

Questions asked at the open sessions and through e-mail:

1. What is the philosophy behind this proposal?

The PowerPoint slides include the philosophy behind this proposal.

2. Can the seminars be taught by faculty in all departments?

Yes, absolutely. We welcome all who are willing to redesign or develop a course that would fit the outcomes of the seminar.

3. Could a 100 level course within the major be redesigned to provide a seminar experience?

Yes, we think that would be great as long as it meets the outcomes of the seminar. Some of the mode courses may also be redesigned.

4. Will the Self & Society seminars and the co-requisite symposium be revamped courses or new courses?

As indicated above we expect that there will be some seminars that will be revamped or redesigned courses, and some that will be developed as new courses. The 1-hour symposium will be a new course.

5. How does the Self & Society seminar fit into the 42-hour transfer block? Is the course transferable out of Truman? If yes, how?

Yes, the course is transferable, the question is how the receiving institution is likely to credit the course. Originally when the committee met, the last column or Perspective on the state's working proposal was set aside for "mission specific requirements" (6 hours). We felt that the seminar and STAT 190 fit best there. The state committee has since changed the last column to "other courses with a Missouri transfer number". Since this course would be part of Truman's 42 hour core, it would automatically transfer as part of the 42 hour core if the student has completed Truman's core. If the student has not completed Truman's 42 hour core, then the receiving institution has the discretion of how to credit the course. We would propose the seminar as meeting the requirements of either the Social, STEM or Humanities Perspective. The syllabus for each seminar will include the course outcomes, which increases its probability of transferring as meeting the receiving institution's core. If not, then it would likely be accepted as elective credit.

6. Can the writing enhanced research-based requirement in the Communications Perspective also be the capstone course in the major?

Yes, just like the current requirement for WE can be filled by the capstone course.

7. Why did the committee recommend splitting the seminar into two parts?

The state mandate does not want universities to have 100 & 200 level courses as graduation requirements. We wanted to require all new Truman students to take the 1-hour symposium and a co-requisite Self and Society Seminar. Transfer students who have completed the 42-hour core will be required to complete the symposium, but will have the option of completing either a 3-hour seminar or a 1-hour alternative mini-seminar as a co-requisite.

8. What are the plans for convening committees and determining the final details for the areas of the proposed curriculum that are still under development? (i.e., Health & Wellness, High Impact Experiences, etc.)

Assuming the bill passes, Faculty Senate will call for volunteers for the various committees and they would start meeting as soon as possible. The intent is that we would have recommendations from these committees by a date determined in the charge of the committee, which would likely be either May or August 2018.

9. What is the implementation timeline if the curriculum update passes?

The intent is to have the details finalized and the revised curriculum ready for inclusion in the Fall 2019 catalog.

10. Are there plans to develop advising guidelines and/or training sessions for advisors so they can help students make informed enrollment choices? Will Degree Works be updated?

Yes, there should be guidelines for advisors once the final details are determined. Degree Works will be updated to reflect the changes. The proposal also calls for Faculty Development to help faculty members develop the seminars.

11. Has the issue of staffing and resource redistribution been discussed by the parties responsible for making such decisions?

Yes, it has been discussed. The new priorities would be incorporated into the allocation process. There will likely need to be trade-offs and a search for efficiencies. This will be true with or without a new curriculum. Students would still be required to take the same number of hours to graduate.

12. What are the advantages of the new curriculum? How is the new curriculum better than our current curriculum and distinctive from other campuses?

- Adds a first-year seminar that provides a common experience and exciting introduction to the liberal arts for entering students as well as the opportunity to experience a course that addresses “big questions” and helps students make the transition to higher order thinking and the communication expectations of college-level work.
- The Perspectives are broader than our current modes and students will have more choices within each perspective than at other institutions. Students may choose to take a second course in a discipline because they want to explore the subject in more depth.

Currently the LSP only requires one course in each chosen mode and a second course taken would be an elective. We also hope to invite new seminars to be created within each perspective to broaden student choice even more.

- The seminars allow us to be creative in the way we meet the outcomes for the Perspectives. Our distinctiveness also comes from the way our courses are taught and engage the students. The courses will focus on big questions or ideas.
- The Wellness Activity emphasizes activity and is a creative approach to Personal Well-being.
- The proposal is aligned with the state's 42-hour "common core" framework.
- The Dialogues preserves much of what we like about the current LSP, enabling us to focus on development of the new Self and Society Seminar.

13. What happens if the referendum fails?

We have not really discussed a plan B at this point. We are hopeful the referendum will pass. However, we would lose the seminar and probably need to propose a few amendments to our current LSP to align it with the state's 42-hour "common core."