

Response from Southern group

Overall comments

- We are concerned that assigning a skill to particular content area is prescriptive. We prefer to give faculty the flexibility to select which skill they will focus on in their class. This will allow a science class, for example, to have a quantitative focus, or communication, or personal and social responsibility, or critical thinking.

Model 1, 3, and 4

- Stronger focus on content area than on skills. Maintains status quo.
- Assigns specific skill to particular content area; there is not a one-to-one correspondence.
- This is very similar to our status quo
- Specific to Model 1: Note at bottom says that categories III, IV, and V reinforce critical skills. Where are critical thinking, information literacy, and collaborative skills introduced?

Model 2

We assessed the checklist rather than the model description

- Essential skill becomes intrinsic part of course; skills are not prescribed by content area. Example: a course from any area can be a vehicle for teaching critical thinking.
- Is it too forced to have a single skill emphasis in a class? Subjects are not typically that constrained.

Model 5

- We focused on item 6, deferring the certification question for this fall.
- We liked that the skills were not forced into specific content areas.

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