

Notes

4/15/16

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SS1, SS2, SS3

1. Writing communication

- a. Do we have concerns about integrating written communication into the SS groups?
- b. There may be interest to include written communication into SS groups
- c. One person reviewed the learning outcomes in the written competency area and thought that maybe those learning outcomes in the competency may be different from the type of writing she embeds in her discipline class
- d. Current writing competency learning outcomes may be difficult to implement in discipline areas
- e. Current outcomes for specific discipline classes don't include writing
- f. Do we want to add writing communication into the SS groups: it seemed to be one
- g. Discussion about what the writing competency would require for teaching and assessing in discipline areas
- h. The content document includes a requirement for

2. Diversity and Global engagement

- a. There may be some areas of this may be difficult to implement into a discipline area in SS1
- b.

SS1 notes to correct notes from October 2015

1. Under 2 in diversity and civ engagement there is a correction needed for what learning outcome was selected. Strike number 4 for required. Only number 2 is required. This is a learning outcome to select for SS 1: Connect econ or political science disciplinary knowledge to civic engagement

SS2 and 3 Discussion

Critical thinking

1. Select "ask a question relevant to the discipline" (currently structured under "Formulate [an Argument](#)"). This learning outcome should be moved to the "explain an issue" category. Need to find out if other groups would be willing to modify the competency and LO structure to move the "ask a question" to the other category
 - a. Options: 1) move "ask a question..." to the first category "explain an issue" 2) duplicate "ask a question" in both "explain an issue" and "formulate an argument" Need to ask the other groups using critical thinking competencies

Diversity and global learning

Modifications to first paragraph: there is discussion that more work is needed to review and revise the first paragraph.

Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for [individuals, groups, communities, or cultures](#). This competency will introduce students to concepts on various scales (such as spatial, temporal, contextual, or personal) toward building their awareness of diversity and the importance of inclusivity.

Through diversity and global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.