2020 VISION:
Creating an Integrated General Education Program at SUNY Fredonia
APPENDIX

FAST FACTS

- **Total Undergraduate Enrollment**: ~5,300 (based on 5 year average)

- **Incoming** (First-Year) **Students** (entering straight from high school):
  - ~1100 (based on 5 year average)
  - Advanced standing (from Fall 2012):

Number of Credit Hours	Number of Incoming Students	% of Advanced Standing	% of Total Incoming Students
3 or less	94	19	9
4-6	106	21	10
7-9	76	15	7
10-12	52	10	5
13-23	115	23	10
24-30	46	9	4
30+	15	3	1
Total	*504*	*100*	*46*

- **Retention Rate**:
  - 80% 1st year retention rate (based on 5 year average)
    - Lose ~300 students between Fall and Spring semesters (based on 5 year average)

- **Transfer Students** (entering with previous college experience):
  - ~500 (based on 5 year average)
    - 9% of total enrollment
    - 30% of incoming class (1100 first-year students + 500 transfer students)
  - 75% coming from 2-year SUNY Community College
  - Class standings:
    - Freshman   5%
    - Sophomores   30%
    - Juniors   65%

- **Degrees Awarded**:
  - ~1100 Bachelor degrees awarded (based on 5 year average)

- **Adjunct Faculty**:
  - Teach ~40% of General Education Coursework (GEIKO grant)

- **CCC 2012-2013 Data** (from Institutional Research Office):

CCC Attributes	Fall 2012			Spring 2013		
	# of Sections	Enrollment	Ave. enroll	# of Sections	Enrollment	Ave. enroll
C01: CCC Writing	31	581	18.7	21	369	17.6
C01B: CCC Basic Communication-Oral	6	134	22.3	24	192	8.0
C02: CCC Mathematics	43	1296	30.1	38	1054	27.7
C03: CCC Foreign Languages	28	554	19.8	24	481	20.0
C04: CCC Arts	109	938	8.6	106	816	7.7
C05: CCC Humanities	33	830	25.2	51	901	17.7
C06: CCC Social Sciences	48	1947	40.6	44	1374	31.2
C07: CCC Natural Sciences	43	2084	48.5	38	1655	43.6
C08: CCC American History (A)	12	536	44.7	8	459	57.4
C08B: CCC American History (B)	11	282	25.6	5	78	15.6
C09: CCC Western Civilization	19	724	38.1	20	636	31.8
C10: CCC World Hist or Non-West Civ	23	734	31.9	20	682	34.1
Grand Total	*406*	*10640*	*26.2*	*399*	*8697*	*21.8*

Note1: The following ccc courses are excluded: (1) enrollment = 0, (2) Courses for majors only, (3) Speaking intensive, (4) Upper

Note2: Speaking intensive and Upper level courses are identified using CCC attributes

Note3: Data are as of census day since end-of-term data do not have non-major identifier

Rough Sketch of Number of General Education Courses Needed

First Year {Seminar, Written Communication, Quantitative Reasoning}
- 1100 incoming freshman (based on 5 year average)
- Courses restricted to 20 students per section
  - Currently the case for written communication
- **FIRST SEMESTER ➔ 27 sections (540 seats) of each of the 3 courses**
  - Expect to serve half of incoming freshman each semester = 550 students per semester
  - 550 students/20 seats per section = 27.5 sections
- 80% first year retention rate
  - Lose ~300 students between Fall and Spring semesters
- 5% of incoming transfer students enter as freshmen (~25 students)
- **SECOND SEMESTER ➔ 25 sections (500 seats) of each of the 3 courses**
  - 1100 (incoming) – 540 students served in first semester = 560 students
  - 80% retention rate ➔ 560*0.8 = 448 students
  - 448 students + 25 incoming first-year = ~473 students to serve
  - 473students/20 eats per section = 23.65 sections

Thematic Coursework
- 500 incoming transfer students
  - 30% as sophomore standing (150 students) – assume need all 6 thematic courses
  - 65% as junior standing (325 students) – assume need only 2 thematic courses
- **EACH SEMESTER ➔ 35 sections (1,225 seats) of various thematic courses per semester**
  - ➢ Incoming, First-Year & Second-Year Transfers
    - 1100 incoming + 25 freshman transfer = 1125 first-year students total
    - 80% first-year retention rate ➔ 1125*0.8 = 900
    - 900 incoming + 150 sophomore transfers = 1050 total second-year students to be served
    - Assume all second-year students need 6 thematic courses (over 3 years; 6 semesters)
    - 1050 students * 6 themed courses each = 6300 seats total
    - 6300 seats total / 6 semesters = **1050 seats per semester**
    - Assume an average of 35 seats per course = 1050/35 = **30 sections per semester**
  - ➢ Third-Year Transfers
    - 325 junior transfers
    - Assume all third-year transfers need 2 thematic courses (over 2 years, 4 semesters)
    - 325 students * 2 themed course each = 650 seats total
    - 650 seats total / 4 semesters = **162.5 seats per semester**
    - Assume an average of 35 seats per course = 162.5/35 = **4.64 sections per semester**
  - ➢ Total
    - 1050 seats + 162.5 seats = 1212.5 seats per semester
    - 30 sections + 4.64 sections = 34.64 sections per semester

Writing Intensive Courses
- Largely taught in major
- Courses are typically restricted to 20 students per section

TOTALS ➔ 116 sections (2845 seats) per semester
- 27 sections * 3 courses required = 81 sections (1620 seats) per semester for first-year coursework
- 81 sections (1620 seats) + 35 sections (1225 seats) = 116 sections (2845 seats) per semester

CURRENTLY OFFERING ➔ 402 sections (9669 seats) per semester
- See Fasts Facts (average of Fall 2012 and Spring 2013 numbers)

Sample Syllabus First-Year Seminar

SUNY Fredonia
College of Liberal Arts and Sciences
GNED 101
Fall 2015

Instructors:
Office:
Voice Mail:
Email:
Office Hours:
Class Meets: **MWF at 10:00 in Fenton 156; Some class meetings will be in Rosch Recital Hall**

COURSE DESCRIPTION (from course catalogue):

In this 3-credit course, required of all students as part of their general education program, students will engage in an exploration of identity through a variety of different perspectives. In addition to academic content and an introduction to faculty from several disciplines, this course will also support student development of a range of fundamental skills for college success including goal-setting, note-taking, technology use, academic research, time management, active listening, effective oral communication and financial literacy. This foundational course will serve as the introduction to campus resources, the SUNY-Fredonia General Education Program and the e-portfolio.

COURSE RATIONALE AND GOALS:

There are four distinct goals for this course and student participation in it. The academic content focus of the first-year seminar course will engage students with the overarching theme of "*Social Identity and Integrity*." Together with their faculty leaders, students will learn about, deepen understanding of and respect for our diverse community and will locate themselves within that community. Active consideration of the following questions will serve as the starting point for the semester.

- *Social Identity* — *Who am I as an individual and as a member of a group or society? How do we define a concept of "self" in relation to others? What are the effects of time, context and experiences on those definitions? What does it mean to be successful in the various roles I inhabit?*
- *Integrity* — *What does it mean to live an ethical and moral life? Are these concepts culturally prescribed or universal?*

The second goal of the course, and one of our campus commitments to students and to one another is that we will be an engaged community. In this seminar, students will experience engagement both within the campus and the community. Through participation in a range of campus events and in opportunities for service learning, everyone will establish connections that can be sustained during your time on campus. The third goal for the course includes presenting students with multi-disciplinary perspectives on information and knowledge creation. In order to achieve this goal, the seminar will have different faculty leaders during the semester. Scheduled at the same time as three other sections of the seminar, occasionally groups will meet together for presentations about skills and resources. During the semester, the faculty will rotate through the sections, facilitating discussions and activities that develop course themes.

Finally, in addition to the interdisciplinary exploration of 'Social Identity,' the first-year seminar course is intended to support you as you make the transition into college life. Through presentations and active practice, all students will improve their abilities to: use technology effectively, conduct research, manage their time and resources, identify personal goals and priorities, actively listen and respond in lectures and discussions, develop oral communication skills and create and maintain an e-portfolio.

REQUIRED COURSE MATERIALS:
A common text for each time band will be selected from either a Great Books program, the NY Times in the First Year program, or the National Endowment for the Arts Big Read program.

- ➢ http://www.us.penguingroup.com/static/pages/services-academic/campuswide.html
- ➢ http://www.randomhouse.com/acmart/images/PDF/RH2013FYECatalog.pdf
- ➢ http://www.neabigread.org/

The key to the selection of the text(s) is that it should provide faculty and staff from many departments a way to talk about their perspectives and disciplines to engage students in conversations about social identity and integrity.

COURSE OBJECTIVES AND OUTCOMES:
1. GNED 101 is a requirement of the SUNY Fredonia General Education Program. In addition, along with ENGL 100, this course fulfills the Basic Communication requirements of the SUNY-wide General Education Requirements (GER). In this course, students will:
   a. Develop proficiency in oral discourse; and
   b. Evaluate an oral presentation according to established criteria
2. Upon successful completion of GNED 101, students will:
   a. recognize multiple disciplinary ways of asking important questions and finding answers to them;
   b. recognize and respect themselves and others as members of multiple communities;
   c. identify and use appropriate campus resources for support;
   d. become familiar with opportunities on campus and in the community, including opportunities for service;
   e. develop and maintain short and long-term goals;
   f. establish and maintain a campus e-portfolio;
   g. be able to perform the basic operations of personal computing use;
   h. understand and use basic research techniques; and
   i. locate, evaluate, critique, select and synthesize information from a variety of sources.

INSTRUCTIONAL METHODS AND ACTIVITIES:
Students process information and learn differently, so we will ensure that the course design allows everyone access to material and comfortable ways of interacting with it. Additionally, learning happens most effectively when everyone actively participates in the process--through discussion, demonstration, critique and evaluation. For these reasons, you will be asked to participate in a wide range of activities and tasks to both demonstrate and further develop your understanding of the course material and its application.

EVALUATION AND GRADE ASSIGNMENT:
Overall Grading Scale:

A = 95-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 89-87	C+ = 77-79	D+ = 67-69	F = 0-60

Students will be assessed based on the quality and accuracy of their completion of required coursework and activities.

COURSE POLICIES:

100% attendance is expected. That means arriving and being prepared to start class on time with all assignments completed and materials available. That said, life happens. People get sick or have emergencies. Therefore, you may miss 3 class periods this semester without penalty. Arriving more than 10 minutes late will count as an absence. And, all absences count equally. If you know you need to be away because of participation in a sport or activity, plan accordingly.

Help and Assistance: If you have need for more time on assignments, activities or other accommodations, please talk to me. Alternately, you may work with the Office of Student Services.

Late Assignments: Late papers and assignments will automatically drop one grade level (e.g., from B to C) unless you have arranged an extension IN ADVANCE OF THE DAY DUE with me and have written confirmation of that extension. Please see me as early as possible for extensions.

Make-up & work: You must arrange in advance to make up any work that you will miss. Because of the nature of our class, much of the learning cannot be effectively made up, but you can make up parts of it by talking with me <u>and</u> your colleagues. Arrange to attend all class sessions and to meet with me in the case of any missed classes.

Plagiarism and Academic Integrity: We ask students to rely on their own interpretive skills to reach their own opinions and conclusions. Part of this process, of course, involves reading the work of others who have written on the issues, so students can position their own arguments in relation to what others have already said. In using others' ideas, students must carefully document their sources to avoid plagiarism. Plagiarism is a form of cheating and may result in serious consequences including possibly failing the assignment or even the course.

- In order to help students avoid committing plagiarism accidentally, I provide the following definition of plagiarism from the SUNY-Fredonia College Catalogue, page 216: To plagiarize is "to steal and pass off as one's own the ideas or words of another" (*Webster's Seventh New Collegiate Dictionary*). The following examples may help to clarify this definition:
    1. Turning in a paper written by another person, by a paper "service," or from a World Wide Web site qualifies as plagiarism.
    2. Having another person correct or revise your work qualifies as plagiarism. THIS DIFFERS FROM GETTING FEEDBACK FROM A WRITING GROUP OR INDIVIDUAL WHICH YOU THEN ATTEMPT TO IMPLEMENT.
    3. Plagiarism also includes copying some portion of a text from another source, print or electronic -- whether you use direct quotation or paraphrase -- without proper acknowledgment of that source.
    4. Finally, borrowing another person's specific ideas without documenting the source qualifies as plagiarism.
- You can consult *A Writer's Reference*, by Diana Hacker or some other writing handbook--and me--when you have questions. Plagiarism will be taken seriously in college, so it's better to be safe than sorry if you're not sure whether or not some particular usage would be considered plagiarism. Note that websites count as published sources and that, while it is easy to copy and paste from Internet sources, it is no less plagiarism if you use material or ideas from internet sources than from print materials.

Sustainability Policy: In an effort to support Fredonia's "green" initiatives, please be sure to use double-sided printing for printing course materials and assignments. Or, use electronic submission options whenever possible.

Disability Support Services: SUNY Fredonia complies with Section 504 of the Rehabilitation Act of 1973, which mandates reasonable accommodations be provided to students with documented disabilities. If you have a disability and may require instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, register with the Office of Disability Support Services for Students located in the Learning Center on the 4th floor of the Reed Library. Please contact Adam Hino at 716-673-3270 or disability.services@fredonia.edu.

SCHEDULE:
This schedule is meant to be a guide to you for planning and organizing your time. Each week, there will be more specific information presented about the week as well as specific assignments for each day of class. Because every class is made up of different individuals with different backgrounds, experiences and knowledge, a course like this one will require a certain amount of flexibility. If you miss class for any reason, you may also miss updates and deadlines to the course.

Week 1 Faculty A	M W F	Introduction to the course, the syllabus and the sections. Social identity via articles and videos (news, TED talks, etc) Time Management
Week 2	M W F	Labor Day, no class Note Taking E-portfolio, an introduction
Week 3	M W F	Active Listening and Discussion Discussion of Activities Night Goal Setting
Week 4	M W F	Financial Literacy--personal Financial Literacy--academic Impromptu speeches (Quick)--academic success strategies
Week 5	M W F	Note Taking practice--read an article by Convocation Presenter Attendance at the Campus Convocation, no class Conducting Research, Part 1
Week 6	M W F	Campus Resources--The Learning Center Campus Resources--Academic Advising Campus Resources--Health Services and the Counseling Center
Week 7	M W F	Public Speaking an Introduction--assignment of first speech Introduction to Campus Week of Service Activities Peer Review of First Speech
Week 8	M W F	Oral Presentation Oral Presentation Fall Break, no class

Week 9	M	Common Reading with faculty A
	W	Common Reading with faculty A
	F	Common Reading with faculty B
Week 10	M	Common Reading with faculty B
	W	Common Reading with faculty C
	F	Common Reading with faculty C
Week 11	M	Common Reading with faculty D
	W	Common Reading with faculty D
	F	Conducting Research, Part 2
Week 12		Thanksgiving Week, No class
Week 13	M	Updating the E-portfolio
	W	Starting to synthesize the course--synthesizing campus resources
	F	Identity Work--Social Identity from multiple perspectives
Week 14	M	Synthesizing course--the self among others
	W	Synthesizing course--others together
	F	Peer review of final presentation
Week 15	M	Final presentations--E-portfolio and progress
	W	Final presentations
	F	Final presentations

Frequently Asked Questions

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Q: Could current Fredonia students still transfer in General Education credits taken in the summer at other institutions, or once they are here are they only allowed to take our courses?

A: Yes, students can transfer in General Education credits just as they do now.

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Q: Would it be possible to come up with a cost estimate comparing the proposed new CCC with what we currently offer?

A: This request, while reasonable and understandable, is beyond the scope of this committee. However, the provost is working with the deans to provide a cost estimate.

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Q: We are reducing our General Education requirements because students can now graduate without taking even one natural science, etc.

A: Yes, but there are a number of points to be made in response to this concern:
- First, as part of the SUNY-wide strategic plan (otherwise referred to as the 'SUNY 6 Big Ideas') all campuses are being asked to increase transferability between SUNY schools in order to "streamline the educational pipeline." Our proposed program is written to adhere to the simplest aspect of the SUNY-wide General Education Requirements (7/10/30) without imposing any additional campus-specific requirements. This will aid in the ability of students to easily transfer into our institution without having to necessarily complete any additional (campus-specific) General Education coursework.
- Our committee did discuss imposing campus-specific requirements for particular areas (e.g., Natural Sciences). In the end we felt that this would best be discussed and decided with University Senate with its wider representation from across campus.
- Lastly, the more courses contributed by a department to the overall General Education program, the less-likely a student will graduate without exposure to that particular area.

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Q: There are already issues with scheduling classes on this campus. Isn't this program only going to make course scheduling worse?

A: The campus is in the process of ordering new course scheduling software, which should aid in the course schedule issues. The realities are that there will always be courses occurring concurrently and so thought will need to be made with regard to when courses are offered and the variety of options within particular categories (i.e., not all clusters will be able to be scheduled between 11 and 1, etc.). Just as do department chairs, the General Education Program administrator will have to be aware and assist with this distribution.

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Q: The current program offers more flexibility.

A: This statement was made with regard to a previous version of the general education revision proposal. The current framework is much more flexible as we have removed the requirement that general education coursework be spread over the 4 years of study of a typical undergraduate program and allowed for individual themed courses rather than the required course clusters previously proposed.

That said, the proposed program is somewhat less flexible than the current program (the CCC) with regard to the *structure* of the program. Distribution models, like our current CCC, offer the most flexible structure, but the question is at what expense. Student opinion surveys indicate that the students don't like our current program, assessments indicate that our current program is not providing our students with the skills they need and the literature indicates that students actually prefer a more rigid structure. Furthermore, while the revised program is more rigid with regard to the structure, the requirements within that structure are actually more flexible (7/10/30 model, while our current program is 10/10/36).
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Q: The proposed program is under-staffed/ under-administered.

A: We are asked for a full-time administrator (with secretarial support) of the overall program, and a part-time 'writing across the curriculum' administrator. This *may* not be enough staff for this program, but is a very reasonable starting point. Given that we have a 5 year implementation plan, if staffing/administration of the overall program is an issue, then that is something that can be addresses as the program is rolled-out.
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Q: Some departments get their majors largely from introductory courses (internal transfers). Won't these departments end up losing majors with this new program?

A: The first-year seminar &/or thematic courses may actually attract students to majors better than an introductory course. The literature indicates that students are more engaged in courses that delve deeply into a topic rather than providing a breadth of knowledge. Most introductory coursework is about breadth rather than depth, while the coursework we are proposing as part of the revised program is more focused on depth and as such could provide a better way to pique interest for particular fields of study.

All of this said it is also important to note that a General Education program is not intended, nor should it be expected to serve as, a feeder program for majors. It has an expressed and explicit purpose just as do major programs of study, and should be designed for that purpose. The General Education program we have proposed was designed based upon best educational practices in order to "*facilitate students' acquisition of the knowledge and skills required to be creative, responsible, and engaged global citizens.*"
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Q: Won't this program lead to a delay in students completing a major program if they do internally transfer? That is, if a student gets excited about a major from taking a General Education course, in the past they would (most likely) have taken the first introductory course, but with this program they wouldn't have, which could throw off their ability to graduate on time.

A: Regardless of the General Education program in place, internal transfers always face the very likely possibility that their graduation date may get delayed because they are entering a program late. The reality is this: a General Education program is not intended, nor should it be expected to serve as, a feeder program for majors. It has an expressed and explicit purpose just as do major programs of study, and should be designed for that purpose. It is also possible that if particular

departments or programs of study are finding this issue to be an increasing trend or nuisance that they could re-think their course sequencing or programmatic flexibility.
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Q: How do we get other departments involved in General Education that historically have not been?

A: SUNY Fredonia is not the only institution for which this is/has been an issue. As discussed within the proposal one way to deal with this issue is as part of the hiring process. The general education program may be provided faculty lines, which they can then utilize to hire within particular, under-represented areas. The newly hired faculty member would be part of a particular department but half (or more) of their teaching load would be devoted to general education. Additionally providing incentives for faculty to integrate into the general education programming can be very helpful. Thus, departmental- and upper- administration can be instrumental allies in enhancing "buy-in" to the general education program.
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Q: Can first-year students take themed coursework?

A: Yes. Ideally, general education coursework be spread throughout the four years of a typical undergraduate career. That said, not all students are 'typical' students. Many students (and not just transfer students) come in with some amount of college credit. With this in mind it is possible for a first-year student (less than 30 credits) to take thematic, general education coursework. All thematic coursework will have the first-year seminar as a pre-requisite because it is during the seminar course that students learn how to set-up and start populating their e-portfolios.

Incoming first-year students with 'advance standing' (i.e., college credits) should be given priority for Fall semester seminar courses. This would allow the student to take thematic coursework during the second-semester of their first year.
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Q: Can students test out of the first-year writing course as they do now?

A: Students can currently test out of the first-year writing course and that will not change in this new program. It is important to note, nevertheless, that, while this is an option, it happens very rarely.
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Q: If a transfer student comes in with all the General Education requirements met (7/10/30), do they still have to take the transfer seminar?

A: Yes. The transfer seminar is about more than just our general education program. It is designed to help students make the transition from their prior institution to Fredonia, where the expectations and services may be different.
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Q: What if a student is failing one of the courses within a General Education cluster. Can the student withdrawal from just the one class?

A: Cluster courses are intended to be two separate classes that are taught back-to-back and focus on the same topic from at least two different disciplines. The courses would be co-requisites and thus would have the same student population. The two teaching faculty are expected to work together on course coverage and perhaps have joint class sessions, experiential activities and/or field trips.

All of this said, the cluster is composed of two separate classes and thus it would be possible for a student who is performing poorly in one to withdrawal from only one of the courses within the cluster. Faculty who are teaching the cluster courses should understand this possibility and plan accordingly.
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Q: The proposed program just won't work with our major because of requirements/sequencing, etc.

A: This statement was made with regard to a previous version of the general education revision proposal. The current framework is much more flexible as we have removed the requirement that general education coursework be spread over the 4 years of study of a typical undergraduate program and allowed for individual themed courses rather than the required course clusters previously proposed. Hopefully with these changes in place this is not as much of a concner as it was previously.
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Q: Can't some of the current general education courses be part of the revised program?

A: Yes. However, no course (regardless of the form of the new program) could just be "grandfather-claused" in. We should know and understand this. Courses that were approved under the GCP still had to undergo a re-approval process to be considered a CCC course. That is just the nature of creating something new.
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Q: If a current CCC course doesn't automatically come into the new general education program, does that mean the course has to be totally revised?

A: No, not completely, though some courses may require more work than others, and some faculty may be more open to completely revamping a course or creating a totally new course as part of a cluster. Many courses are likely to simply be revised to fit within a particular theme.

To assist with this question I will use my own general education course as an example, and assume that I would like to create a thematic cluster. I teach Chemistry and the Environment. As part of this course I cover topics pertaining to Agriculture, Water Pollution, Energy, and Atmospheric Issues (Climate Change, Smog, Ozone Layer, etc.). I could envision pairing this course with a course taught by Tracy Marafiote, David Kinkela, or Jeanne Frerichs, in which case I might focus the course more specifically on just Food & Agriculture in order to tie-in with their areas of social justice, pesticides, and food & culture. I could also imagine pairing the course with Christina Jarvis' course on Writing & Social Change, in which case I would focus

the class more on Water and Energy, as she does with her course. In either case we have focused topics, but I would be talking about those topics from the perspective of a scientist and my 'paired' faculty would be approaching the topic form their disciplinary area of expertise.

In creating our thematic cluster, I am not creating a whole new course, but I am refining my current course in order to better align with the second course in my cluster. As a faculty in a cluster course, I would work with my "paired" instructor to determine the structure and thematic focus of our courses, the content and scheduling of the courses, and possible joint endeavors, such as field trips. My class is currently approved as a CCC course, but would have to seek approval under this new program as one course within a thematic pair.

Courses are individually assessed with regard to GER 'area' (as designated by SUNY Central), as well as thematic intent. That is, courses must demonstrate that they fulfill the Student Learning Outcomes both for a particular disciplinary (GER) area, as well as for a theme. The assessment of the individual courses within the cluster will be very similar to what is currently being done.
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Q: How can the first-year 'social inquiry' seminar courses be interdisciplinary if only one faculty is teaching the course? Are you expecting faculty to become interdisciplinary?

A: A model that has worked well at other institutions is to offer multiple sections of the seminar all at the same time (e.g. 5 sections offered from 12-1pm). Individual faculty, from multiple disciplinary areas, are assigned to (and responsible for) individual sections, but as part of the course will rotate through the sections so that the particular topic or theme can be discussed/examined from the perspectives of the individual areas. Thus, no one faculty is expected to be interdisciplinary in their approach to the course, but on the whole the seminar is taught in an interdisciplinary way.

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