task force approached Student Affairs to see if they would be open to providing the relevant instruction through a non-credit course. They agreed and drafted their own proposal (both proposals appear in Appendix B). While we hoped the two groups might work together on a common proposal, this effort was not fruitful. Therefore, we held a meeting to listen to groups representing both proposals followed by a meeting to weigh the alternatives. The PRW presentation was supported by several faculty members who spoke in favor of continuing both PRW1 and 2 as part of general education.

After careful consideration of both proposals and discussions we confirmed the removal of PRW1 and 2 from the CC. While the PRW proposal clearly addressed our concern about making space in first semester schedules, we still believe the critical content of PRW1 belongs in Student Affairs and will benefit from a closer relationship with the Residential Commons as laid out in the Student Affairs proposal. Regarding PRW2, the removal from general education does not mean students could not take such courses as electives. One-credit courses serve a number of valuable purposes for students including retention (e.g., a one-credit course allows a student with a course schedule of 14 credits to move to 15 credits allowing a subsequent one three-credit course drop without losing full-time status). We therefore expect PRW2 courses offered during intersessions or at Taos to continue.

In early June the proposal from Student Affairs was sent to the Council on General Education for approval of a pilot to satisfy the PRW1 requirement but for no credit. The Council approved the pilot, which launched this fall with 43 students in six sections of HDEV 1001. **We recommend that the work on bystander intervention underway in our Department of Psychology be folded in to future versions of this course. We also recommend that if the CC is adopted a more fruitful discussion between Student Affairs and PRW take place.**

The General Education Review Task Force members recognize that this decision creates hardships for the current PRW faculty. Although PRW1 will no longer need to be taught beginning in fall 2020, sections of PRW2 will be needed for at least the next three years for students still under the UC. Provision must be made for these sections. Since many PRW faculty teach both PRW1 and PRW2 this suggests that some of them could continue as faculty at least through spring 2023. **We recommend having them continue as faculty rather than as adjuncts.**

The Task Force also recognizes the importance of an embodied experience. The best examples of this are the PRW2 sections taught by the Dance faculty. We hope that these courses will continue under the Dance prefix and that other departments will offer comparable experiences. As noted above, one-credit courses serve an important retention function, especially for first-year students in addition to the academic component of the course.

To address concerns raised regarding the new CR 1313 course, the proposed curriculum and its relationship to D&D 1313, the General Education Review Task Force met with all of the D&D faculty in groups of four to six. Based on these discussions we created a task force to develop a framework for CR 1313 that accounted for the views of our task force as well as the concerns of the D&D faculty. The report of that task force is contained in Section 3 (see the timeline of this task force in Appendix A). It was approved by the General Education Review Task Force. Under the CC all first-year students would be required to complete CR 1313. In addition, **we recommend that all first-year students be required to complete D&D 1312.** Due to the desire to have students in high-credit majors complete the SLR **we recommend that this two-semester sequence need not be completed in the first year.**

Assuming the CC is approved by the faculty and Board of Trustees, a more detailed framework syllabus for CR 1313 will be developed. In addition, a critical reasoning module that will constitute between a quarter and a third of the semester along with a textbook for the course will be needed. **We recommend that faculty designing the syllabus, module and textbook be compensated for this development, which ideally would take place in spring and summer 2019 with a pilot run in spring 2020. The faculty development team must include current D&D faculty.**

Unlike D&D 1312 (and most sections of D&D 1313), but like the rest of the UC, we expect and encourage faculty from across the university to participate in teaching CR 1313. While we expect more uniformity across CR 1313 sections than is currently the case for D&D 1313, we have left considerable flexibility regarding content. Faculty who wish to teach CR 1313 must agree to follow the framework and develop a syllabus based on the framework syllabus. Assignments must also follow framework recommendations. The syllabus must be approved by the *Writing Oversight Committee* (see below).

Several structural changes will enhance this new course. First, we recommend that CR 1313 be overseen by a Coordinator who reports to the Director of the D&D program. This follows the model in place for ESL sections of D&D, as well as for the University Honors Program and Hilltop Scholars Program sections of D&D. The Coordinator will join the D&D director in serving on a standing Writing Oversight Committee of faculty that also includes a lecturer who teaches in both the D&D and CR programs as well as faculty who teach W and WIMM courses. The focus of the committee is to ensure that the key outcomes associated with the course are met by all instructors and to work to better coordinate instruction in D&D 1312 and CR 1313 with that taking place in the W and WIMM courses. In particular the committee will vet CR 1313, W, and WIMM proposals. The Writing Oversight Committee will be appointed by the Council on General Education with recommendations from each of the schools and the membership must reflect each of the divisions. Thus, the committee will consist of four members from Dedman, one from D&D/CR and one from each division; two from Meadows, one from Visual and Performing Arts and one from Communication; one from Lyle, one from Cox and one from Simmons. The Committee will be chaired by the member from Dedman I (Humanities).

There are several reasons for creating a separate Coordinator for CR 1313 who reports to the Director of D&D and for the creation of the Writing Oversight Committee. First, this signals that CR 1313 is a university-wide course (though we expect that the bulk of faculty teaching it will also teach D&D 1312. We do not anticipate any reductions in the number of D&D faculty and in fact, expect and recommend an increase.). Second, it is sufficiently distinct from D&D 1311 and 1312 that it warrants a faculty member who can provide the level of attention needed to make it effective. Simultaneously, the director of D&D 1311 & 1312 will now have more time to focus on both the required course and the developmental course. Finally, the lack of coordination in our writing efforts have led to a disconnect

that hinders our efforts to advance student writing beyond the first year in a consistent and coherent manner. The Writing Oversight Committee should help address this shortcoming.

The only remaining concern with the Foundations involved the two-course second language requirement. Since nearly 95% of incoming first-year students have completed the equivalent of the first course in a second language (or more) before arriving at SMU, most should be able to complete the second course during their first semester. In practice, for high-credit majors like those in engineering, the performing arts and pre-health, students often put off completion of the second language requirement past the first semester. If such students do not complete the second language requirement within their first year they typically need to start with the first semester class turning a one-semester requirement into a two-semester requirement.

This concern exists with UC 2016. The World Languages and Literatures department is working in conjunction with Meadows and Lyle to create sections of second semester language courses that map onto the first-semester schedules of their first-year students. To accommodate engineers, pre-health majors and performing arts students taking second language in their first semester, **we recommend that such students begin the D&D 1312-CR 1313 sequence in the spring semester of their first year.**

Another concern raised by faculty and students was that computer language should count toward the second language requirement. There are clearly commonalities as evidenced in computer language classes meeting the *Language and Literature* requirement in UC 2016. However, the differences, especially around culture and our own tag-line, *World Changers Shaped Here*, in addition to our aspiration that more of our students study abroad (and the evidence that second language instruction and study abroad are connected – see the Vanderbilt report³) support the requirement as currently implemented. A second language requirement fulfills a long-standing desire of the SMU faculty. Although computer language classes do not meet the LAI breadth requirement, this does not lead to an increase in the credit count outside the major for engineers in comparison with the UC, since we allow them to use science and engineering courses to meet three breadth requirements, all in the ES category (see below for more detail).

In the UC a course can satisfy up to two breadth categories (e.g., PRIE and HC). Such double-counting is restricted under UC 2016 to categories in different areas. For example, a course cannot satisfy PRIE and CA. In the terminology of UC 2016, breadth categories belong to one of three areas, Humanities and Fine Arts (CA, PRIE, LL – replaced by LAI in the CC) – HFA; History, Social and Behavioral Sciences (HC, IIC) – HSBS; and Natural and Applied Science (SE, TM –replaced by TAS in the CC) – NAS. In the UC students completing such a double-counting course reduce the number of courses needed to complete breadth by one. Thus, it is possible for students to complete their breadth requirements with only four courses.

Under the CC courses will continue to be allowed to satisfy two breadth categories with the same restrictions by area. Therefore students will still be able to satisfy all seven categories with four courses. However, students must complete eight breadth courses regardless of double counting. Each of the courses must satisfy at least one breadth requirement (and no more than two) and at least one course must satisfy two breadth requirements. Each of the seven breadth categories must be satisfied. No category may be satisfied by more than two courses with the exception of ES (see below). Several examples illustrating these requirements are provided in Appendix D. This form of double counting replaces the draft proposal that required students to choose a category (for double-counting courses) within the first twelve days of the semester. It is simpler for students, advisors, the Office of General Education, and the Registrar. Further advantages of this approach are provided in Appendix D.

The need to complete one course that satisfies two breadth categories is also a change from the draft proposal made in response to a concern about a lack of interdisciplinary focus in the CC. The only exception to this rule will be for team-taught KNW courses. Such courses will meet two breadth categories. Students can take advantage of this exception only once thereby reducing the breadth course count from eight to seven.

To further enhance breadth, students may complete no more than four out of eight breadth courses using the same prefix (all Music and all Studio Art prefixes are considered as one for the purposes of this restriction). This still affords students and departments significant flexibility. For example, if a department has courses in the major that meet the CA, HC, PRIE, IIC and TAS requirements, one student could choose to satisfy CA, HC, PRIE and IIC within the major while a second student could choose to satisfy HC, PRIE, IIC and TAS. Nevertheless, this restriction does provide an incentive for majors and minors that include courses from multiple prefixes, which are often interdisciplinary in nature. This is both a change from and clarification of the draft CC in response to faculty concerns.

Students can complete either two ES courses or one ES and one TAS. Students who choose this replacement will be able to use three ES courses toward fulfillment of the CC. Allowing three ES courses to count toward completing the CC re-emphasizes the importance of science in general education, an important feature of UC 2010. While there are obvious benefits to engineering and science majors, we hope this will lead to more interdisciplinary majors and minors that include science courses. Technological Advances and Society replaces the Technology and Mathematics (TM) breadth requirement. It represents a broadening on the technology side but a lessening of the mathematical emphasis which will need to be clarified in the SLOs.

Students will benefit from completing minors or second majors that have little overlap with their major. Since most students will complete a portion of their general education requirement in their major, a minor or second major that enables them to complement rather than overlap CC requirements will be attractive. Minors and second majors consisting of courses from multiple prefixes will likely be appealing. The Office of General Education will provide information that will help interested students leverage their general education courses. *As a result we expect that departments may wish to reevaluate their minors (more likely) or majors to broaden their appeal. We also foresee the creation of new interdisciplinary minors that take advantage of this change.*

One of the principles laid out in the original UC was that it accommodate Honors students in order to attract and retain high-achieving students. This principal was never acted upon when the UC was implemented. Under the CC, Honors students will be allowed to design their own minors with faculty oversight in a way that is comparable to the way Dedman and Meadows students can now design individualized majors (see Appendix D in the October 2017 draft proposal for details, **we recommend adoption**). We expect that Honors students will find this an attractive means of completing their Breadth requirements. As an added bonus, some of these minors may be formalized and available to all SMU students as has happened with individualized studies majors (e.g., Health and Society).

The original UC also called for a general education curriculum that was transfer friendly. What was implemented was not. Under UC 2016 transfers typically meet all of the Breadth requirements before coming to SMU apart from TM and HC. They also tend to take multiple classes that satisfy IIC, which then only serve as electives. Under the CC we expect most transfers will opt to use two of their social science courses toward satisfying Breadth thus making more productive use of their previous collegiate

experience. By allowing two ES courses to count instead of one ES course and one TAS course transfers should be well-positioned to meet both the Foundations and Breadth leaving them with (some of) the Proficiencies and Experiences at SMU. Since courses that transfer students take are rarely designed to meet two of our Breadth categories, transfer students will be exempted from the requirement that one of the eight Breadth courses must meet two Breadth categories.

For first-year students, the opposite is true. We do not want incoming first-year students to complete most of their general education requirements through AP or IB or Dual-Credit courses. Therefore, we propose that students be allowed to complete at most half of the breadth requirements through AP or IB or Dual Credit. As in UC 2016 students must complete one ES course at SMU. Of course AP, IB, and Dual Credit can still be used for elective credit or for major or minor requirements as deemed appropriate by the academic department managing the degree major or minor. And, again unlike transfer students, first-year students will still be required to complete CR 1313 (**and we recommend D&D 1312**) in residence at SMU, regardless of their prior AP, IB, or Dual Credit.

Additionally, to ensure that students complete their general education requirements with SMU courses taught by SMU faculty, no students will be permitted to fulfill CC Breadth requirements with post-matriculation transfer credit or coursework from any other institution, unless that coursework is part of a program preapproved through SMU Abroad. Post-matriculation transfer work can still be used for elective credit or for major or minor requirements as deemed appropriate by the faculty. This represents a change from the draft version of the CC.

Finally, we considered the Proficiencies and Experiences. In practice the Writing and Quantitative Reasoning proficiencies are different from the other five in that they are clearly linked to components of the Foundations, D&D and CR for the former and QF for the latter. The fundamental need for good writing is recognized universally by both universities and employers. The current arrangement whereby students complete the D&D-CR sequence before the W tag is not always followed in practice. Going forward students must complete both D&D 1312 and CR 1313 before the W tag. Thus, most students will likely complete the W-tag course in their sophomore (preferably) or junior year. While many students complete the W tag in one of their majors this is not universally the case. Therefore, **we recommend that students also be required to take the WIMM (Writing in the Major/Minor) course after they complete the W tag course** (see draft report, Appendix H). Some of the current W-tag courses will become WIMM-tag courses while a few will carry both. This new arrangement will strengthen students' ability to write well by having a more sustained, longer-term emphasis on it over their four years.

We left QR, OC, CE, GE unchanged. Information Literacy will be emphasized in D&D 1312 and CR 1313 and therefore the Information Literacy tag has been removed from the CC. Given the retention boost of information literacy in D&D, **we recommend that all sections of D&D 1312 and CR 1313 work closely with appropriate library staff.** The HD tag (draft report, Appendix F) is still under consideration based on the Cultural Intelligence initiative. Given the emphasis on ethics in our Strategic Plan (<https://www.smu.edu/AboutSMU/StrategicPlan>) and the removal of depth we have added a new tag in Civic and Individual Ethics (see Section 2). This tag will attach to courses that deal in substantial ways with ethical questions or focus on the ethically significant topics within the student's field of study. It is our view that there are numerous classes across disciplines and schools that would satisfy this requirement, but by making this aspect of these courses explicit we will encourage students to reflect on ethics throughout the curriculum.

Changes to courses that meet Foundations, Breadth, or Proficiency and Experience requirements can be made by the Council on General Education. Changes to Student Learning Outcomes can be made by the Council in consultation with the Academic Policies Committee of the Faculty Senate and the Office of Institutional Planning and Effectiveness. Any other changes must be made in consultation with the Faculty Senate and may, if deemed sufficiently substantial, require a vote of the faculty and Board of Trustees.

What sets the Common Curriculum apart from its predecessors (the Common Educational Experience, the General Education Curriculum – GEC and the UC) are the following:

- While previous reports called for the inclusion of the second language requirement, only with the UC and CC has this actually been incorporated into general education. We provide a significant incentive for students to complete the third semester of a second language through the Literary Analysis and Interpretation requirement. Although the CC SLR and LAI requirements are less than what was called for in UC 2010, they are a significant step forward in promoting global engagement and SMU Abroad, SMU priorities, and set us apart from many of our peer and aspirants which only require liberal arts students to meet a SLR.
- While the UC and CC both are based on a distribution model like the GEC the categories are broader and more interdisciplinary. Departments from across campus now participate in general education in novel ways. This has benefitted both students and faculty. The CC is more flexible than the GEC and less complex than the UC.
- The addition of the Critical Reasoning requirement with its focus on logical reasoning and argumentation is innovative. Few schools require such a course, especially early on in the undergraduate experience. The additional focus on ethics that is augmented by the new CIE tag furthers the goals of our Strategic Plan.
- The multi-year focus on writing is a step forward for SMU. Students' inability to write is a perennial concern of the faculty, as well as prospective employers. The sequence of D&D, CR, W-tag and WIMM-tag courses should allow us to show improvement in student writing abilities.
- The CC restores students' ability to obtain multiple credentials, an important feature of our undergraduate experience.
- The CC is more transfer friendly while simultaneously limiting AP, IB, and Dual Credit. This emphasizes that general education is not equivalent to advanced high school experience.
- For the first time we provide Honors students with a means of making the general education experience their own which we hope will help us keep our best students here at SMU and attract a stronger incoming class of undergraduates.
- All undergraduates will have the opportunity and knowledge, if they choose, to credential a portion of their general education through minors. In an increasingly competitive world, students who choose to obtain a second area of emphasis, especially one distinct from their major, will have greater opportunities both professionally and civically.
- Proficiencies and Experiences allow us to acknowledge student achievements outside the classroom.

We end this section with a summary of the expected credit counts outside the major under the CC for the various SMU undergraduate populations:

Visual and Performing Arts (Art, Art History, Dance, Music, Theater) students will typically need to complete 13 credits of Fundamentals outside the major and 12-15 credits of Breadth outside the major for a total of 25-28.

Communication (Advertising, Corporate Communication and Public Affairs, Film, Journalism) students will typically need to complete 13 credits of Fundamentals outside the major and 15-18 credits of Breadth outside the major for a total of 28-31.

Business (Accounting, Finance, Management, Marketing, Real Estate) students will typically need to complete 10 credits of Fundamentals outside the major (D&D 1312, CR 1313, SLR) and 24 credits of Breadth outside the major for a total of 34.

Humanities (English, History, Philosophy, Religious Studies, World Languages and Literatures) students will typically need to complete 13 credits of Fundamentals outside the major (D&D 1312, CR 1313, QF, SLR) and 15 credits of Breadth outside the major for a total of 28.

Social Science (Anthropology, Economics, Political Science, Psychology, Sociology) students will typically need to complete 10-13 credits of Fundamentals outside the major (D&D 1312, CR 1313, QF – in the major for Economics, SLR) and 15-18 credits outside the major for a total of 25-31.

Engineering and Science (Computer Science, Computer Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Engineering Management and Information Systems, Mechanical Engineering, Biology, Chemistry, Earth Science, Mathematics, Physics, Statistical Science) students will typically need to complete 10 credits of Fundamentals outside the major (D&D 1312, CR 1313, SLR) and 15 credits of Breadth outside the major for a total of 25.

Education students have to complete a second major so that number outside the major depends entirely on the second major.

Applied Physiology and Wellness students will typically need to complete 13 credits outside the major (D&D 1312, CR 1313, QF, SLR) and 15 credits of Breadth outside the major for a total of 28.

Section 2: Civic and Individual Ethics

Building on CR 1313, addressing an item in the SMU Strategic Plan, and arming our students with the sensitivities and skills needed to actively engage with one another in an increasingly diverse society, the CC will require students to do coursework in at least one class with a “civic and individual ethics” tag. The goal of courses assigned a “CIE” tag will be *to encourage students to assess arguments or findings in an academic field or discipline from the perspective of ethical concerns and active citizenship in a democratic society*. These classes will enable students to use the analytical reasoning skills they learned in CR 1313 to explore, discuss, and cultivate greater understanding of the ethical dimensions of their *decisions as citizens and individuals* in other classes during their studies at SMU.

This tag can be met in one of two ways, depending on whether the class focuses on civic or individual ethics. (Courses might focus on both, but to receive this tag they need only focus on one.) To meet the civic portion of this “proficiency and engagement” tag, courses should incorporate a portion of a core, public document into the treatment of their particular subject-matter. We propose that courses with this tag require students to

- *read* course-relevant portions of documents such as the *Declaration of Independence*, the *Constitution of the United States*, *select Amendments to that Constitution*, *The Declaration of the Rights of Man* (1789) or the UN’s *Universal Declaration of Rights*.

- *reflect on and debate* the civil and ethical issues associated with them, and
- *discuss* relevant elements of them in light of the specific foci of their particular courses.

This tag most obviously fits courses treating American history, government, and politics, but it is by no means limited to them. A few *examples* help to demonstrate the breadth of disciplines that could adopt this tag.

- Journalism could assess civic and ethical questions that arise out of the First Amendment's guarantees of freedom of speech and press
- Religious Studies could address civic and ethical issues stemming from the "establishment" and "free exercise" clauses of the First Amendment in an increasingly diverse society
- Sociology could consider questions of the equality claims of the Declaration of Independence, the "equal protection of the laws" protected by the Fourteenth Amendment, or issues of law and society tied to the Fourth, Fifth, Sixth, and Eighth Amendments
- Human Rights could use elements of the Declaration of the Rights of Man or the UN 's Universal Declaration of Human Rights to discuss its subject matter in international contexts
- English could incorporate portions of these documents into literary themes
- Business could examine public appropriation of private property under the "contract clause" of Article I of the Constitution and the "takings clause" of the Fifth Amendment. Similarly, there could be a robust debate on the 14th Amendment's clause on the "validity of public debt."
- Engineering could consider the ethics of safety codes, particularly as they relate to the protection of the citizens through legislative oversight as a result of the Commerce Clause of the Constitution.
- Philosophy could parse the Preamble of the Declaration or the Declaration of the Rights of Man according to Enlightenment and other perspectives
- Most courses in the arts and literature could examine the ethics of censorship, the role of the First Amendment, and the ongoing battle for free expression in the courts.
- Education might examine the role of government under the 14th Amendment's equal protection clause.
- Accounting and Business Law examine the impact of constitutional law in the corporate setting.
- Biology could examine issues around bioethics.

This is not an exhaustive list. It is merely indicative of the ways in which these seminal public documents can be incorporated into existing courses to deepen their content and enhance their connection to SMU's concern with educating ethically and civically engaged students.

To meet the "individual ethics" portion of this tag, *students will identify ethical issues within a particular domain, and explain and evaluate responses to those issues in terms of both their factual and ethical presuppositions.*

To insure thorough exposure to discussions of civic and individual ethics, courses tagged as counting toward PRIE as a course in ethics (EI courses as opposed to PRI courses) cannot receive this tag.

This is essentially a relocation of the PRIE Depth SLO of UC 2016 that dealt with applied ethical issues. Numerous courses across disciplines deal with ethical issues as they arise in those disciplines. The idea of this portion of the tag is to foster debate and discussion about the ethical concerns that arise within these fields. A few *examples* help to demonstrate the breadth of disciplines that could adopt this tag.

- Disciplines associated with particular professions might debate particular issues that arise within those professions. In general it will not suffice to discuss the codes of ethics that govern those professions without thorough discussion and debate of particular cases that have arisen or might arise within those disciplines. So, for example:
 - Journalism classes might debate the role of hate speech, the obligation to protect sources, or the obligation to represent facts in an unbiased manner.
 - Advertising and Marketing classes might debate the permissibility of the use of sexualized advertising or the obligation to represent the relevant product accurately.
 - Business classes could debate the competing obligations to shareholders vs. stakeholders, the environmental obligations of businesses, or the obligation for businesses to anticipate and compensate for negative externalities. They could also debate the role of corporate governance and boards of directors as the primary stewards of corporate actions.
 - Engineering classes could consider possible tradeoffs in obligations of safety and efficiency, or to what degree it is an engineer's obligation to anticipate ethically problematic uses of developed technologies.
 - Literature classes could debate particular ethical issues as they arise within literature, as well as ethical issues concerning the production of controversial works.
 - Statistics and Data Analytics could debate privacy issues concerning the use data from social networks or search engines.
 - Theatre and Art classes could debate the ethics of producing potentially harmful or disruptive art forms, as well as whether or not the production of art should always consider potential impacts of that art.
 - Psychology courses might discuss cognitive biases (e.g., confirmation bias) and non-rational decision making.

This is, of course, not an exhaustive list, and individuals within disciplines will no doubt be more creative and insightful about how best to integrate ethical issues in their discussions. Hopefully, though, this list gives a sense of the diversity of classes that could qualify for the tag.

Section 3: Critical Reasoning, CR 1313

The Two-Course Requirement¹

Abbreviated Description: The overarching goal of the DISC 1312/CR 1313 requirement is to help students develop college-level competencies in reading, critical thinking, writing, and research. These skills are essential not only to the university experience but also to informed and ethical citizenship.

DISC 1312/CR 1313 Overarching Objectives:

To develop the skills necessary to engage civilly and thoughtfully, in academic and civic discourse, students will learn to

- perform close, critical reading of texts from a variety of disciplines and genres, for both scholarly and general audiences.

¹ We use DISC 1312 and CR 1313 in this document, *but we hope these two courses can be offered under a common prefix that reflects the sequenced requirement's content and objectives*. Textbooks common to both courses will also reinforce the overarching objectives that unify the two-course requirement.

- make strategic choices as authors, including addressing particular audiences and purposes; justifying the inclusion/exclusion of sources; and creating, revising, and editing multiple drafts.
- evaluate the soundness, validity, and persuasiveness of arguments, as well as to create their own arguments with these properties.
- approach academic research, like writing, as a process.
- employ and document sources ethically and accurately, according to context
- adhere to the conventions of standard written English.

Textbooks:

All sections 1312/1313 will require a style manual to be used throughout both semesters; we recommend *Williams' Style*.

All sections of 1312/1313 will require an introduction to collegiate writing; we recommend Schick & Shubert's *So What: The Writer's Argument*. The book will be an essential component of 1312 and a necessary resource in 1313.²

All sections of 1312/1313 will require *Criteria*, which will be significantly revised both to reinforce the objectives of the new 1312/1313 sequence, especially with respect to adding pedagogical materials to be used when teaching critical thinking and information literacy, and to introduce students to the kinds of writing that will be required later in the general education curriculum. (Some of what is currently in *Criteria* will move to an enhanced 1312/1313 website, possibly part of a larger "Writing at SMU" site. This new website will also support the new common unit introducing critical thinking/information literacy.)³

1312 faculty may choose one additional text. (DISC faculty decision)

1313 faculty may choose up to two additional texts. (Individual instructor prerogative)

1312: Reading, Analyzing, and Writing

All sections will be taught by the current DISC faculty.

All faculty will agree to meet the overarching objectives for 1312/1313, will adhere to a common assignment sequence, and will assess for the General Education SLOs.

Learning Objectives for the First Course
Students in 1312 will:

² We recommend this book because it firmly grounds DISC 1312 in the Rhetorical tradition, while introducing students to some of the critical thinking materials that will be covered in greater depth and specificity in 1313.

³ We recommend that the Office of General Education sponsor an editorial board responsible for designing, creating, and locating content for both the revised *Criteria* and the enhanced website. This committee will include faculty from the current DISC program, as well as those who teach general education "writing tag" courses. *Criteria* will remain in its present form during the 2019-2020 academic year. The *Criteria* editorial board will incorporate materials designed/selected by the "critical thinking/information literacy" committee.

- develop an awareness of the rhetorical situation (context, audience, and purpose) especially as it applies to college-level academic discourse.
- compose sentences that are stylistically effective and appropriate for the essay's context, audience, and purpose.
- compose sentences that adhere to appropriate conventions for usage, grammar, spelling, and punctuation.
- learn to read as writers, developing an understanding of how a writer's rhetorical choices are strategies ("moves") that affect the effectiveness a particular text.
- develop an initial understanding of principles of effective argumentation, including the ability to identify common logical fallacies.
- write thesis-directed, analytical essays.
- support their thesis statement (or premise) with reasoning that is sound, valid, and persuasive
- develop this supporting evidence in purposefully organized and focused paragraphs.
- integrate sources and document them accurately.

These proposed objectives do not substantively change what currently occurs in most sections of DISC 1312; they merely make explicit what is currently implicit and emphasize the course's grounding in contemporary best practices for teaching Rhetoric and Composition.

This current DISC faculty will continue to be responsible for creating a common assignment sequence that meets the course objectives and gives students and opportunity to develop and demonstrate the General Education SLOs.

Under CC 2020, 1312 is the required general education course in which students develop and demonstrate the skills associated with expository, analytical, and persuasive writing at the university-level. A revised version of the current DISC 1313 SLOs will become the SLOs used to assess the final paper in the new 1312.

General Education SLOs for the First Course

1. Students will state and defend a thesis with adequate attention to analysis and evidence.
2. Students will demonstrate an understanding of essay and paragraph development and organization.
3. Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction.
4. Students will demonstrate proper use of grammatically and mechanically correct English.
5. Students will incorporate and document sources correctly and appropriately.

1313: Evaluating, Researching, and Writing

Sections may be taught by faculty from across campus, with the majority coming from the current DISC faculty.

All faculty will agree to meet the overarching objectives for 1312/1313, will adhere to a common assignment sequence, and will assess for the General Education SLOs.

Part I Information Literacy/Critical Reasoning: An Overview:⁴

⁴ We recommend that the Office of General Education sponsor a small committee to create the content of and suggest assignments (including quizzes and other homework) for the critical thinking/information literacy unit. This

The first few weeks of all sections of 1313 will introduce students to techniques for evaluating arguments for validity, soundness, and persuasiveness. Students will learn to evaluate information for reliability and accuracy using methodologies drawn from a variety of disciplines including philosophy, the natural sciences, psychology, history, mathematics, statistics, and mass media. Students in all sections will write a thesis-based, analytical essay in which they evaluate a document (or related group of documents) using several of these critical reasoning methodologies. (See SLO 1, below)

Part II Multi-Staged Research Project

The remaining weeks⁵ of the semester are devoted to the process through which students produce a multi-staged research paper in response to the individual course theme or topic. The particular assignment sequence culminating in the research paper is at the discretion of the individual instructor, with the stipulations that 1) students in all sections will produce at least 20 pages of formal, out-of-class writing, 2) students in all sections write a document in which they employ critical reasoning and information literacy to reflect on their research process (see SLO 2, below), and 3) the work of students in all sections culminates in a thesis-directed, research-based analytical essay about an issue with contemporary societal and ethical importance (see SLO 3, below).

Learning Objectives for the Second Course

Students in 1313 will

- continue to apply and build upon the writing and rhetorical skills developed in DISC 1312, making intentional strategic choices that best fit the context for which they are writing and the nature of their argument.
- learn to identify and classify arguments (e.g., deductive, inductive, or abductive) in order to apply the appropriate standards of evaluation.
- develop foundational information literacy skills essential to contributing to academic discourse, regardless of the specific discipline.
- understand that academic research is a process of inquiry and analysis through which they learn both how to locate and evaluate sources and how to revise and refine their thesis/premise statements based on the evidence they discover.
- conduct independent research in which they apply critical reasoning and information literacy skills to identify and evaluate source material according to the principles of soundness, validity, and persuasiveness.
- collect, evaluate, analyze, and integrate a broad range of scholarly and general sources into their own writing, culminating in a thesis-directed and research-based analytical essay that incorporates an understanding of audience, purpose, critical literacies, and clear written communication (SLO 3).
- select, incorporate, and document source materials ethically.

committee will prepare materials for both the revised *Criteria* and the enhanced website, working in collaboration with the editorial board (see footnote 3, above). This committee will include faculty from the current DISC program, as well as faculty who teach “writing tag” courses and have expertise in the various critical thinking methodologies, and an SMU librarian. The materials created/identified by this committee will, in effect, serve as the required textbook for the first few weeks of all sections of CR 1313.

⁵ During our deliberations, our committee initially envisioned a four-week unit introducing students to critical thinking/information literacy, followed by eleven weeks focused on the theme or subject and culminating in the research paper. For the purposes of this report, however, we are using “first few weeks” and “remaining weeks” to give more latitude both to the committee designing this common introductory unit and to the instructors who will be teaching it.

General Education SLOs for the Second Course

- I. Students will evaluate a written argument using concepts of critical reasoning.
Note: To be assessed using the essay students will write to demonstrate their proficiency with ideas introduced in Part I of the course.
- II. Students will conduct independent research in which they employ critical reasoning skills to locate, evaluate, and use source materials that are reliable, relevant, and persuasive.
Note: To be assessed using an annotated bibliography, literature review, or some other discipline-specific written document in which students will use both information literacy and critical reasoning skills to reflect on the accuracy, relevance, etc. of their sources and on the process through which they chose their sources
- III. Students will integrate a broad range of source materials to compose a thesis-directed, research-based analytical essay about an issue with contemporary societal and ethical importance
Note: To be assessed using the final research paper

A time-line describing the process of creating CR 1313 is provided below in Appendix A.

Section 4: Assessment

With the proposed revisions to UC 2016 and the pending changes in SACSCOC requirements, **we recommend adopting a post hoc assessment methodology if possible.** As noted above, assessment was a serious flaw in our 2011 SACSCOC Reaffirmation Report, and although a number of changes have been implemented to improve it, we believe a cycled, post hoc assessment offers several advantages over the current, every course, every student, every term approach. We believe our current strategy lessens our ability to provide objective, meaningful, comprehensive, and effective recommendations to improve student learning. (Seeking regular improvement is now part of SACSCOC obligations.) In addition, the current assessment approach involves a significant time commitment on the part of faculty and the Office of Institutional Planning and Effectiveness.

Post hoc assessment is accomplished by small teams of faculty using (anonymous) artifacts submitted by students in CANVAS. SMU's LMS does not currently support the use of objective exams for assessment so we will have to plan alternative methods if Canvas does not have that capability by fall 2020. This will affect components attached to large courses that use objective exams to assess, most specifically Quantitative Foundations, Quantitative Reasoning, Exploring Science and Technological Advances and Society.

We envision a two-year cycle of post hoc assessment for each CC requirement. In the fall semester of year 1, we deliver the CC. In the spring of the next year post hoc assessment by four-member teams will examine artifacts from a sample of courses and artifacts that meet the requirement. The output of the team will be a short report with recommendations for improvement that is delivered to the Council on General Education. The Council will consider the recommendations for improvements to courses carrying that component. Beginning in year 2, the recommendations adopted by the Council will be delivered in the fall and spring semester and the process will begin again in year 3. The 19 requirements will be divided

into 3 groups of approximately six each. The assessment cycle of the first group will begin in Fall 2020, the second group will begin in Spring 2021, and the third group in Fall 2021.

Post hoc assessment will benefit from three further steps: 1) where possible, using template-based assignments (e.g., www.learningoutcomesassessment.org), 2) creating versions of student learning outcomes and rubrics derived from the commonly used VALUE rubrics developed by the Association of American Colleges and Universities (www.aacu.org/value/rubrics) and 3) the careful consideration, by faculty who are expert in the subject area, of assessment scores across an entire component. The adoption of these three steps will enable SMU to better assess, analyze results and improve each of the requirements and thus make possible the critically important cycle of improvement based on careful analysis of assessment of student learning.

Last spring the Office of Institutional Planning and Effectiveness with the support of the Office of Curricular Innovation and Policy ran a pilot set of post hoc teams to look at D&D, Quantitative Foundations and Creativity and Aesthetics. Members of the teams were able to explore scoring across different courses and disciplinary boundaries as well as find areas for improvement.

The outcomes of this process will not be used in either faculty merit raise decisions, nor annual faculty reviews nor promotion and tenure cases.

Section 5: Recommendations

In addition to the recommendations in the Section 1 (in bold) and the recommendation that we adopt post hoc assessment (Section 4), the task force makes the following recommendations that we believe would significantly enhance its chance of success. No new curriculum can be implemented without some costs. While some new resources were made available when the UC was launched, in particular new lecturer lines in World Languages, the amount was clearly inadequate to the size and complexity of it. The General Education Review Task Force was cognizant of the need to minimize new resource allocations in conjunction with the launch of the CC. Nevertheless, some new allocations will be essential to fully carry out its implementation (e.g., the recommendation that all first-year students complete D&D 1312) while others will greatly benefit from increased resources. Still other recommendations involve operational changes and carry no cost. The list is presented in order of priority.

1. \$200,000 for three new D&D/CR lecturers reducing adjunct size. This funding is essential to carrying out the recommendation that all first-years complete the full year D&D/CR sequence. Without this, the alternative would be to increase class sizes above 15, a solution we believe would diminish this proposal or keep our current arrangement by allowing AP/IB/Dual Credit to satisfy D&D 1312.
2. Funding for post hoc assessment. It is estimated that base costs for post hoc assessment will be \$80,000 annually. We want to be able to offer faculty a choice of two different incentives: a single course relief wherein the first 40 hours of the 150 hour course relief will be dedicated to post hoc assessment. That leaves a faculty member with 110 additional hours in a given term; or a \$1,500 stipend for one week of work with the post hoc assessment team.
3. Additional funding for the Student Affairs-based non-credit-bearing first-semester course. This course replaces PRW1 and fulfills key elements of our students' first-year experience including Title IX training. The amount calculated by the Office of Student Affairs based on their experience with the pilot ranges between \$515,400 and \$642,850 depending on various scenarios.

4. \$140,000 for two new staff members for the Writing Center. Eventually, we recommend this funding be part of the enhancement of the Writing Center as part of the upcoming capital campaign.
5. \$120,000 for two KNW fellows (2 year visiting lecturer appointments) teaching a 3-2 course load with at least one course being KNW. Individual or groups of departments would compete for these fellows in a proposal process that would need to be fleshed out.
6. The Critical Reasoning program should have its own Coordinator who would report to the Director of D&D. We further recommend that the faculty designing the syllabus, module and textbook receive compensation in the amount of one tenth of their salary to develop these materials during the summer 2019.
7. The creation of a standing Writing Oversight Committee. This was mandated in the UC 2010 curriculum adopted by the faculty. Such a committee, composed of faculty from the D&D program and from W-tagged and WIMM-tagged courses (the details will need to be fleshed out) will make a four-year-based writing experience more robust.
8. \$120,000 for two ethics fellows (2 year visiting lecturer appointments) to support ethics instruction in our CIE tagged-courses.
9. The CC makes provisions for future changes. One such change we envision would be in response to the Task Force on Creative and Interactive Technology. Their report called for the creation of an INQUIRY course required of all undergraduates. This course is “group-based, interdisciplinary, data-driven” and project-oriented. We expect a pilot of this course in the near future. While the long-term prospects are too preliminary to be included in our proposed curriculum, room for such a required course could be found by requiring seven Breadth courses rather than eight or in Foundations through QF. This course, scaled up, has its own resource requirements. The case that all undergraduates would benefit from a basic data science background is laid out in a recent Harvard Business Review article, [The Democratization of Data Science](#). The author points out that while most employees are not professional writers, employers expect that most employees will be able to write. Given the growing needs of companies both to manage and use data, the same argument can be made for data science.⁴
10. The Human Diversity tag should be tied more closely with other diversity efforts on campus including CIQ.
11. Create more one-credit courses. One of the benefits of PRW2 courses is that they are one credit. Having a ready set of such courses allows advisors to move students from fourteen to fifteen credit schedules allowing room for a drop while maintaining full-time status. This is especially important with first-year students in their first semester when the ability to drop back to twelve credits may have retention implications. In particular we highlight the current PRW2 course taught by Dance and recommend more such courses housed in departments be created.
12. We recommend that the PRW1 sections associated with the Hilltop Scholars Program continue as elective credit under a HDEV prefix. We recommend funding for one lecturer to teach these sections.
13. Better communication with students regarding the Second Language Requirement will be beneficial. Even though the vast majority of students complete Spanish in high school, this may not be the optimal choice considering their academic path at SMU. Continuing on in the “path of least resistance” may result in missed opportunities both academically and in terms of future marketability. For example, students studying fashion media would be better served in French or Italian. We offer a French for Fashion course as part of our SMU in France experience. Students focused on cybersecurity could be directed toward Chinese or Russian. In order to help students better decide which language is appropriate for their interests, we recommend that materials be developed that explain the SLR and that advise students about particular languages that best fit

their interests. We recommend that these materials be distributed at AARO and that they be utilized by admissions counselors, advisors in the University Advising Center and school/major advisers. We also recommend the inclusion of a short presentation about the SLR at each AARO session.

14. We recommend that the honor's program implement the individualized minor program described in Appendix D of the draft report (see Appendix C below).
15. We recommend that Student Affairs consult with Ernie Jouriles concerning the Bystander Intervention Program.
16. We recommend that all Foundations and Breadth courses must be open to all students, be 3000-level or below, and preferably not have prerequisites (two semester sequences will be allowed).
17. We recommend that appropriate steps be taken to help PRW faculty find new employment possibilities including, but not limited to the Student Affairs non-credit course.

We expect that the adoption of this curriculum will result in cost savings as well. These cost savings are harder to quantify since they are the outcome of the reduction of complexity; but they are no less real. Reduced complexity means that recruiters and advisors will need to spend less time on the idiosyncrasies of general education and more time talking to students and parents about the benefits of a SMU education. For recruiters talking with prospective students and parents this means fewer questions about breadth, depth (or pillars) and more time for majors and minors. For advisors, this means less time spent on knowing and explaining the fine points of the UC and more time for effective four-year planning. There are also cost benefits to improving our four-year graduation rate. The CC should contribute to its increase.

While it is difficult to create a full cost-benefit analysis for the CC in comparison with the UC (or the GEC), to continue the ascent we must clearly "enhance the quality of SMU's undergraduates and their educational experience." Although the Common Curriculum is not likely to be the focal point of efforts to attract better undergraduates to SMU, it should play an important role in recruiting and retention. It is a key component in our efforts to carry out the mission described at the outset of this proposal. With more of the best students interested in obtaining multiple credentials, a curriculum that enhances their ability to do so will contribute to enhancing the academic quality of each entering class. We believe the CC will have an even greater impact on students once they arrive allowing them to make the most of their four years at the Hilltop.

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Appendix A: CR 1313 Timeline and Process

To: Peter Moore
From: Vicki Hill
Subject: CR 1313 Committee – From Process to Product
Date: 16 May 2017

Our committee members were Stephanie Amsel (D&D), Vicki Hill (General Education), Matt Lockard (Philosophy), Bruce Levy (D&D), Jonathan McMichael (SMU Libraries), Nina Schwartz (English), Emily Sharma (D&D), and Mark Vamos (Journalism). We met for at least one hour every Wednesday, excluding Spring Break, from March 7th through May 9th.

We saw our primary charge as designing a version of CR 1313 that met the objectives of the General Education Review Task Force while addressing the concerns of the English and History faculties. At first, we concentrated on developing a shared understanding of what the Task Force recommended for CR 1313 and of how CR 1313 differed from the other writing-based recommendations, specifically DISC 1312, Writing “tag” courses, and Writing in the Major/Minor.

At our March 28th meeting, Matt distributed the informal “heart of critical reasoning” document (Appendix A). This document gave us a common vocabulary and articulated what evolved into our course objectives. This material structured our subsequent conversations and runs throughout the final CR 1313 proposal. We left this meeting with a plan for how to proceed. (See Appendix B, annotated meeting notes from the March 28th meeting).

Our plan included ways to make DISC 1312 a more effective prerequisite for CR 1313, solidifying our decision to recommend that all sections of DISC 1312 use Schick and Shubert’s *So What? The Writer’s Argument*. This text will return DISC 1312 more explicitly to its roots in Rhetoric (audience, purpose, context) and reinforce the emphasis on evidence-based analytical and persuasive writing. *So What?* is a not critical reasoning textbook, but it will introduce DISC 1312 students to some critical reasoning concepts. (See Stephanie’s very informal list attached as Appendix C).

The March 28th meeting was also the first time we began considering that there might not be any one textbook that could accomplish what we wanted for CR 1313 and that perhaps we should “write our own,” commissioning colleagues from across campus to contribute materials that would help our students learn to identify, evaluate, and construct arguments. *Criteria*, a required text published by SMU’s first-year writing program for more than forty years in various forms and with various objectives, has long-included pedagogical materials, adding documents focused on Critical Thinking will ensure the book remains meaningful for future generations of undergraduates.

In the following weeks, we focused on designing learning objectives specific to all sections of CR 1313 and on creating an assignment sequence that could meet these objectives. All the while, we considered possible topics and/or materials for our CR 1313 textbook. If our focus was on teaching students to evaluate arguments for validity, soundness and persuasiveness, we needed to give them tools for evaluating arguments in a variety of contexts (equipping them for the world of innumeracy, “fake news,” junk science, etc.). We realized “critical reasoning” needed to address methodologies from more than one academic discipline. We came to see the course as introducing a variety of ways to evaluate information rather than a focusing on any one method or discipline. (Appendix D contains examples of the kinds of topics that could be covered.)

We began thinking of the course explicitly in two parts: 1) a common unit introducing critical thinking and information literacy and 2) instructor- or discipline-specific units in which students both employ and reflect on critical thinking methodologies, culminating in a research paper.

Each of us then submitted recommendations for CR 1313 course objectives and, if possible, assignments suitable for developing/demonstrating these objectives. These appear as Appendix E. It was from this list and earlier materials that we were able to finalize the document submitted to you on Monday, May 14.

More work remains to be done.

We concluded that locating, designing, and/or creating the actual contents of the unit introducing Critical Thinking and Information Literacy was beyond our charge and time frame. We also felt that a different committee would be necessary – one that includes faculty with expertise in the discipline-based methodologies to be represented in the unit (possibilities include history, media studies, mathematics or statistics, natural sciences, and philosophy). Appointed soon after the CC2020 vote, this committee should work throughout the Spring 2019 semester, with some compensation structure in place for its faculty participants. Most of the materials developed by this group will be published in *Criteria*, but some will appear on the expanded and enhanced website or be available to CR 1313 faculty and students in other ways. Note: It may take the Summer of 2019 to write and revise the final documents.

The *Criteria* editorial board members should be appointed in the Spring of 2019. They will do most of their work in the Fall 2019, preparing the initial iteration of the textbook to be used for the first time in the Fall of 2020. Because *Criteria* is published annually, this should be a permanent committee with members rotating off after a set term. The DISC program should determine its representatives (probably more than the current two) and the Office of General Education should determine the additional faculty teaching CR 1313 and/or the writing tag courses. Serving on the *Criteria* editorial board should be compensated, just as the current *Criteria* editors are compensated. At least one member of the *Criteria* editorial board should also serve on the “Ongoing Writing Committee” referenced in the CC2020 presentation.

**PRW PROPOSAL IN RESPONSE TO THE GENERAL EDUCATION REVIEW TASK FORCE REPORT
MARCH 2018**

We thank you for the time and effort you have put forward in your support of SMU and furthering our academic mission. The evaluation and development of an undergraduate curriculum is a substantial undertaking, and we recognize the extensive considerations associated with guiding SMU's curricular success. We further understand that these decisions are particularly challenging in an environment where universities must continually seek to increase their academic stature relative to their peer and aspirant institutions. We share the institutional mission of enhancing SMU's academic quality and have likewise witnessed the many ways in which our Personal Responsibility and Wellness courses contribute to that goal by improving students' ability to think critically about themselves and their position within the university community. After considerable reflection and research, we would like to address the Task Force's recommendations and use this opportunity to revise Personal Responsibility and Wellness 1101 (PRW1) in order to create an academically rigorous course that strengthens the Common Curriculum while being mindful of institutional requirements and resources. Specifically, we propose:

1. To contribute to the Common Curriculum's mission by developing and implementing a revised version of PRW1 that focuses on students' mindsets, with a specific emphasis on students' responsibility to the self, the SMU community, and to society.
2. To increase the academic rigor of PRW1 in the Common Curriculum by offering it as a graded, one-credit course. All course sections will have a standardized syllabus grounded in empirical research and theory, and students may take the course at any time during their first two years of enrollment.
3. To ensure SMU's compliance with the U.S. Department of Education by continuing to deliver and assess federally mandated Title IX content in the academic curriculum.

At the course's inception, the core components of PRW1 were anchored in concepts of individual choice as it relates to multidimensional aspects of well-being. As institutional priorities shifted in response to changing student needs over the past three decades, additional content has been integrated into the curriculum. The gradual increase in content made it difficult to attend to the complexity inherent to many of the topics addressed in the course. With the onset of the Common Curriculum, we propose to revise PRW1 by reducing the scope of course content so that faculty and students can address the most salient topics in greater depth. Our revised course will strengthen the focus on associations between students' mindsets, choices, behaviors, and outcomes. This applies not only to decisions that affect students themselves, but also how their actions affect others and their community. Writing assignments and in-class discussions will challenge students to think critically about their values, beliefs, and identities. Reflective essays, class presentations, and discussions will require students to articulate their thoughts in written and oral form. For many students, PRW1 represents the first time that they engage in meaningful introspection and interact with socially diverse peers. Research suggests that undergraduate students are unlikely to participate in such thought processes on their own.¹ The necessity of this course is supported by student development theory, which posits that students cannot develop a sense of purpose without first establishing independence and self-awareness.² While in previous decades students entered college with an established sense of autonomy, many of today's youth do not engage in self-examination until their college years.^{3,4} The path for students to become *aware, ethical, engaged human beings and citizens*⁶

⁶ Italicized content reflects the Task Force on General Education's mission statement.

is one that requires a progression of learning.⁵ Exposure to socialization theories and interactions with diverse classmates provide additional context from which students engage in meaning-making. As such, PRW1 builds the foundation that allows students to *discover, develop, and pursue the passion that leads to a meaningful life*. Without the dedicated guidance and expertise of faculty to facilitate this process, students are unlikely to engage in the dialogue and introspection that promote these positive gains.

In addition to narrowing PRW1's focus, we believe the Common Curriculum represents an opportunity to increase the academic rigor of PRW1. The perception that PRW1 does not possess the merit necessary to fulfill a general education requirement is understandable due to the course's current grading and credit-hour scheme. At present, formal evaluation of students' work is limited by PRW1's Pass/Fail status, and opportunities to delve deeper into readings and assignments are likewise limited by this designation. Converting PRW1 into a graded course will help resolve these concerns. Specifically, the revised course will include written assignments that are evaluated for a grade and required readings commensurate with a one-credit course. Finally, to ensure universal implementation of PRW1, while also aligning with other Foundations courses in the Common Curriculum, we propose to standardize the PRW1 syllabus across all course sections.

As mentioned above, all course content in the revised version of PRW1 will focus on students' responsibility to the self, community, and society. Students will explore how their choices affect their own well-being, as well as the welfare of others. Because of the increased emphasis on student responsibility to oneself and their community, we propose to continue teaching Title IX content (specifically related to bystander intervention, consent, and healthy relationships) in PRW1. Preserving this content in PRW1 and the academic curriculum is particularly compelling as it ensures SMU's compliance with the federal government. Between June 2011 and March 2013, the Office for Civil Rights (OCR) of the U.S. Department of Education initiated three investigations against SMU for Title IX violations.⁶ During the course of these investigations, President Turner established the Task Force on Sexual Misconduct Policies and Procedures, which issued 41 recommendations that the President formally accepted in April 2013. One adopted recommendation was to "develop a bystander intervention program."⁷ SMU launched "a new bystander intervention program through the Wellness courses that all SMU students are required to take,"⁷ and began implementing the research-based C.A.R.E. (Confident, Aware, Responsive, Effective) program developed by Dr. Ernie Jouriles (Professor and Chair of Psychology) and his team in PRW1 in fall of 2014. The University entered a Voluntary Resolution Agreement with OCR in November 2014 (ratified by the Department of Education in December 2014), the terms of which included implementing the bystander intervention program and notifying students about their Title IX rights and University resources.⁸ Through lessons that integrate the C.A.R.E. program, theories of power, relationship theory, and student responsibility, the revised version of PRW1 will be a fundamental piece of SMU's commitment to OCR.⁹

In the report, the Task Force suggested that content traditionally disseminated in PRW1 be delivered by the Division of Student Affairs, however this recommendation overlooks historical implementation challenges. When the course was first created, Wellness was housed in Student Affairs and students did not receive academic credit for the course. Widespread student disdain led to the integration of the requirement into the General Education Curriculum as a one-credit hour course. Students are increasingly viewing their degrees as a commodity, thus we are confident that noncredit bearing incentives and tracking mechanisms are insufficient to guarantee student participation.¹⁰ Further, utilizing punitive measures, such as not allowing students to register for classes when they do not complete certain requirements, adds a negative association to valuable content. Delivering content in the academic curriculum ensures implementation and assessment of material in a way that noncredit programming cannot achieve. In order to address these concerns, the Vice President for Student Affairs and Director of

Wellness recently met to discuss ways that our programs can collaborate to support student development. The leadership teams from both areas are meeting in early April to develop a plan that integrates the revised PRW1 curriculum and programming being developed in Student Affairs. This synergistic partnership will satisfy institutional goals that align with both the Common Curriculum mission and the Strategic Plan for the Division of Student Affairs in a comprehensive way that neither program can achieve independently.

Because the Common Curriculum represents an opportunity to achieve both desirable and required outcomes at SMU, there is value in identifying areas of alignment between 1) promoting students' self-awareness, ethnical-decision making, and well-being, 2) addressing personal responsibility to the self, community, and society while complying with federal mandates, and 3) providing a universal academic experience that fortifies the Common Curriculum mission. Revising PRW1 for the Common Curriculum will satisfy these outcomes while simultaneously increasing the academic rigor of SMU's General Education. Narrowing the course's focus to the most salient content will allow students to explore relevant theories and research in greater depth. As a foundation for the course, for example, students will examine the congruence of their thoughts and choices with their personal values through literature related to habitual mindsets, cognitive distortions, and methods of cognitive restructuring. Theories related to power differentials, respect, and socialization will be used to address areas such as bystander intervention, implicit bias, and cultural intelligence. This process of identifying and challenging preconceptions will be reinforced through in-class assignments and recurrent interactions with classmates.^{11,12} Students will leave the course with a better understanding of themselves, the value of others, and their role as university and global citizens. Further, they will develop the affective gains and skills necessary to create positive personal and social change. As such, the implementation of a revised PRW1 addresses gaps that no other course achieves in the Common Curriculum.

Finally, we propose to continue meeting three times per week with limited out-of-class assignments, as this is consistent with Carnegie units and federal policies that require a minimum of three hours of student work per single credit hour per week.¹³ When appropriate, students may be given course release days to offset time commitments for more substantial assignments. In addition to satisfying Carnegie requirements, the exploratory nature of PRW1 necessitates meeting multiple times per week. This format allows students to build community and engage with the theoretical underpinnings of controversial topics in an environment where they feel trusted and valued. Seminar-style courses do not result in the level of student rapport necessary to discuss the more highly personalized and contentious issues. We recognize that the proposed DISC-CR sequence and the integration of the Second Language requirement into the first semester means requiring PRW1 in the first-year is not a feasible option. Instead, we propose to allow undergraduates to take the course at any time during their first two years of enrollment on campus. Doing so will facilitate flexibility in students' schedules while also maintaining the transitional benefits of the course.

The proposition to reinstate PRW1 is not without its trade-offs. We recognize the Task Force's concern with limiting credit hour requirements, specifically as it relates to students in high credit-count majors. Likewise, we understand scheduling concerns associated with meeting multiple times per week for a one-credit course. Benefits of our proposal, however, outweigh these limitations. Our recommendation ensures that federally mandated content continues to be delivered in an academic setting. Additionally, by exploring content related to critical thinking, respect, and consent that is grounded in theory, PRW1 serves as an important point of entry for students in terms of thinking about other aspects of the curriculum. Finally, by offering the course in the first two years of students' enrollment, we have the

opportunity to address retention concerns at the university level by creating a common experience designed to enhance students' engagement with and connection to the SMU community.

In conclusion, we recognize and respect the Task Force's desire to foster students' moral development and critical thinking skills in the Common Curriculum while simultaneously limiting credit hour requirements. PRW1 is designed for students to identify and examine the relationship between self, choices, and outcomes, while also ensuring SMU's compliance with federal mandates. Historic and current evidence demonstrate the ways in which it is unrealistic to achieve this goal through Student Affairs programming alone. However, by collaborating with our Student Affairs partners and operating as a graded, one-credit hour course, Personal Responsibility & Wellness will increase the depth of students' development, ethical decisionmaking and holistic well-being. The mission of the Common Curriculum is for students to become engaged and aware citizens capable of ethical decision-making. Reinstating PRW1 strengthens this mission by providing a universal foundation for all SMU students that supports their academic journey towards purposeful lives.

Thank you for your consideration in this matter. We look forward to the opportunity to discuss further the ways in which we can collaborate in the discussions of PRW and the future success of the Common Curriculum.

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PRW2 RESPONSE TO THE GENERAL EDUCATION REVIEW TASK FORCE REPORT

After a thoughtful review of the General Education Task Force report, we would like to propose the reinstatement of PRW2 as a required course in the Common Curriculum.

While the course has evolved over the years, PRW2 has been an integral piece of the SMU curriculum since 1990. In its current iteration, the course emphasizes health-related fitness, formally incorporating elements research indicates are necessary for promoting positive health outcomes. These include a structured program, academic incentive, guided instruction over an extended period of time, the application of knowledge, goal setting, and formal assessment.¹⁻⁵

A growing body of research suggests that today's college students are experiencing historic levels of emotional exhaustion, burnout, anxiety, stress, and depression.⁶⁻⁹ Additionally, evidence indicates that rates of obesity are continuing to rise among the college-aged population.^{10,11} Students who learn to utilize physical activity as a proper coping mechanism, however, are more likely to experience decreases in overall stress,¹² and are more likely to achieve and maintain a healthy weight.¹⁰ Moreover, research suggests our PRW2 program is very effective in improving health-related outcomes, as students make statistically significant gains across six components of health-related fitness over the course of a semester.¹³ Removing a health-related fitness program with documented success may have an adverse impact on the psychological and physical health of our students.¹⁴⁻¹⁸

Regarding student participation in physical fitness activities upon removal of PRW2, the Task Force concluded, "...we are confident that physical activity and wellness programs will continue (e.g. Intermural Sports) even if these experiences are not rewarded with academic credit."⁷ However, both research² and current practice suggest that undergraduate participation in fitness initiatives significantly increases when students receive academic incentives. In 2017, only 18.9% of college students across the nation participated in intramural sports.¹⁹ During the fall semesters of 2016 and 2017, respectively, 20.7% and 18.9% of undergraduates at SMU participated in intramural sports. Among those who participated during these two years, less than 25% were female students.⁸ Club sports reflect even lower participation due to limiting factors such as team size, cost of participation, and the skills necessary to compete in relatively high level, recreational sports. Further, limiting SMU's organized physical activity opportunities to club and intramural settings poses to affect our commuter and transfer students, as well as students from lower socioeconomic backgrounds. Those students who do not have resources to participate in intramural or club sports will be adversely affected by the elimination of PRW2. Conversely, by requiring the course, we ensure that all students receive the health-related benefits of participating in structured physical activity programs.^{5,20,21}

Removing PRW2 as a required, academic, credit-bearing course will pose adverse consequences on the usage of the Dedman Center for Lifetime Sports. The PRW courses bring an average of 3,100 students through the Dedman Center each academic year. The PRW2 faculty have a synergistic relationship with the Recreational Sports staff in which the faculty educate students how to utilize gym resources and develop fitness skills leading to their continued participation following their time in our courses. Likewise, the PRW2 faculty facilitate the success of Recreational Sports by promoting their programming to students in class. Even with the highly dedicated Recreational Sports staff working to develop and implement

⁷ General Education Review Task Force Report, p.13.

⁸ Data provided by the Assistant Director of SMU Intramural Sports.

quality programming for students in the Dedman Center, the removal of the PRW2 requirement could negatively impact student utilization of the gym.

The required PRW2 course by design develops personal connections student to student, and with teaching faculty and the student in an interactive relaxed environment helping to anchor those students to the SMU community. In addition, the PRW2 course has significantly impacted the student experience at our SMU-in-Taos program for over 15 years. In any given semester (J Term, May Term, June Term, Aug. Term), the PRW2 Mountain Sports course reaches maximum capacity in multiple sections with a waitlist as the norm. In a program that relies heavily on enrollment, the impact of withdrawing PRW2 required courses could be problematic for SMUin-Taos programming and the student experience in Taos. The Executive Director of SMU-in-Taos, Mike Adler, is concerned about the effect of removing the PRW2 requirement from the curriculum and its impact on programming, enrollment, and the student experience in Taos.

“This is much more than just an enrollment/revenue concern for Taos. Simply put, the PRW2 class is the primary means through which we get to introduce our students to the varied natural and cultural environments that are so essential to experience while in Taos. In the very varied natural environments in the Taos area, the students experience everything from whitewater rafting to skiing to mountain biking. They experience biotic zones from alpine to desert. Just as importantly, they are guided by Taos natives who are passionate about conservation, the value of wilderness to larger society, and the reasons that they choose to focus their lives on a rural context. PRW is an important program to SMU-in-Taos participants. If the PRW2 requirement is dropped, we will lose that essential bonding experience between our students, Taos, and the natural environment. Yes, students can go seek similar experiences on their own, but that will fracture the group experience that is the foundation to all the PRW2 activities.”⁹

Continuing to require the PRW2 course not only translates into a healthier, more responsible, and socially active community, but maintains SMU’s foresight and long-standing commitment to the integration of mind and body education. Evidence supports the positive student health impact of structured learning in the movement setting, and the implications of the removal of these opportunities for students during their college experience.

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SMU First-Year Experience Proposal

The student transition from high school to college is exciting, complex, and critical. New college students are adjusting to life away from home and exploring increased independence. These students are balancing the need to acclimate to new academic realities with their desire to establish new relationships and find belonging. They are navigating unfamiliar systems and attempting to understand new cultural norms and values. Such volatility makes the establishment of healthy habits and choices critical to the success of these students in transition. Unfortunately, universities across the nation recognize that new students often flounder in their new environments and many make poor choices in the first weeks of their college career. Some mistakes – not accurately displaying a new parking permit – can be recovered from quickly. Others – alcohol poison or receiving a ticket for a fake ID – have longer-lasting impacts.

Impetus for Proposal

During the 2018-2019 academic year, the General Education Task Force released a recommendation to campus suggesting the removal of PRW from the general education requirements and tasked Student Affairs with developing a replacement. Concurrently, but separately, Student Affairs developed a new strategic plan identifying the need to create a comprehensive student experience identifying that a new vision is needed for an experience that would support students during their initial transition into SMU, introduce students to critical areas of learning, and support retention and persistence. Given the timing of the two efforts a university committee was created with membership from Student Affairs, the Provost's Office, and Athletics. Multiple sub-committees were launched including one focused on the curriculum for a first-year seminar-style experience that also included faculty from Discernment and Discourse, in addition to the offices already mentioned. Should the faculty vote to remove PRW from UC 2020, the following proposal would provide a framework to operationalize institutional retention efforts and satisfy critical outcomes of PRW 1. This program would serve as one aspect of a larger vision for the SMU First Year Experience

Research on College Transition

High school students may have a solid understanding of how to get into college, and of the importance of attending college for career and financial success, but they have an undeveloped and even unrealistic understanding of what it takes to successfully transition, persist, and graduate from college (Hirsh, 2010). The transition from high school to college can present a major challenge to students. "While many students soon adjust, others have great difficulty in adjusting to the academic and social life of the college" (Tinto, 1993). Previous research shows that what happens during the first six weeks of college may be important in determining a student's ability to persist and graduate.

Furthermore, Upcraft and Gardner (1989) suggested that a particularly important factor for first year students is "establishing close friends, especially during the first month of enrollment". Social or relational challenges are often primary for new college students (Kaufman, Brown, Graves, Henderson, & Revolinski, 1993), even though new college students' individual and academic pressures have been the focus of college transition research. Establishing new friendships in the college adjustment process has been documented to be of great importance (Hays & Oxley, 1986). In review of applicable research, the vision committee identified the Core Competencies established by the Association for Orientation, Transition, and Retention (OTR) and the four Engagement Indicators published by the National Survey of Student Engagement as critical indicators of success in program design. Core Competencies established by the OTR:

Campus Collaboration – supports the coordination of this experience as a division initiative.

The success of OTR programs relies on strong external and internal partnerships and collaborations.

Program Delivery and Management – supports establishing intentionality in our program delivery. OTR practitioners must be intentional in event management and delivery to implement effective programming designed to facilitate new student transition.

Curriculum and Content Development – supports organizing the programming to align with best practices.

The four Engagement Indicators identified by the National Survey of Student Engagement:

Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The research on college transition and transition programming design served as the foundation for the development of an intentional transition program that could support new students and encourage a successful transition.

Vision

This program is designed as a retention and student development initiative with the goal of all first-year (at SMU) students belonging to a small group of people who will walk through their transition into college life with them. Completion of this experience during a student's first semester will be a graduation requirement but will not be attached to academic credit hours. These groups will be cofacilitated by a faculty or staff member who will serve as retention coaches for the new students. They will be accompanied by a second-year or higher student to serve as a peer facilitator for the experience. The expectation is that facilitators will get to know the members of their group and serve as a first point of contact to guide students throughout their first semester at SMU. As an institution, our processes can be confusing and cumbersome for students and they are not always sure who to turn to for support so these first Groups will meet once or twice each week, sometimes in a classroom or meeting setting and sometimes at events around campus and in the Dallas community.

The groups will experience Mustang Corral together along with their facilitators and will continue to build on the relationships established during that experience. This setup allows the groups to bond prior to the

first day of the actual facilitated experience since Corral is so immersive. Time spent together will include intentional reflection and discussion, providing opportunity for the facilitators to challenge and support students as they acclimate to their new environment.

Curriculum

The curriculum is designed to walk students through the First 5 experience and introduce them to six learning domains they will continue to interact with and deepen their understanding of throughout their time at SMU: Courageous Leadership, Global Consciousness, Personal Congruence, Social

Responsibility, Holistic Wellness, and Amplified Capacity (explained in more detail at the end of this proposal). Additionally, students will complete the StrengthsFinder assessment and start exploring their results so they can utilize knowledge of their strengths in academic, leadership, and social setting while at SMU and beyond. Finally, students will complete personal reflection assignments designed to support values clarification. The overall goal of the curriculum is for students to explore themselves and their local and global communities to start the process of being shaped as world changers.

Upon completion of this course students will be able to:

Develop positive relationships with peers, staff, and faculty.

Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.

Clarify their values and identity and articulate how these both shape their perspectives and relationships with people who are similar to and different from themselves.

Explore the foundations of each learning domain within the Student Affairs strategic plan.

Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.

Compose purposeful, reflective, written responses related to transitional issues.

Investigate topics within the curriculum and identify opportunities for academic and professional enrichment with the assistance seminar facilitators.

Apply critical thinking and reasoning to decisions surrounding college debt and other financial literacy topics.

The curriculum learning outcomes above include activities identified by SACS and Office of Civil Rights regarding financial literacy and sexual misconduct. Current attempts to deliver this content, specifically regarding sexual assault, bystander intervention, and alcohol and other drug programming has not proved successful as evidenced by the significant increase in police and conduct cases at SMU.

Implementation

Fall 2018 – Pilot

In the fall of 2018, this experience will be piloted with 6 sections. These sections will be made up of three groups from Mary Hay, Peyton, Shuttles Commons and three groups from Armstrong Commons. These six sections will be facilitated by two faculty members, two academic support staff members, and two student affairs staff members in addition to student leaders.

Students will opt-in to this experience and it will satisfy their PRW 1 requirement, but they will not receive course credit and will have to make up the credit hour. Eligible students will receive information prior to AARO and can claim their spot in one of these groups during the advising portion of AARO.

Fall 2019 – Half Participation

In the fall of 2019, the program will be scaled up to include approximately 50 sections – enough for half of the new students to participate.

Fall 2020 – Full Participation

In the fall of 2020, the program will be scaled up to include approximately 100 sections – enough for all of the new students to participate.

Considerations

As this program is rolled out, there will be several considerations that must be addressed.

Requirements

As this program will not be for course credit, the institution will need to outline the process for a graduation requirement as well as what the penalties would be for not completing this experience. For example, the committee supports requiring satisfactory completion of this program as a prerequisite for participation in Greek life and student leadership positions.

Special Populations

This program would be required for all students during their first semester at SMU. Considerations will need to be made for special student populations including transfers, international students, and student athletes to determine the best structure for their experience. Some advocate for these students to participate in groups with all the other students and some believe special groups for these students might produce better outcomes.

Learning Domains

Learning happens everywhere. It is imperative activities enhancing the student experience are intentional and focused on student learning. The learning domains can be categorized as cognitive (knowledge), affective (attitudes and beliefs), and the psychomotor (skills and abilities). As a division, each program and service we offer will map to one or more of the following learning domains.

Courageous Leadership

Cognitive – Internal

The courageous leadership domain supports values based leadership for students to leverage as they lead with conviction and integrity regardless of formal positions or roles. **Descriptors**

Ethical leadership

Values-based leadership

Inclusive leadership

Leadership models

Leadership styles

Servant leadership

Personal Congruence

Affective – Internal

The personal congruence domain fosters identity development to help students clarify their values to live with integrity and conviction. **Descriptors**

Awareness of self

Identity development

Values clarification

Moral courage

Faith exploration

Ethical decision-making

Holistic Wellness

Psychomotor – Internal

The holistic wellness domain challenges students to integrate healthy practices into every aspect of life to establish a productive and sustainable lifestyle.

Descriptors

Physical activity

Mental wellness

Emotional intelligence • Relational health

Spiritual development

Social integration

Global Consciousness

Cognitive – External The global consciousness domain encourages recognition of and positive engagement with diverse cultures and perspectives to understand unique contributions in an increasingly global society.

Descriptors

Cultural intelligence

Multicultural competence

Intersectionality

Universal design principles

Social issues

Social entrepreneurship

Social change model

Social Responsibility

Affective – External

The social responsibility domain empowers students to employ their gifts and skills to affect positive social change.

Descriptors

Asset-based community development

Bystander responsibility

Social justice

Allyship

Advocacy

Social innovation

Amplified Capacity

Psychomotor – External

The amplified capacity domain equips students with the knowledge, skills, and abilities to develop into productive, confident, and capable individuals. **Descriptors**

Grit

Critical thinking

Effective communication

Conflict management

Accountability

Individual discipline

Financial literacy

We begin our report by providing a description of the key elements in the revised curriculum, “the Common Curriculum.” More detail can be found in Section 4. In Section 1 we lay out the background and rationale for this curriculum. Section 2 contains the new assessment methodology and next steps and a time-line are provided in Section 3. Various Appendices follow Section 4. **In what follows the current general education curriculum will be referred to as the University Curriculum (UC) while the proposed revised curriculum will be referred to as the Common Curriculum (CC).**

Common Curriculum Requirements

The Common Curriculum (CC) consists of three sets of requirements: Foundation, Breadth, and Proficiencies and Experiences.

Foundations (0-20 Credits):

Discernment and Discourse:	(0-6 Credits)
Critical Reasoning:	(0-3 Credits)
Quantitative Foundations:	(0-3 Credits)
Second Language:	(0-8 Credits)

Breadth (0-24 Credits): Students must complete one course in each of seven Breadth categories:

- Creativity and Aesthetics (CA)
- Historical Contexts (HC)
- Individuals, Institutions, and Cultures (IIC)
- Literary Analysis and Interpretation (LAI)
- Philosophical, Religious and Ethical Inquiry (PRIE)
- Scientific Exploration (SE)
- Technological Tools, Innovation, and Society (TTIS)

In addition to completing one course in each of these categories, students must complete one course in any of the seven Breadth categories.

Proficiencies and Experiences (0 Credits – Co-curricular): Students must complete one tag in each of the following Proficiencies and Experiences:

- Community Engagement (CE)
- Global Engagement (GE)
- Human Diversity (HD)
- Individual and Civic Ethics (ICE)
- Oral Communication (OC)
- Quantitative Reasoning (QR)
- Writing (W)
- Writing in the Major or Minor (WIMM)

Section 1: Common Curriculum Draft

In spring 2010, the SMU faculty approved the replacement of the General Education Curriculum (GEC) with the University Curriculum (see Appendix A for the iconic rendering of the UC). Although a majority of those who voted approved the change, less than half the faculty participated in the vote. As a result the UC faced significant headwinds. Further problems surfaced almost immediately after the vote as it became evident that what had been approved was not a fully developed curriculum but a framework. The timing of the transition added further complications since during the SACSCOC reaffirmation process it became clear that general education assessment was sorely lacking. In particular, going forward, general education would have to be based on student learning outcomes (SLOs), a marked change from previous curricula. Since the UC had been developed before this was realized, the result was an effort to retro-fit SLOs and assessment into its structure.

The current approach to assessment was designed by a faculty assessment committee after the UC was approved. The methodology adopted was never approved by the faculty as a whole, which has led to limited buy-in. The complexity and scale of the UC (e.g., the large number of SLOs) added to its cumbersomeness, making it difficult to maintain or simplify. As a result the Office of Assessment and Accreditation and faculty as a whole have been unnecessarily burdened with an unwieldy and labor-intensive system. In particular, the former has been left with the unenviable task of supporting and assessing thousands of reports and artifacts while providing faculty with multiple how-to assessment workshops. This has left all involved with a significant level of frustration.

Between spring 2010 and spring 2016, a series of major and minor changes were made to the UC. These included two major modifications of the Second Language Requirement (SLR), the abandonment of the capstone, a reduction in the number of level two Pillar courses from five to three (with students choosing which three) followed by a further modification that replaced the Pillars with Breadth and Depth. While most of the categories remained the same, two new ones were added: Language and Literature, and Technology and Mathematics. The number of required Proficiencies and Experiences was reduced from ten to six. Double counting was expanded from Pillars to include Ways of Knowing and Second Language courses. Since insufficient numbers of team-taught Ways of Knowing courses were proposed, they were supplemented (originally because we still had GEC students) by Cultural Formations (CF) classes from the GEC.

All of these changes together with a number of minor ones were approved by the Council on General Education (previously known as the University Curriculum Council). Concerns arose regarding the authority of this Council to make such substantial changes. While each one separately could be justified, the overall result, UC 2016, was sufficiently different from what was approved in 2010 that the Faculty Senate passed two resolutions in January 2016 (see Appendix B). The first affirmed that UC 2016 would be a temporary fix to the UC while the second requested that incoming Provost Steve Currall appoint a Task Force to revise the curriculum while respecting faculty governance.

The Provost appointed the Task Force in June 2016 and gave it a charge (<https://smu365.sharepoint.com/teams/Provost/CIP/GERT/SitePages/Home.aspx>). It was expected that the Task Force could complete a draft by September 2017 followed by a dialogue with the faculty as a whole taking place in fall 2017. The timeframe has been slightly delayed due to the Provost's release of his report on Academic Excellence along with three Task Force reports. The report is now set for release on November 1, 2018 leaving the entire spring 2018 for dialogue with the entire faculty and appropriate

staff. Revisions based on faculty and staff input will be incorporated into the plan in late spring 2018/early fall 2018 with a full faculty and Board vote by late fall 2018 (see Section 3 for more detail).

The Task Force began meeting in fall 2016. During the fall we (the Task Force) created a mission statement, based on the SMU Master Plan of 1964:

The essence of Southern Methodist University's educational philosophy is that intellectual and professional excellence rises from the solid foundation of a liberal education. Our purpose is to educate students to become aware, ethical, engaged human beings and citizens. General education provides the foundation for students to discover, develop, and pursue the passion that leads to a meaningful life.

At several critical junctures in our deliberations we were guided by this statement in choosing among options. Much of the fall was also spent reviewing the history of general education at SMU and recent efforts in general education reform at comparable institutions (<https://smu365.sharepoint.com/teams/Provost/CIP/GERT/SitePages/Home.aspx>). Along with these efforts we also surveyed the faculty regarding UC-2012 and UC-2016. The results clearly indicated that most faculty desired a revision of UC-2016 rather than starting over from scratch. It was also evident that there were concerns about assessment.

Our accreditation in SACSCOC imposes some modest restrictions on the structure of general education. Under the current Principles of Accreditation, there are three relevant standards that relate to general education, 2.7.3, 3.5.1, and 3.5.3 (<https://smu365.sharepoint.com/teams/Provost/CIP/GERT/SitePages/Home.aspx>). Going forward we will need to be in compliance with a revised set of standards (above website). According to Section 9, general education must constitute at least 30 semester hours that ensures “breadth of knowledge” and is based on a “coherent rationale.” Students must complete one course from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. For the former, skills-based courses like our Discernment and Discourse sequence or introductory second language courses are not allowed to count. Section 8 (Student Achievement) states that “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, **and provides evidence of seeking improvement based on analysis of the results.**” (emphasis added) The portion in bold is new to general education, previously applying only to majors. This is a significant change from our current assessment approach and necessitates a change in methodology (see Section 2).

In addition to the constraints mandated by SACSCOC and the strong faculty sentiment to revise rather than scrap UC-2016, the Task Force had to reckon with the difficulties that high-credit-count majors face with substantial general education requirements. High-credit count majors are clustered in the Lyle School of Engineering (a typical major requires over 100 credits) and the Meadows School of the Arts (a typical major in the Performing Arts requires over 90 credits). Equally important, the Task Force wanted to maintain our culture of allowing students to complete multiple majors and minors (2/3rds of SMU undergraduates leave with multiple majors and/or minors).

Under the GEC, with its waivers for high-credit majors, engineering students needed to complete 23 credits outside the major. Our goal was to keep that total under 27. Under UC-2016 a typical engineer (needing two semesters of Discernment and Discourse and one semester of Second Language) needs to complete 15 credits in Foundations (credits: 6 D&D, 4 SLR, 2 PRW, 3 KNW) outside the major. For Visual and Performing Arts students the Foundations total 18 credits (credits: 6 D&D, 4 SLR, 2 PRW, 3 QF, 3 KNW). For engineers this leaves around 12 credits for Breadth/Depth. The current ten-course requirement

(assuming no double counting) or 30 credits is prohibitively high. Reductions occur when major courses are used to meet either Breadth or Depth. For engineers, that implies that 18 credits of Breadth/Depth should be completed within the major. If all three Depth requirements and three of Breadth requirements can be completed within engineering then the credit count is reasonable. For Visual and Performing Arts students with a goal of 30 outside the major (given the lower number required within the major), a similar situation holds.

An alternative way around the credit-count problem is to allow each school to have its own set of general education requirements (something done at Duke and considered at SMU when the GEC was crafted) or to have a university-wide set of such requirements to which each school adds its own requirements (something done at SMU in the past). The Task Force rejected these approaches for two related overriding reasons, it makes double majors across schools and changing majors between schools much more difficult. Students end up with multiple general education requirements to complete in the case of double majors or in changing majors, a set of courses that become useful only as electives. Neither is a desirable outcome.

We chose instead to reevaluate each of the three components of UC-2016: Foundations (Discernment and Discourse – D&D, Quantitative Foundations - QF, Ways of Knowing - KNW, Personal Responsibility and Wellness - PRW, and Second Language - SL), Breadth and Depth (Breadth – Creativity and Aesthetics - CA; Language and Literature - LL; Philosophical and Religious Inquiry and Ethics - PRIE; Historical Contexts - HC; Individuals, Institutions, and Cultures - IIC; Technology and Mathematics - TM; Science and Engineering - SE; Depth – Humanities and Fine Arts - HFA; History, Social and Behavioral Sciences - HSBS; Natural and Applied science - NAS); and Proficiencies and Experiences (Community Engagement - CE, Global Engagement - GE, Human Diversity - HD, Information Literacy - IL, Oral Communication - OC, Quantitative Reasoning - QR, Writing - W).

Our focus was on Breadth/Depth since these components were the largest contributors to the credit counts. An important element behind the introduction of depth (level two Pillars) was the desire to ensure that undergraduates could not complete SMU's general education in high school. It was also believed that students would benefit from both depth and breadth. While some have argued that depth is the function of the major, recent thinking (see below regarding the minor option) suggests that general education should serve both purposes with a focus on breadth. Unfortunately, while the structures of UC-2012 (two-level Pillars) and UC-2016 (Breadth/Depth) were created with the intention that students obtain a deeper knowledge of a subject outside the major, in practice this rarely occurs. Students are allowed to complete Depth (or level two Pillar) courses before Breadth (or level one Pillar) courses and, even if the order is correct the two courses are often unrelated to each other. Additionally for a number of the high-credit majors, in order to keep credit counts reasonable (under 27) all of the Depth courses are intended to be met through the major. This has led to general education credit inflation, unnecessary complexity, over-assessment, and the force-fitting of courses into Breadth and Depth categories thereby undermining the academic integrity of UC-2016 (the latter was even more problematic for UC-2012).

We considered four possible approaches to Breadth and Depth: 1) simply keep the current arrangement; 2) replace Breadth and Depth with a cluster/cognate model like that at Rochester University (<https://www.rochester.edu/aboutus/curricula.html>) or the University of Miami (<http://admissions.miami.edu/undergraduate/academics/cognates-program/index.html>); 3) replace Breadth and Depth with a required minor; 4) expand Breadth and remove Depth while providing incentives to minor or complete a second major. Given faculty interest in a simpler general education

curriculum, the dissatisfaction with UC-2016 expressed in the survey, and the issues raised above we immediately rejected 1).

The cluster or cognate model requires students to complete three or four courses that share a common theme or topic. Students may need to complete multiple clusters (three at Miami, two at Rochester) though one may be in their major. This approach is attractive precisely because it fosters a modest level of depth in general education. If done correctly, clusters can also serve as foundations for minors or second majors (see below on the M.I.T. HASS concentration). Following Miami, we considered requiring each student to complete three two- or three-course thematically-based clusters. Given faculty interest in revising UC-2016 rather than starting over, we examined the possibility of building clusters out of the Breadth and Depth categories. For example, an ethics cluster might consist of one course each from PRIE, HC, and HFA. Some clusters would naturally fit within one of the three SACSCOC areas while others would overlap at least two. High-credit count majors would find the latter more attractive but we felt that this might narrowly constrain their options.

Assuming that students should have equal access to clusters regardless of the credit count of their major, the typical student would need to complete at least two clusters in the three broad areas of humanities/fine arts, social/behavior sciences, natural science/mathematics, while completing the third cluster in their major. Given how few double-counting Breadth/Depth courses there are where one of categories is SE/NAS (only two), creating clusters matching science and engineering courses with courses in the humanities or social sciences would likely prove daunting. For three-course clusters this would amount to 5-6 courses or 15-18 credits outside the major. Thus, assuming no change to the Foundation requirements (see discussion below) this bumps up against the credit-count constraint.

With this new structure, double-counting across Breadth becomes more complex making it less likely that students could take advantage of it. While this preserves the current Breadth and Depth categories, the creation and maintenance of clusters is problematic. We currently have no natural constituency to maintain each cluster (e.g., guarantee course offerings). At Miami (and Rochester) this is done through the faculty who teach in the cluster or cognate, but overseeing these groups – and we would likely need over 100 of them – would be unwieldy. Thus, we would need to add a whole new layer of complexity to the curriculum (confirmed in a personal conversation with the Associate Provost at Miami). One possible positive outcome is that assessment could be moved from the courses to the clusters, but whether or not this would result in assessment simplification is not guaranteed. For these reasons we also rejected this approach.

The third possibility was to replace some or all of the Breadth and Depth requirements with a minor. We considered two options, replacing Breadth and Depth with a minor requirement or creating a hybrid minor plus Breadth model. While we ultimately rejected the minor, providing a discussion of its strengths helps contextualize our eventual recommendation. SMU imposed a minor requirement in the last phase (early 90s) of the Common Educational Experience, the general education curriculum in place before the GEC. Room for the minor was created by reducing its distribution (called Perspectives under the GEC, Pillars or Breadth/Depth under the UC) requirements. Several majors currently require a minor or second major including Human Rights, Journalism, Advertising, and CCPA. The respective department chairs see real benefits to this additional requirement.

Requiring a minor has several advantages. First, as has been recently argued, undergraduates benefit from a second area of emphasis, especially in view of the twin facts that we are preparing students for jobs that do not yet exist and that over a life time few people stay in the same career. In his book, *The Contrarian's Guide to Leadership*, former USC President Steven Sample states that, "In America today, the vast majority

of undergraduates at the better universities will go on to earn at least one advanced degree. Thus undergraduate education for the more competitive students is in fact preparatory education prior to these students' attending graduate school. Under these circumstances it makes little sense for students to pursue highly specialized curricula at the undergraduate level. This simple fact led to our turning conventional academic wisdom on its head. We now encourage all our students to stretch themselves mentally by selecting a minor which is **far removed** across the intellectual landscape from their major – combining a minor in music with a major in sociology, for example, or a minor in business with a major in physics.

To facilitate this approach our faculty developed over one hundred minors in a very wide range of disciplines including minors in fields such as law or preventive medicine which are normally closed to undergraduates. We also created a **Renaissance Scholars program** to honor those students who are especially successful at pursuing two or more widely separated fields of study."¹ (emphasis added) A similar argument is made in a recent curricular review at Harvard College. "The EPC (Educational Policy Committee) proposes the establishment of formal structures to provide **guidance and coherence** to elective coursework in an area that lies outside the purview of a student's primary concentration. The EPC has named this option a 'secondary field,' and suggests that this *optional* course work of study **be noted on a student's transcript.**"² (emphasis added)

The recent report from the Lumina Foundation regarding the ideal undergraduate experience stresses the importance of "broad and integrative knowledge."³ At the bachelor's degree level the student "describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology."⁴ In particular the student should produce "an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study."⁵ While obtaining a minor by itself is no guarantee that such integration has taken place, it is an important building block. Building on this foundation could occur, for example, in engaged learning projects students undertake in their junior or senior year. This framework is being promoted by the Association of American Colleges and Universities.⁶ At M.I.T. this interest in a secondary area has taken the form of HASS (Humanities, Arts, Social Sciences) concentrations and minors. Each student is required to complete a concentration as part of general education and these concentrations serve as building blocks for optional HASS minors. Examples include Literature, German, and Urban Planning. Stanford recently adopted a similar approach. "In the 2016-2017 academic year, faculty at Stanford launched a new Humanities Core, an integrated program of courses and seminars designed to provide undergraduates with a structured and guided pathway into the humanities. The plan is for students who fulfill the requirements of the new program to earn a Humanities Core certificate – a notation that will appear on their official transcripts. Ultimately, the conveners of this program hope that **this core sequence will constitute a new humanities minor that will have wide appeal to students across the university.**"⁷ (emphasis added)

Building general education around the minor has the added benefit that general education becomes part of student's transcript (as noted in the Harvard and Stanford reports). This could provide added incentive to take general education more seriously. Allied with this idea is the observation made in a 2007 report regarding general education out of the University of California system that, "As it is, many students seek official recognition for their classroom work and currently they receive that recognition mainly in their identification with a major. That they normally have no way to be recognized for their work in general education courses reinforces the subordinate place of general education in their overall college program."⁸

As attractive as a required minor is we rejected it for several related reasons. While it avoids the issue of creating a new layer of administration associated with the clusters since minors have natural constituencies, tying our current Breadth and Depth courses to minors is much more difficult than for clusters. Thus, such a curriculum represents a radical revision of UC-2016. It will also make satisfying our SACSCOC requirements more problematic since few minors have courses in each of the three key areas of humanities, social sciences, and science. As result, a student completing a minor would also likely have to complete one or two additional courses. Since only a handful of our current 86 minors require 15 credits, this would leave high-credit majors in the awkward situation of having to choose their minor based not on interest but on timely completion. Again, as with the clusters, many students would still need to complete courses outside a minor to fulfill general education. This would involve the creation of a more complicated record-keeping mechanism and would complicate four-year planning and advising. The hybrid model, while providing better integration with UC-2016 and making SACSCOC compliance easier, adds a further layer of complexity. Furthermore, we believe requiring a minor has the potential to lock students into curricular choices before they have had time to explore, a key ingredient of effective general education. It could also leave our students with a lack of sufficient breadth, a significant disservice to students who enter college with a hyper focus on their major.

The fourth approach, **the one we recommend**, gains a number of advantages of the minor option, preserves the essential elements of UC-2016 and reduces its complexity. It also integrates with both honors (see Appendix D) and transfer students. In a nutshell:

- the Breadth requirement is maintained and strengthened
- the Depth requirement is removed from the Distribution requirements
- PRW and KNW requirements are removed from the Foundations, all students are required to take D&D 1312 and D&D 1313 is replaced by a Critical Reasoning CR 1313 (see Appendix C)
- Two new categories are added and one is removed
- Incentives are put in place to encourage minors or second majors, especially interdisciplinary ones, and new rules for Breadth help ensure a strong liberal arts foundation
- The Foundations would consist of the D&D and CR sequence and the Second Language and Quantitative Foundations requirements (in the case of the latter a new INQUIRY course proposed by the Task Force on Creative Computing and Interactive Technology is in the works)
- Students would complete courses in each of the seven Breadth categories with an eighth course required from any one of the seven.

The removal of Depth radically simplifies the curriculum and assessment. But it also reduces the overall credit count by nine. With the removal of the KNW and PRW requirements the overall count is further reduced by five. With double-counting, both between general education and the major and between two Breadth categories, engineering students could take as few as 19 credits of general education, assuming no AP or IB credit. This is a significant reduction from the GEC. A typical student could see as few as 22 credits, again assuming no AP credit. To ensure that undergraduates receive a robust liberal arts education and that the Common Curriculum meets the 30 credit SACSCOC requirement, students will need to complete an eighth Breadth course in one of the seven categories and will no longer be allowed to double count across Breadth (with one exception – see below). Double counting across Pillars or Breadth/Depth has had a perverse effect on student choice since some enroll in courses to reduce their credit count rather than because of interest in the course itself.

While students can no longer meet two Breadth requirements with one course, we preserved some of the current flexibility by allowing courses that currently meet two Breadth requirements to continue to do so (new courses are also eligible to meet two Breadth requirements). For such courses students will need to

decide which of the two Breadth categories the course will satisfy for them. The one exception to this rule is any team-taught KNW course (more detail below). This increased complexity is offset by the increased flexibility for faculty and students and by easing the transition from UC-2016 to the Common Curriculum. (We do envision an increase in petitions as students request changes during their four years. We recognize there will be complications for the Registrar, Advising, and Records). We recognize that courses that meet two Breadth requirements may attract more students than those that meet one, but the removal of double counting should promote course enrollment out of interest. As is the case under UC-2016 Breadth requirements can still be met through courses in majors or minors.

Further flexibility is obtained by allowing students to complete either two SE courses or one SE and one TTIS course. Currently, the number of seats in TM is barely sufficient. For this reason we recommend broadening several of the SLOs. In particular merge SLO1a and SLO1b to read, "Students will demonstrate an ability to apply mathematical tools to a particular area or discipline." Change SLO1c to read, "Students will demonstrate an understanding of the principles underlying how technologies work." Change SLO1d to read "Students will demonstrate an understanding of the societal impact of scientific or technological-based discovery." Finally add a new SLO that reads, "Students will demonstrate an understanding of the impact of technological innovation on a particular discipline or area."

Under the GEC students were required to complete at least one science course and either a second science or a technology course. The original version of the UC required students to complete two lab-based courses. This lasted two years. Under UC-2012 it was reduced to one required and one optional while in UC-2016 it was restored to two. Under the CC we return to a requirement that mirrors the GEC. In allowing two SE courses as an option (as was the case under the GEC), we hope that many students will choose to complete a year-long sequence in science to meet their general education requirements. In fact, with this exception, it will be possible for students to complete three SE courses toward meeting the Breadth requirement which is more than under the GEC. The new TTIS category is also broader than the comparable GEC category allowing a richer set of courses to satisfy the requirement (e.g., mathematics-based courses, performing and fine arts courses).

With this change, STEM students will complete three of the breadth requirements in their major. To ensure that such students get breadth outside of their major, we changed the Language and Literature category to Literary Analysis and Interpretation. This removes SLO1a leaving SLO2a ("Students will analyze and/or create texts such as literature, films, or musical compositions") and means STEM students will no longer get meet this requirement through computer language classes. Under the CC the typical engineering student will complete 10 credits of Foundations and 15 credits of Breadth outside the major, under our goal of 27. For these students this puts the CC more in line with the GEC with its 23 credits.

To further enhance breadth, students may complete no more than three out of the eight Breadth courses using the same prefix (all Music prefixes are considered as one as are all Art prefixes for the purposes of this restriction). Under the UC with its Breadth categories less tied to particular departments than was the case under the GEC, some departments have courses in most of the seven categories implying that a student majoring in that department could complete nearly all of their Breadth requirements in fulfilling their major. This new restriction on prefixes (which have been adopted in curricula of our peer and aspirants universities) helps avoid this outcome.

Students will benefit from completing minors or second majors that have little overlap with their major. Since most students will complete a portion of their general education requirement in their major a minor (or second major) that enables them to complement rather than overlap CC requirements will be

attractive. Minors and second majors consisting of courses from multiple prefixes will likely therefore be appealing. The Office of General Education will provide information that will help interested students leverage their general education courses. *As a result we expect that departments may wish to reevaluate their minors (more likely) or majors to broaden their appeal. We also foresee the creation of new interdisciplinary minors that take advantage of this change.*

One of the principles laid out in the original UC was that it accommodate Honors students in order to attract and retain high-achieving students. This principal was never acted on when the UC was implemented. Under the Common Curriculum, Honors students will be allowed to design their own minors with faculty oversight in a way that is comparable to the way Dedman and Meadows students can now design individualized majors (see Appendix D for details). We expect that Honors students will find this an attractive means of completing their Breadth requirements. As an added bonus some of these minors may be formalized and available to all SMU students as has happened with individualized studies majors (e.g., Health and Society).

The original UC also called for a general education curriculum that was transfer friendly. What was implemented was not. Under UC-2016 transfers typically meet all of the Breadth requirements before coming to SMU apart from TM and HC. They also tend to take multiple classes that satisfy IIC, which then only serve as electives. Under the Common Curriculum we expect most transfers will opt to complete the eighth Breadth with one of their social science courses making more productive use of their previous collegiate experience. By allowing two SE to count instead of one SE and one TTIS transfers should be well-positioned to meet both the Foundations and Breadth leaving them with the Proficiencies and Experiences at SMU.

For first year students, the opposite is true. **We do not want incoming first-year students to complete most of their general education requirements through AP or IB or Dual Credit courses. Therefore we propose that students be allowed to complete at most half of the eight-course Breadth requirement through AP or IB or Dual Credit.** Moreover, following the restriction regarding science AP credit and UC-2016, students will not be allowed to complete any of the three areas with AP, IB, or Dual credit alone – **one course in each area must be completed at SMU.** Of course AP, IB, and Dual Credit can still be used for elective credit or for major or minor requirements as deemed appropriate by the faculty. And, again unlike transfer students, **first year students will still be required to complete DISC 1312 and CR 1313 in residence at SMU, regardless of their prior AP, IB, or Dual credit.**

Under UC-2012 and UC-2016 the only restriction on courses being suitable either for the five Pillars or Breadth/Depth was that the student learning outcomes associated with the particular Pillar or Breadth/Depth category were satisfied and assessed. As a result courses have been approved that hardly appear to fit a reasonable definition of general education. Going forward **all general education courses must be open to all students, be 3000-level or below, and preferably not have prerequisites (two semester sequences will be allowed).** While this will result in fewer seats in each Breadth category, the loss will not be significant. Many faculty believe having a course meet UC requirements is essential for adequate enrollments. This has led to an over-abundance of courses in certain categories making assessment more difficult. The data does not support this conclusion (and there were no such concerns under the far more restrictive GEC), especially for upper-division courses except in cases where enrollments are close to the threshold of cancellation.

Changes to the Foundations were also considered. Over the last year the D&D faculty, apart from any recommendation from us, have made a considerable effort to rework D&D 1312. The outcome is a course

with more uniformity across sections (see a sample syllabus at <https://smu365.sharepoint.com/teams/Provost/CIP/GERT/SitePages/Home.aspx>). As noted above under the Common Curriculum, D&D 1312 will be **required** of all first year and first-year transfer students. Students will no longer be able to AP (IB or Dual credit) out of D&D 1312.

This renewed focus on writing skills opens the door for a Critical Reasoning course CR 1313. In addition to the continued emphasis on the further strengthening of writing skills, the new course will focus on critical thinking and effective argumentation in the context of ethical engagement. SMU's new Strategic Plan emphasizes the importance of ethics in two of its goals. To prepare students to grapple with the moral questions they will face after leaving SMU we believe they will benefit from a cumulative approach that begins in CR and is further bolstered through the PRIE requirement and the new (see below) Individual and Civic Ethics Proficiency and Experience. CR 1313 will also focus on the development and assessment of ethical arguments. Students should be able to recognize a clear argument, supporting evidence, effective analysis, and draw a logical conclusion. Faculty from all areas of the university including current D&D faculty will be eligible to propose CR 1313 courses. Workshops will be available to help faculty prepare syllabi that provide the key elements of critical reasoning and ethics required in the course (see Appendix C). This emphasis on writing in the CR dovetails with a more robust Writing tag and a new Writing in the Major or Minor tag providing students with ample opportunities to write throughout their undergraduate experience (see Appendix H).

The Critical Reasoning course fits in the broad category of First Year Seminars. We recognize that SMU has tried First Year Seminars in the past with mixed success. Several of our peer and aspirant universities offer such seminars. A notable example is Wake Forest (<http://college/wfu.edu/academics/first-year-seminars/>). Their First Year Seminars are undergirded by four SLOs: 1) "read increasingly sophisticated text critically;" 2) "pose and respond to complex ideas;" 3) "identify, analyze, interpret and evaluate different points of view;" 4) "construct cogent arguments in both written and oral form." At Princeton (<http://www.princeton.edu/pub/frs/>), Brown (<https://www.brown.edu/academics/college/degree/course-options/first-year-seminars>), and Yale (<http://yalecollege.yale.edu/academics/special-academic-programs/first-year-seminar-program>), First Year Seminars introduce students to faculty and their research in the context of small groups. UC Berkeley (<http://fss.berkeley.edu/freshmen.php>) offers freshmen and sophomore seminars that allow students to "become active members of Berkeley's intellectual community." Our hope is that faculty members at SMU will seek to do the same in the Critical Reasoning course using the proposed framework in Appendix C.

The combination of requiring D&D 1312 for first years and the new Critical Reasoning course has financial implications. Roughly 25% (or 375) of our incoming first years are able to place out of D&D 1312 under UC-2016. Thus, we will need to create around 25 new sections per year over and above the current number of D&D 1312 and 1313 sections. We estimate that around half of these sections will be taught by tenure-line faculty leaving 12-13 sections per year needing new instructors. With a lecturer teaching 4-4 or eight sections per year this would mean two new lecturers or roughly \$125,000. If instead we hired 3-3 postdoctoral associates for two year terms (which could enhance our research profile) the cost would be closer to \$200,000. Alternatively (but less desirably) we could increase the size of CR 1313 from 15 to 16. The significant benefits of this new course far outweigh the modest costs.

The QF and SLR requirements are also essential. We propose that both remain the same. A new option within QF is the first-year INquiry experience proposed by the Task Force on Creative Computing and Interactive Technology. We expect that this Task Force will create a new course to be offered in both

semesters that will allow students to work in small (5-6 students) interdisciplinary teams on projects that promote data literacy including coding and visualization.

Under UC-2016 Ways of Knowing is a requirement in the Foundations but this requirement is a far cry from the original intention since most seats come from former CF courses taught by a single instructor and many are upper divisional courses. Under the proposed curriculum the **Ways of Knowing requirement will be removed. However, students completing a team-taught KNW course will be allowed to satisfy two Breadth requirements.** Team-taught KNW courses will be the **only** courses allowed to do this and students will only be able to take advantage of this option **once** (though of course they may elect to take multiple KNW courses to meet a single Breadth requirement). As general education courses, KNW courses must be open to all SMU undergraduates (this has implications for the Lyle School of Engineering which has an important KNW course open only to majors or pre-majors that it encourages its first-year students to take though the number of seats are not sufficient for all engineering pre-majors. Additionally, this KNW course is not part of any engineering major).

From an academic standpoint the team-taught courses were one of the highlights of the original UC from the perspective of many faculty. At the forum held by the Provost last year regarding general education this was one of the key elements faculty hoped would be preserved (while recognizing there were never sufficient resources made available to fully implement it). Over the last four years a number of new team-taught KNW courses have been created. These courses have been well-received by both faculty and students alike. Several of them now play critical roles in Taos and SMU Abroad. For these reasons we were loath to abandon the courses entirely. By allowing them to be the only courses for which students can meet two Breadth requirements, we hope to preserve their enrollments and aid Taos and SMU Abroad where significant efforts have gone into creating them, while leaving the door open for the creation of further team-taught courses.

Wellness and physical fitness courses have long been part of the SMU general education landscape. However, the majority of our aspirational universities no longer regard this as part of general education (see Appendix E). As part of our deliberations we heard from the Director of Wellness Donna Gober. In addition she provided us with valuable documentation regarding the program (see <https://smu365.sharepoint.com/teams/Provost/CIP/UCCommittee/SitePages/Home.aspx>). It is important to note that our Title IX coordinator points to key elements in the PRW curriculum to verify our compliance with federal law. This is also the place where students are introduced to issues surrounding diversity and inclusion including race, gender, and LGBTQ.

In the end while we agreed that much of the content of PRW1 is of significant value to the students and that physical activity (PRW2) is important, we recommend that these two components be removed from Foundations and instead be carried out by other means (e.g., through Student Affairs or Residential Commons initiatives – see below). While there are many skills and lessons we wish to impart to our students before they leave SMU, it was our view that clustering all of them in one, one-credit course is counterproductive. We believe more effective ways can and must be found outside of general education for providing this instruction.

More importantly, with the addition of the Second Language Requirement and the importance of students completing it in the first year so as not to lose the benefits of their high school experience, the first year has become increasingly crowded. This has been exacerbated by requiring all students to take D&D 1313. Under the GEC students typically completed their mathematics and rhetoric requirements in the first year. Students with sufficient AP scores avoided the latter. Under UC-2016 we have now added the AP students

back in with the D&D 1313 requirement. In addition, since most students have not completed their SLR before coming to SMU at least one language course should be completed in the first year, preferably in the first semester. With the Common Curriculum we are recommending that D&D 1312 and the CR be required as well. While PRW1 is only one credit it does meet for three hours per week. We believe this time should be re-routed to the SLR, D&D, CR, and QF requirements. We also desire to leave room in the first year for accommodating recommendations coming out of the CIQ@SMU initiative and the pilot Human Rights course that addresses concerns raised by Black@SMU. In addition, we want students to begin exploring the Breadth requirements and start their critical subset courses. All of this pressure on the first year needed some relief valve which we believe is the elimination of PRW1.

The situation of PRW2 is somewhat different since this course can be taken at any time during the four years. The primary reason for the recommendation that it be removed was that students have can complete this requirement through many other avenues including club sports and intramurals. Thus, we see Physical Education as more of a tag than a foundational requirement. As Appendix E shows, few of our peers and aspirants require Physical Education as part of general education. Such courses could continue as electives.

We recognize the hardship this decision will impose on faculty in Wellness and the impact it will have on the Simmons School. We also recommend that SMU consider providing new resources for carrying out the key elements of PRW1. Our commitments to 1) keeping the general education credit count for courses outside the major under 27 credit hours which allows students to graduate on time (especially those in high-credit count majors); 2) providing a decidedly broader liberal arts education than under the UC; and 3) keeping the first year, especially the first semester a little less constrained, meant living with some compromises. Despite the best efforts of the task force, we simply could not find a way to do so while keeping PRW1 and PRW2. This is a tough curricular choice but we are confident that physical activity and wellness programs will continue (e.g., Intermural Sports) even if these experiences are not rewarded with academic credit.

An alternative to academic credit is a system that includes both a tracking mechanism and incentives for students to participate in and complete various parts of the program. These are promising approaches to ensuring student participation in elements of PRW1 that are central to our compliance with federal government mandates. Such systems are in discussion in Student Affairs. However, we also recognize that the success of such initiatives depends on Student Affairs having sufficient resources.

Finally, we considered the Proficiencies and Experiences. In practice the Writing and Quantitative Reasoning proficiencies are different from the other five in that they are clearly linked to components of the Foundations, D&D and CR for the former and QF for the latter. The fundamental nature of good writing is recognized universally by both universities and employers. The current arrangement whereby students are to complete the D&D-CR sequence before the W tag is not always followed in practice. Going forward we recommend that students be required to complete both D&D and CR before the W tag. Thus, most students will likely complete the W-tag course in their sophomore (preferably) or junior year. While many students complete the W tag in one of their majors this is not universally the case. Therefore, **we recommend that students also be required to take a WIMM (Writing in the Major/Minor) course after they complete the W tag course (see Appendix H).** Some of the current W-tag courses would become WIMM-tag courses. This new arrangement will strengthen students' ability to write well by having a more sustained, longer-term emphasis on it over their four years.

We left QR, OC, CE, GE unchanged. Information Literacy will be emphasized in D&D 1312 and CR 1313. The HD tag (Appendix F) is still under consideration based on the Cultural Intelligence initiative. **Given the emphasis on ethics in our Strategic Plan (<https://www.smu.edu/AboutSMU/StrategicPlan>) and the removal of depth we have added a new tag in Individual and Civic Ethics (Appendix G).** This tag will attach to courses that deal in substantial ways with ethical questions or focus on the ethically significant topics within the field of study. It is our view that there are numerous classes across disciplines and schools that would satisfy this requirement, but by making this aspect of these courses explicit we will encourage students to reflect on ethics throughout the curriculum.

What sets the Common Curriculum apart from its predecessors (the Common Educational Experience and the General Education Curriculum - GEC) are the following:

- While previous reports called for the inclusion of the second language requirement only with the UC and CC has this actually been incorporated into general education. Although the CC SLR requirement is less than what was called for in the UC it is a significant step forward in promoting global engagement, a SMU priority, and sets us apart from many of our peer and aspirants who only require liberal arts students to meet a SLR.
- While the UC and CC both are based on a distribution model like the GEC the categories are much broader and more interdisciplinary. Departments from across campus now participate in general education in novel ways. This has benefitted both students and faculty. The CC is more flexible and less complex than either the UC or GEC.
- The addition of the Critical Reasoning requirement with its focus on argumentation and ethics is innovative. Few schools require such a course, especially early on in the undergraduate experience. The additional focus on ethics that is augmented by the new ICE tag furthers the goals of our Strategic Plan.
- The multi-year focus on writing is a step forward for SMU. Concerns about students' ability to write are a perennial concern of the faculty. The sequence of D&D, CR, W-tag and WIMM-tag courses should address.
- The Common Curriculum restores students' ability to obtain multiple credentials, an important feature of our undergraduate experience.
- The Common Curriculum is more transfer friendly while simultaneously limiting AP, IB, and Dual Credit. This emphasizes that general education is not equivalent to advanced high school experience.
- For the first time we provide Honors students with a means of making their general education experience their own which we hope will help us keep our best students here at SMU and attract a stronger incoming class of undergraduates.
- All undergraduates will have the opportunity and knowledge, if they choose, to credential a portion of their general education through minors. In an increasingly competitive world students who choose to obtain a second area of emphasis, especially one distinct from their major, will have greater opportunities both professionally and civically.
- Proficiencies and Experiences allow us to acknowledge student achievements outside the classroom.

We end this section with a summary of the **expected** credit counts outside the major under the CC for the various SMU undergraduate populations:

Visual and Performing Arts (Art, Art History, Dance, Music, Theater) students will typically need to complete 10-13 credits of Fundamentals outside the major (D&D 1312, CR 1313 – in the major for THEA, QF, SLR) and 12-15 credits of Breadth outside the major for a total of 22-28.

Communication Arts (Advertising, Corporate Communication and Public Affairs, Film, Journalism) students will typically need to complete 10-13 credits of Fundamentals outside the major (D&D 1312, CR 1313 – in major for CCPA, QF, SLR) and 15-18 credits of Breadth outside the major for a total of 25-31.

Business (Accounting, Finance, Management, Marketing, Real Estate) students will typically need to complete 10 credits of Fundamentals outside the major (D&D 1312, CR 1313, SLR) and 21 credits of Breadth outside the major for a total of 31.

Humanities (English, History, Philosophy, Religious Studies, World Languages and Literatures) students will typically need to complete 13 credits of Fundamentals outside the major (D&D 1312, CR 1313, QF, SLR) and 15 credits of Breadth outside the major for a total of 28.

Social Science (Anthropology, Economics, Political Science, Psychology, Sociology) students will typically need to complete 10-13 credits of Fundamentals outside the major (D&D 1312, CR 1313, QF – in the major for Economics, SLR) and 15-18 credits outside the major for a total of 25-31.

Engineering and Science (Computer Science, Computer Engineering, Civil Engineering, Environmental Engineering, Electrical Engineering, Engineering Management and Information Systems, Mechanical Engineering, Biology, Chemistry, Earth Science, Mathematics, Physics, Statistical Science) students will typically need to complete 10 credits of Fundamentals outside the major (D&D 1312, CR 1313, SLR) and 15 credits of Breadth outside the major for a total of 25.

Education students have to complete a second major so that number outside the major depends entirely on that second major.

Applied Physiology and Wellness students will typically need to complete 13 credits outside the major (D&D 1312, CR 1313, QF, SLR) and 15 credits of Breadth outside the major for a total of 28.

Section 2: Assessment

With the proposed revisions to UC-2016 and the pending changes in SACSCOC requirements **we propose a new assessment methodology.** Working in partnership with the Office of Assessment and Accreditation, we agree that the final assessment plan can only be worked out once a fully designed curriculum has been completed and approved. However, the final proposal will contain a more detailed description of the assessment methodology. We expect that designing and piloting of the new methodology will require a two-year process.

We affirm the following five principles on which the new methodology will be built: 1) the number of SLOs will be significantly reduced; 2) the number of courses carrying general education components will be reduced; 3) assessment of general education components will be done on a repeating, alternating cycle; 4) with fewer SLOs and courses we will employ a variety of approaches to assessment beyond course-based methodology; 5) improvement to general education based on assessment will be a standard recurring practice steered by the Council on General Education as required by SACSCOC.

Currently there are 54 SLOs associated with the UC. Our goal is to reduce this number to 18 or fewer under the Common Curriculum. The removal of the Depth requirement significantly reduces the number of general education courses. We earlier described guidelines that will be employed to further reduce this number.

Section 3: Timeline

While the original plan had been to release this report in early September for a variety of reasons it is coming out on November 1, 2017. This will delay the final vote on the Common Curriculum giving us ample time to engage in a dialogue with the entire faculty and appropriate staff. During spring 2018 members of the Task Force will meet with all key constituencies on campus. The survey that accompanies this draft report will help us determine the most effective approaches to communicating with faculty and staff about the recommendations. As has been the case throughout comments are also welcome at our email address uctaskforce@smu.edu. Based on the feedback of all of our stakeholders the Task Force will meet in late spring 2018 to consider changes. A second final version will be circulated in early September followed by a vote of the faculty conducted through the Faculty Senate by early November and a Board vote in December 2018.

Given the timing of our next reaffirmation with SACSCOC in spring 2020 it is essential that we have four years of data on UC-2016. Therefore, assuming the revised curriculum is approved, it will be in place for the entering class of 2020.

Section 4: The “new” Common Curriculum Requirements

The Common Curriculum (CC) consists of three sets of requirements: Foundation, Breadth, and Proficiencies and Experiences.

Foundations (0-21 Credits):

Discernment and Discourse:	(0-6 Credits)
Critical Reasoning	(0-3 Credits)
Quantitative Foundations:	(0-3 Credits)
Second Language:	(0-8 Credits)

Breadth (0-24 Credits): Students must complete one course in each of seven breadth categories:

- Creativity and Aesthetics (CA)
- Historical Contexts (HC)
- Individuals, Institutions, and Cultures (IIC)
- Literary Analysis and Interpretation (LAI)
- Philosophical, Religious and Ethical Inquiry (PRIE)
- Scientific Exploration (SE)
- Technological Tools, Innovation, and Society (TTIS)

In addition to completing one course in each of these categories, students must complete one course in any of the seven Breadth categories.

Proficiencies and Experiences (0 Credits): Students must complete one tag in each of the following Proficiencies and Experiences:

- Community Engagement (CE)
- Global Engagement (GE)
- Oral Communication (OC)
- Quantitative Reasoning (QR)

- Human Diversity (HD)
- Individual and Civic Ethics (ICE)
- Writing (W)
- Writing in the Major or Minor (WIMM)

Exceptions and Qualifications:

Breadth:

1. Students can complete two SE instead of one SE and one TTIS as part of the seven course requirement.
2. Students can complete one KNW course to satisfy two Breadth requirements in different areas.
3. Students may complete no more than three of the eight Breadth courses with courses from the same prefix.
4. Students can complete no more than 4 Breadth requirements using AP, IP, or Dual Credit.
5. Students cannot complete an entire area (HFA, HSBS, NAS) of Breadth using AP, IB, or Dual Credit.
6. Honor's students are eligible to design their own minor.
7. Courses can double count between general education and majors/minors.

Proficiencies and Experiences:

1. The Writing tag must be completed after the student has completed the Discernment and Discourse sequence.
2. The Writing in the Major/Minor tag must be completed after the student has completed the Discernment and Discourse sequence and their W-tag course.
3. The Quantitative Reasoning tag must be completed during or (preferably) after the student has completed the Quantitative Foundation requirement.

UC-2016 Requirements

UC-2016 is Southern Methodist University's general education experience required of all undergraduates. The UC consists of four sets of requirements: foundation, breadth, depth, and proficiencies and experiences (often called tags). The proficiencies and experiences are met either co-curricularly (through tagged courses) or through extra-curricular activities.

Foundations (5-25 Credits):

Discernment and Discourse:	(0-9 Credits)
Quantitative Foundations:	(0-3 Credits)
Second Language:	(0-8 Credits)
Ways of Knowing:	(3 Credits)
Personal Responsibility and Wellness:	(2 Credits)

Breadth (0-21 Credits): Students must complete seven breadth categories:

- Creativity and Aesthetics (CA)
- Historical Contexts (HC)
- Individuals, Institutions, and Cultures (IIC)
- Language and Literature (LL)
- Philosophical and Religious Inquiry and Ethics (PRIE)
- Science and Engineering (SE)
- Technology and Mathematics (TM)

Depth (6-9 Credits): Students must complete three depth categories:

- History, Social, and Behavioral Sciences (HSBS)
- Humanities and Fine Arts (HFA)
- Natural and Applied Sciences (NAS)

Proficiencies and Experiences (0 Credits): Students must complete one tag each in:

- Human Diversity (HD)
- Information Literacy (IL)
- Oral Communication (OC)
- Writing (W)

In addition students must complete two tags from:

W, OC, IL, HD
Community Engagement (CE)
Global Engagement (GE)
Quantitative Reasoning (QR)

Breadth:

1. Students can complete two SE instead of one SE and one NAS.
2. Students can complete multiple courses to satisfy two Breadth requirements in different areas or one Breadth and the KNW requirement or one Breadth and the SLR.
3. Students must complete one SE or NAS course at SMU.
4. Courses can double count between general education and majors/minors.

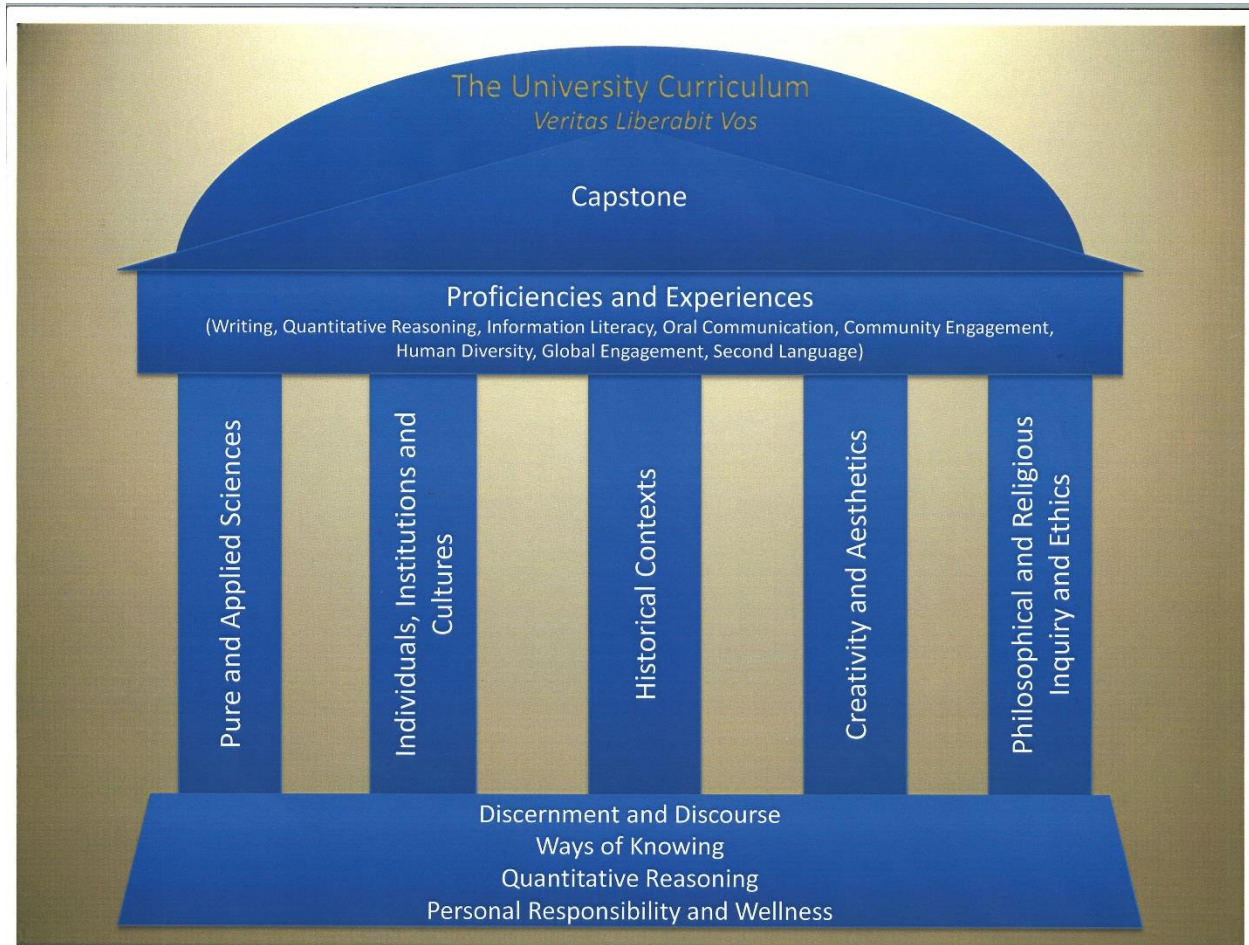
Comparison between UC-2016 and the CC

Component	University Curriculum	Common Curriculum	Differences
Foundations	<ul style="list-style-type: none"> • Discernment and Discourse (0-9 Credits) • Quantitative Foundations (0-3 Credits) • Second Language (0-8 Credits) • Ways of Knowing (3 Credits) • Personal Responsibility and Wellness (2 Credits) <p>Total: 5-25 Credits</p>	<ul style="list-style-type: none"> • Discernment and Discourse (3-6 Credits) • Critical Reasoning (0-3 Credits) • Quantitative Foundations (0-3 Credits) • Second Language (0-8 Credits) <p>Total: 0-20 Credits</p>	<ul style="list-style-type: none"> • Eliminated PRW • Eliminated KNW • Require D&D 1312 • Replaced D&D 1313 with CR 1313 • Reduced total credits by 5
Breadth	<ul style="list-style-type: none"> • Students must take courses from 7 Breadth categories. Double-counting allowed between areas but not within area. <p>Total: 0-21 Credits (depending on AP and transfer credit and double counting)</p>	<ul style="list-style-type: none"> • Students must take 8 courses from 7 Breadth categories, one from each category (7 in total) and one from any category <p>Total: 0-24 Credits (depending on AP and transfer credit)</p>	<ul style="list-style-type: none"> • Added 8th breadth required course. • Changed Language and Literature to Literary Analysis and Interpretation • Broadened Technology and Mathematics to Technological Tools, Innovation, and Society
Depth	<ul style="list-style-type: none"> • Students must complete a course in each of three Depth categories <p>Total: 6-9 Credits</p>	<ul style="list-style-type: none"> • Added eighth Breadth course 	<ul style="list-style-type: none"> • Eliminated Depth requirement
Skills and Proficiencies	<ul style="list-style-type: none"> • Completion of 6 tag courses, one each from W, OC, HD, IL, two from CE, GE, QR. 	<ul style="list-style-type: none"> • Completion of 8 tag courses one each from W, WIMM, OC, HD, ICE, GE, QR, ICE. 	<ul style="list-style-type: none"> • Added one more tag requirement • Removed Information Literacy (IL) • Added Writing in Major or Minor (WIMM) and Individual and Civic Ethics (ICE) tags.

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Appendix A: The original version (2010) of the University Curriculum



Appendix B: Faculty Senate Resolutions

Resolution by the SMU Faculty Senate on the Adoption of UC 2016

Whereas the faculty of SMU voted in 2010 to implement a comprehensive University Curriculum (henceforth UC 2010), and

Whereas UC 2010 encountered significant difficulties in implementation, and

Whereas UC 2010 has made it difficult for students to graduate from SMU in four years, and

Whereas there have been numerous modifications to UC 2010 that have not received explicit faculty approval, and

Whereas UC 2010 has been rendered functional only by stop-gap exemptions that allow students to graduate in a timely fashion, and

Whereas the exemptions to UC 2010 negatively impact the viability of important courses of study, and

Whereas the exemptions to UC 2010 undermine SMU's goal of having a well-rounded curriculum, and

Whereas Peter Moore, the Associate Dean of General Education, has worked tirelessly with the University Curriculum Committee, the Academic Policies Committee, and the faculty at large to develop a revised curriculum (henceforth UC 2016), and

Whereas UC 2016 is a curriculum based on the data and lessons gained from the experience with UC 2010, and

Whereas UC 2016 preserves the spirit of UC 2010 and provides for a broad core education at SMU, and

Whereas UC 2016 is simpler than UC 2010 and allows students to graduate in four years as well as major in multiple courses of study, and

Whereas it is the duty of the faculty to "maintain a high level of intellectual life of the university," (University Bylaws Section 5.10) and

Whereas it is in the power of the faculty of the colleges of SMU to prescribe and recommend courses of study and conditions of graduation, (SMU Bylaws, Section 5.20) and

Whereas "The faculty of Southern Methodist University has no responsibility greater than control of the curriculum," (The University Curriculum 2010, as adopted by the Faculty of the University March 19, 2010 and the SMU Board of Trustees, May 7, 2010, p.4)

Whereas the Faculty Senate of Southern Methodist University bears the responsibility of speaking and acting for the General Faculty in matters affecting the University as a whole (Faculty Senate Constitution, preamble) now therefore be it

Resolved, that the Faculty Senate recommends adoption of UC 2016 as the core curriculum for SMU.

Resolution by the Faculty Senate on the Development of a New Curriculum

Whereas the curriculum adopted by the Faculty of the University and the Board of Trustees in 2010 (henceforth UC 2010) encountered significant difficulties in implementation, and

Whereas the curriculum developed and adopted in 2016 (henceforth UC 2016) represents a fix to UC 2010 instead of a new curriculum designed from the ground up, and

Whereas the development of UC 2016 was of necessity rushed and could not draw from a wide ranging and representative source of faculty input, and

Whereas UC 2016 was not voted on by the faculty as a whole, and

Whereas it is in the power of the faculty of the colleges of SMU to prescribe and recommend courses of study and conditions of graduation, (SMU Bylaws, Section 5.20) and

Whereas SMU welcomes Steven Currall as our new Provost and Vice President of Academic Affairs and looks to benefit from his ideas and guidance in the development of the SMU academic experience, now therefore be it

Resolved that the Faculty Senate requests that soon after taking office, incoming Provost Steven Currall lead the faculty in a thorough review of the University Curriculum with the goal of developing a new curriculum to be voted on by the faculty as a whole by 2019.

Appendix C: Critical Reasoning (CR) 1313 Course Proposal

Course purpose

CR 1313 should provide all SMU undergraduates with the foundations for critical thinking, reading and writing that underlie academic and civic discourse. The course can be divided into two main parts, a skills section and an application section. The skills section will impart the basic skills of critical reasoning and analysis while strengthening the writing skills developed in D&D 1312. These essential elements will be common to all sections of the course and will develop the following crucial abilities:

- Recognize and construct arguments
- Assess the arguments both in terms of their logical cogency and their empirical accuracy.
- Evaluate empirical evidence and scientific theories with attention to the standards for causal and statistical claims and empirical generalizations.
- Compose papers that display these abilities while meeting the hallmarks of excellent writing.

The focus on written excellence will require papers with multiple drafts and papers of sufficient length, especially the final research paper (see below).

In the second, application part of the course, the students will bring their skills to bear on an issue of social importance that combines both moral argumentation and empirical evaluation. Subject to these conditions, the topic of this course, and the approach to the topic, will be up to the individual instructor.

Possible course topics might include:

- Climate Change
- Punishment and the Death Penalty
- Campus Speech
- Immigration
- Medicine and Patient Consent
- Genetic Enhancement
- The Freedom of the Press
- Corporate Responsibility
- Employment and Artificial Intelligence

Schools and departments are encouraged to develop application modules that best serve the needs of their students. The outcome of the application module will be a final research paper that combines argumentative rigor, evaluation of empirical evidence, and appropriate compositional style. Students will thereby learn how to pursue civil critical discourse on issues of ethical and societal significance.

Suggested Texts

The texts for the course will include standard texts to cover the skills portion of the course, and a text selected by the instructor to ground the application portion of the course.

The suggested texts for the skills portion are:

Lewis Vaughn: *The Power of Critical Thinking*. Fifth Edition. Oxford University Press: 2016

Williams and Bizup: *Style: Lessons in Clarity and Grace*. 12th Edition. Pearson: 2016

SLOs:

1. Students will be able to identify, construct, and evaluate arguments in clear prose.
2. Students will be able to write critical papers on an issue of societal and ethical importance that employ and evaluate empirical evidence.

Sample Syllabus: War and Death

What follows is a sample syllabus. The first part of the syllabus is envisioned to be common to all sections of CR 1313, the second part chooses to focus on the issues of the justice of war, torture, and assassination. This second, applied portion will differ depending on course content.

Texts: Lewis Vaughn: *The Power of Critical Thinking*. Fifth Edition. Oxford University Press: 2016
Williams and Bizup: *Style: Lessons in Clarity and Grace*. 12th Edition. Pearson: 2016
White: *Contemporary Moral Problems*. 10th Edition. Wadsworth. 2012
Senate Select Committee on Intelligence: *Senate Intelligence Committee Report on Torture*. Melville House: 2014
Mayer: *The Dark Side*. Anchor: 2009

Assignments: Weekly Chapter Exercises in Vaughn
Assignment I: Identifying Sound and Valid Arguments
Assignment II: Identifying Fallacies
Assignment III: Short Paper identifying and Criticizing Causal Claims
Assignment IV: Short Argument Paper on Just War and Terrorism
Assignment V: Annotated Bibliography for Final Paper
Assignment VI: Draft of Final Paper
Final Paper

Section I: Skills

Week I: Intro to course and course purpose
Vaughn-- Chapter One: The Power of Critical Thinking
Explains the difference between claims and arguments, reasons and inferences; how to spot arguments, premises and conclusions.

Week II: Vaughn—Chapter Two: Obstacles to Critical Thinking
Discusses environments and psychological factors that can impede critical thinking, as well as ways to be wise to them.

Week III: Vaughn—Chapter Three: Making Sense of Arguments.
Introduces the distinction between deductive and inductive arguments and introduces the distinction between soundness, validity and cogency. Discusses how to evaluate arguments in light of these distinctions. Introduces common argument patterns and types, and teaches how to diagram arguments.

Week IV: Vaughn—Chapter Four: Reasons for Belief and Doubt
Discusses how to evaluate sources and experts, as well as common cognitive biases and mistakes. Discusses how to critically read and hear the news.
*Assignment I Due: Detecting Sound and Valid Arguments

Week V: Vaughn—Chapter Five: Fallacies and Persuaders
Discusses numerable fallacies as well as rhetorical moves that are apt to persuade without evidence.

Week VI: Vaughn—Chapter Eight: Inductive Reasoning

Introduces enumerative induction, analogical reasoning, and causal arguments. Discusses sampling and generalization errors, as well as failures of analogy. Introduces Mill's method for determining causality as well as their limitations. Discusses common errors in causal reasoning.

**Assignment II Due: Identifying Fallacies*

Week VII: Vaughn-- Chapter Nine: Inference to the Best Explanation

Distinguishes between explanations and arguments, and gives examples of inferences to the best explanation. Discusses criteria for a good explanation and general guidelines about how to test theories.

Week VIII: Scientific Reasoning

Vaughn—Chapter Ten: Judging Scientific Theories

Introduces the scientific method and the nature of empirical testing. Discusses value of control groups, placebo testing, double-blindness and replicability. Discusses criteria of adequacy for scientific theories (testability, fruitfulness, scope, simplicity and conservatism) and uses evolution/creationism debate as a test case. Applies the chapter lessons to “weird” cases such as crop circles and psychic communication.

Week IX: Vaughn—Chapter 11: Critical Thinking in Morality and The Law

Introduces the distinction between moral and non-moral statements and arguments. Discusses the nature of moral premises, principles and theories. Discussion of how arguments and inferences are used in the law.

**Assignment III Due: Short paper presenting and then criticizing causal and scientific claims.*

Section II: Application: War and Death

(All readings in White, unless otherwise notes)

Week X: *Just and Unjust War*

Lackey: Pacifism

Brough, Lango and Van Der Linden: Just War Principles

Crawford: The Slippery Slope to Preventative War

Week XI: *Terrorism*

Calhoun: The Terrorist's Tacit Message

Nagel: What's Wrong with Terrorism?

Luban: The War on Terrorism and the End of Human Rights

Week XII: *The War on Terror*

Mayer: The Dark Side

Week XIII: *Torture*

Dershowitz: The Case for Torturing the Ticking Bomb Terrorist

Luban: Liberalism, Torture and the Ticking Bomb

Steinhoff: Torture—The Case for Dirty Harry and against Alan Dershowitz

**Short Paper Due*

Week XIV: *Torture and American Policy*

Senate Select Committee on Intelligence: *Senate Intelligence Committee Report on Torture.*
**Annotated Bibliography Due*

Week XIV: Style and Clarity
Selections from Williams and Bizup
**Draft Due*

Week XIV: Student/Professor Conferences.

Final Paper Due

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Appendix D: Minors in the Honors Program

In an effort to provide our most motivated University Honors Program students a more fully realized coherent experience, greater intellectual freedom, and a tangible marker of their accomplishments, the UHP proposes the creation of a minor, housed within Dedman College, with the title “the Honors Interdisciplinary Minor.” In addition to offering students this added credential, another potential result of this minor should be more UHP students pursuing the independent, or individualized major in Dedman College. In past years we have had a few stellar students pursue this major, but the majority of our students are unaware of the option.

Hours required for completion will be 22 hours, in a focused interdisciplinary study—centered on a specific theme, question, or problem. In their application to the Honors Interdisciplinary Minor students will explain their intended focus for the Minor, and will need to list at least one faculty member who has agreed to supervise the Minor and, in the case of the second option, the final research project.

Individual Components:

● **2 classes (6 hours) for the two Honors Humanities Seminars**

(DISC 2305 & CR 2306)

● **1 Honors Research Methods Seminar, UHP 2100 (1 hour)**

(Needs to be taken by the 5th semester)

This course introduces students to academic inquiry and research methods, and requires them to work their faculty mentor in completing a preliminary research proposal.

● **5 Additional Honors courses**

(Must be taken from at least two disciplines of study, listed below)

Humanities (includes History, Art History, English, Philosophy, Religious Studies)

Social Sciences (includes Political Science, Psychology, Sociology, Anthropology, Economics)

Sciences (includes Biology, Chemistry, Physics, Geology, Mathematics)

Arts & Communication (Meadows courses outside Art History)

Business

Engineering

OR

● **4 Additional Honors courses**

(Must be taken from at least two disciplines of study listed above)

And a Distinction Project in the Major, or an original research project, such as a Richter, Mayer Interdisciplinary Fellowship, or Engaged Learning Research Fellowship—completed under the supervision of a faculty mentor.

- GPA requirement at the time of application, and at graduation, will be: 3.4. overall, and 3.2 in Honors courses.

Notes:

It is our understanding that not all of the students in the UHP will decide to complete the minor, so the designation “Honors in the Liberal Arts” will remain for those students who complete the current UHP requirements.

In order to stimulate greater intellectual creativity, students enrolled in the Honors Interdisciplinary Minor will be allowed (pending special approval by the UHP Director) to take upper level departmental courses that will count toward the UC Breadth requirements.

Following the introduction of the Minor, the UHP will offer Faculty Course Development Grants in order to stimulate more exciting and challenging upper level courses for the program. The UHP would like to explore this idea with the Interdisciplinary Institute in Dedman College for a possible partnership.

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Appendix E: Aspirational Universities – General Education and Wellness/Physical Fitness

University	Wellness/Physical Fitness in General Education
Boston College	No
Boston University	No
Brandeis University	Yes
Carnegie Mellon University	No
Duke University	No
Emory University	Yes
George Washington University	No
Lehigh University	No
Northeastern University	No
Northwestern University	No
Rice University	Yes
Tufts University	No
Tulane University	No
University of Miami	No
University of Notre Dame	Yes – but with a religious emphasis
University of Rochester	No
University of Southern California	No
Vanderbilt University	No
Wake Forest University	Yes
Washington University of St. Louis	No

Appendix F: Human Diversity (HD) and CIQ@SMU

Under development.

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Appendix G: Individual and Civic Ethics (ICE)

The Individual and Civic Ethics (ICE) tag is a new Proficiency and Experience. The SMU Strategic Plan calls for us to “increase the number and range of courses that integrate ethics development” in the experience of all undergraduates (Goal Two, Objective Six). The plan also calls for strategic investment in instruction in “Ethics and Human Development” (Goal One, Objective Five). This new P&E will be a critical piece of that effort. The new tag builds on key features of the revised Critical Reasoning 1313 course. As noted in Appendix C students in CR 1313 will bring their critical reasoning and analysis skills to bear on an issue of social importance that combines both moral argumentation and empirical evaluation. Courses with the ICE tag build on this foundation.

The importance of ethics in the undergraduate curriculum is not limited to SMU. Several (peer and aspirant) universities incorporate ethics as a key element in their general education requirements. At Duke, the general education requirements for Trinity College of Arts and Sciences (as noted earlier, each School/College at Duke has its own general education requirements) includes two courses in Ethical Inquiry (EI). “Courses coded EI encourage students to develop and apply skills in ethical reasoning, to assess critically the consequence of actions, both individual and societal, and to sharpen their understanding of the ethical and political implications of public and personal decision-making” (<http://admin.trinity.duke.edu/curriculum/trinity-curriculum>).

Beginning in fall 2018 American University will require a three-credit course that incorporates ethical reasoning (one of five so-called Habits of Mind in their revised general education core). “Courses in ethical reasoning will explore questions about what is right and what is good, in everyday life as in professional practice. These courses will provide tools that help students identify ethical questions and evaluate claims concerning human conduct and value.” (<https://www.american.edu/provost/gened/upload/Reimagining-General-Education-5-4-16.pdf>).

At Northeastern University the latest version of their general education curriculum, NUpath, includes a requirement in “Employing Ethical Reasoning.” This core requirement mandates that students “study and practice methods of analyzing and evaluating the moral dimensions of situations and conduct.” Students “learn ethical theories and frameworks; explore how conceptions of morals and ethics shape interpretation of concepts such as justice, fairness, rights and responsibilities, virtues, and the good life; and apply these to personal, professional, social, political, historical or economic questions and situations.” Such courses must meet three outcomes: 1) “Describe the moral and ethical elements of an issue, problem, or situation;” 2) “Explain at least two key ethical theories;” 3) “Apply ethical theories to moral dilemmas and personal positions.” (<http://www.northeastern.edu/core/requirements/employing-ethical-reasoning/>)

At Harvard College, the goal of general education is to “learn to think critically, act ethically, and engage.” (<https://college.harvard.edu/academics/planning-your-degree/general-education>) Students must complete one credit in each of eight areas, one of which is ethical reasoning. Harvard defines this as the ability to “examine the competing conceptions and theories of ethical concepts with a focus on evaluating their application to concrete ethical dilemmas.” They provide compelling arguments for this requirement which involves four outcomes: 1) to “teach how to reason about moral and political beliefs and practices, and how to deliberate and assess the claims about ethical issues;” 2) to “examine competing conceptions and theories of ethical concepts such as the good life, obligation, rights, justice, and liberty;” 3) to “apply these conceptions and theories to concrete ethical dilemmas of the sort students will encounter in their lives, such as those that arise in medicine, law, business, politics, and daily life;” 4) to, “where appropriate,

acquaint students with value systems different from their own, such as those of different religions or different historical periods and those expressed in different languages, or with empirical studies of moral life.” (<https://generaleducation.fas.harvard.edu/ethical-reasoning>)

Others in this list include the proposed BU Hub requirements (an Ethical Reasoning requirement - <https://smu365.sharepoint.com/teams/Provost/CIP/GERT/SitePages/Home.aspx>) and Stanford’s Ethical Reasoning requirement that forms a part of their Ways of Thinking/Ways of Doing requirement (<https://undergrad.stanford.edu/academic-planning/degree-requirements/gers-students-who-entered-2013-class-2017/ways-thinking>).

With our two University Professors of Ethics and the Cary M. Maguire Center for Ethics and Public Responsibility, a new ethics faculty member being hired in Philosophy and faculty with expertise in ethics in Perkins School of Theology, Cox School of Business, and Dedman Law, SMU is well-positioned to implement a comparable requirement. We expect that funding from Maguire will allow faculty to enhance their courses so as to meet the SLO associated with the ICE tag. In particular we envision creating ten \$5,000 course development grants per year through the generosity of the Maguire Center to incentivize and train faculty (going forward SACSCOC requires credentialing faculty to the course) to add or enhance an ethics component in a course they currently teach. As in the past faculty receiving such grants would be required to participate in the annual Taos retreat. During the year we expect to launch an ethics seminar that faculty teaching ICE courses would be encouraged to attend.

This effort can be further enhanced with the creation of two new postdoctoral fellowships in ethics. These fellowships will be for two years with total compensation including benefits of \$60,000 per year (and thus a total cost of \$120,000). Many of our aspirant universities that have ethics centers have such fellowships. Any department on campus can apply for the fellowship based on an appropriate candidate. During their two years, the Ethics Fellows will be expected to teach a section of CR 1313, a course with an ICE tag, and will work with faculty who are interested in augmenting their courses with more ethical content. Funding for these Fellows will come from the new Pony Power (DEA) initiative.

As noted above the new tag dovetails nicely with the revised CR 1313 course where students will get their first exposure to the key topics in individual and civic ethics.

Appendix H: Writing in the Major/Minor

In the best institutions it is becoming more commonplace that students must complete a writing course in their major. As the Stanford description makes clear, “Writing in the Major courses provide students with opportunities to develop writing skills in the context of their major fields. It begins the process of learning to write effectively in discipline-specific formats and styles.” (<https://undergrad.stanford.edu/programs/pwr/courses/writing-major>) Stanford goes on to provide nine outcomes for such courses including that they are taught by lecturers, tenure-track professors, or tenured faculty member, that they require a substantial amount of writing including the use of drafts with effective instructor feedback and that they enhance the major. (<https://undergrad.stanford.edu/programs/pwr/courses/writing-major>)

George Washington University requires its students to complete two Writing-in-the-Discipline courses. (<https://writingprogram.gwu.edu/writing-disciplines>) Students are allowed to complete appropriate courses in their major, minor, or in a related field. They recommend students completing one such course in each of their sophomore and junior years. (<https://writingprogram.gwu.edu/writing-requirements>) As at Stanford faculty are provided with a list of outcomes. These included that writing must be used in the course throughout the semester, revisions are essential, students should learn the writing conventions of the discipline. (<https://writingprogram.gwu.edu/program-resources#WID%20Course%20Guidelines>)

Students at Duke are also required to complete two Writing-in-the-Disciplines courses. (<https://twp.duke.edu/students/undergraduate>) Their requirements and expectations of such courses are comparable to George Washington University (<https://twp.duke.edu/faculty/wid/guidelines>) While not part of general education all undergraduates at Princeton must complete a senior thesis (or in case of some engineering departments completes a senior project). This thesis represents the culmination of their work at Princeton and is a signature feature of their undergraduate curriculum (<https://admission.princeton.edu/academics/senior-thesis>) At Vanderbilt a discipline-specific writing course is one option students have for completing their third writing course. (<https://as.vanderbilt.edu/academics/axle/writing-requirements.php>)

At SMU under the UC students can complete a W-tag course before completing the D&D sequence. Under the Common Curriculum this will no longer be possible. As originally envisioned students were required two W-tag courses. With Common Curriculum we replace one of those W-tag courses with a WIMM-tag course which must be completed after the W-tag course. We believe most majors and many minors already have courses that would fit this tag.

The emphasis on writing both in the original UC proposal and envisioned here will be enhanced through a more robust Writing Center. Stanford, George Washington University, and Duke all have substantially stronger writing centers

Currently the yearly budget for our Writing Center is \$60,000 which covers the salary and benefits of the Center Director. We recommend that SMU pursue funding for a Marshall Terry Writing Center. Initially we recommend funding of \$140,000 per year through Pony Power (together with the current \$60,000 budget brings the total to \$200,000) coinciding with an effort to raise a \$5,000,000 endowment to fully fund a Director, Assistant Director, Administrative Assistant, and two Writing Consultants.

Faculty and students would both benefit from a more robust Writing Center. Faculty teaching the W-tag and WIMM-tag courses often are not prepared to enhance students’ basic writing skills (e.g.,

<https://writingprogram.gwu.edu/program-resources>). While it is expected that most of this training will occur in D&D-CR, an ongoing emphasis on the basics over the students' four years is essential for students' development as effective writers. With support from the Writing Center, we expect an improvement in the writing assignments in W-tag and WIMM-tag courses along with training in software that will allow faculty to check grammar and spelling. Increased access to tutoring is essential to ensuring that our students are strong writers when they graduate from SMU.

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Appendix D: The Common Curriculum Requirement Tracker

<p>FOUNDATIONS Complete all categories.</p>			
DISC – Discernment and Discourse			
CR – Critical Reasoning			
QF – Quantitative Foundations			
SL – Second Language			
<p>BREADTH REQUIREMENTS Satisfy all categories. Complete eight courses. One course must satisfy two categories.</p>			
Breadth Category	First Course	Second Course	Two-Category Course
CA – Creativity and Aesthetics			
HC – Historical Contexts			
IIC – Individuals, Institutions, and Cultures			
LAI – Literary Analysis and Interpretation			
PRIE – Philosophical, Religious and Ethical Inquiry			
ES – Exploring Science			
TAS – Technological Advances and Society			
<p>PROFICIENCIES AND EXPERIENCES Complete one tag in all categories.</p>			
CE – Community Engagement			
GE – Global Engagement			
HD – Human Diversity			
CIE – Civic and Individual Ethics			
OC – Oral Communication			
QR – Quantitative Reasoning			
W – Writing			
WIMM – Writing in the Major or Minor			

Common Curriculum Sample Student 1

Course	CA	HC	IIC	LAI	PRIE	ES	TAS
1	X						
2		X					
3			X				
4				X			
5					X		
6						X	
7							X
8	X	X					

BREADTH REQUIREMENTS Satisfy all categories. Complete eight courses. One course must satisfy two categories.			
Breadth Category	First Course	Second Course	Two-Category Course
CA – Creativity and Aesthetics	1	8	8
HC – Historical Contexts	2	8	8
IIC – Individuals, Institutions, and Cultures	3		
LAI – Literary Analysis and Interpretation	4		
PRIE – Philosophical, Religious and Ethical Inquiry	5		
ES – Exploring Science	6		
TAS – Technological Advances and Society	7		

This scenario reflects what will likely be the typical student. The student uses seven Breadth courses, each satisfying one category and an eighth that meets two categories to complete their Breadth requirement.

Common Curriculum Sample Student 2:

Course	CA	HC	IIC	LAI	PRIE	ES	TAS
1	X	X					
2			X	X			
3					X		X
4						X	
5		X			X		
6			X	X			
7						X	
8							X

BREADTH REQUIREMENTS Satisfy all categories. Complete eight courses. One course must satisfy two categories.			
Breadth Category	First Course	Second Course	Two-Category Course
CA – Creativity and Aesthetics	1		1
HC – Historical Contexts	1	5	1
IIC – Individuals, Institutions, and Cultures	2	6	
LAI – Literary Analysis and Interpretation	2	6	
PRIE – Philosophical, Religious and Ethical Inquiry	3	5	
ES – Exploring Science	4	7	
TAS – Technological Advances and Society	3	8	

In this scenario, a student satisfies all seven categories with four Breadth courses. Thus, they have additional flexibility in choosing the final four Breadth courses to further knowledge in several areas in a manner similar to the current Depth requirement but without the additional complication. This is one way students can simultaneously complete Breadth and minor or second major requirement.

Common Curriculum Sample Student 3

Course	CA	HC	IIC	LAI	PRIE	ES	TAS
1	X	X					
2			X	X			
3					X		X
4						X	
5		X			X		
6			X		X		
7						X	
8							X

BREADTH REQUIREMENTS Satisfy all categories. Complete eight courses. One course must satisfy two categories.			
Breadth Category	First Course	Second Course	Two-Category Course
CA – Creativity and Aesthetics	1		1
HC – Historical Contexts	1	5	1
IIC – Individuals, Institutions, and Cultures	2	6	
LAI – Literary Analysis and Interpretation	2		
PRIE – Philosophical, Religious and Ethical Inquiry	3	5	
ES – Exploring Science	4	7	
TAS – Technological Advances and Society	3	8	

The only difference between this scenario and the previous one is course 6. In the previous scenario course 6 met IIC and LAI. In this one it meets IIC and PRIE. Although this is the third course that meets PRIE, the fact that it also meets IIC allows it to count toward Breadth. If course 6 satisfied PRIE and HC it would not count toward general education since both PRIE and HC already have two courses (but could of course, meet minor or major requirements).

Common Curriculum Sample Student 4

Course	CA	HC	IIC	LAI	PRIE	ES	TAS
1	X	X					
2			X	X			
3					X		
4						X	
5						X	
6						X	
7							X
8		X					

BREADTH REQUIREMENTS

Satisfy all categories. Complete eight courses. One course must satisfy two categories.

Breadth Category	First Course	Second Course	Two-Category Course
CA – Creativity and Aesthetics	1		1
HC – Historical Contexts	1	8	1
IIC – Individuals, Institutions, and Cultures	2		
LAI – Literary Analysis and Interpretation	2		
PRIE – Philosophical, Religious and Ethical Inquiry	3		
ES – Exploring Science	4	5	
TAS – Technological Advances and Society	6	7	

This scenario demonstrates the exception for ES courses. Course 6 is the third course satisfying ES. Since we allow one ES course to replace a TAS course, it shows up in the tracker under TAS.