

EPC Provost's Forum-February 24, 2016
EPC Proposed General Education Curriculum Discussion

Comments/Questions from audience, EPC member responses, or other audience member responses, if applicable, below each point:

- The proposed model appears to have more breadth, brings back the diversity (liberal arts) feel from the previous general education curriculum.
- This represents a connection to learning goals that allows us to discuss it with prospective students in a way that makes sense.
- Why courses without prereqs?
 - Want students to be able to have courses that they can take without steps to getting there.
 - Attempting to eliminate hidden prereqs in the curriculum.
- Will double dipping between categories be allowed? What is the difference between category 6 (diversity and justice) and category 7 (social systems)? Will a course count for both categories? More intentional advising?
 - EPC wanted students to be able to explore areas outside of their major. Double dipping across categories will not be possible.
- Having each course fit fewer, not more categories is better.
- What is the timing of this process?
 - Possible implementation for Fall 2017
- Can a major or program meet with EPC to talk about the impact of the changes on a particular program?
 - Yes, if a program feels it is necessary.
- Why didn't languages "make the cut" for the new curriculum? How was that decided and how will a culture class substitute for a language class?
 - Global citizenship is important, so how do we achieve that in the curriculum? EPC felt that languages were an option, but things such as study abroad would also meet that goal, just in a different way.
 - Will students try to find a "loophole" and take the easy way out by studying abroad?
- Concerns were expressed over the elimination of a language requirement from the curriculum.
- What does it mean by "various courses in"? Does the student choose? Will EPC choose?
- Could a faculty member dictate which category a particular course goes in?
 - No, it would be by discipline.
- Is it necessary to have the 6 and 7 category distinction? It seems like an unnecessary separation.
- Will course descriptions or methods have to change to qualify for the curriculum?
 - Curriculum Committee will make the decision about which courses can count.

- Categories 4, 5, 6, and 7 seem arbitrary and ambiguous. Can they be reconfigured into fewer categories with multiple requirements?
 - That may not get students to travel around the curriculum as well.
- What about the foundations category? Who will teach WLLS 1XX? How many sections?
 - This would be making a commitment to that staffing.
- What is the major difference between this and the old division system? Isn't this fairly similar to that model?
 - The proposed model will give students a rationale for why it's important to take courses in multiple perspectives.
- The idea of writing as a four-year process is important.
- Where did the learning goals derive from?
- Will languages be kept the way that they currently are? Was any research done about language requirements? Have we explored adding other languages?
 - Yes, comparison school curriculums were looked at, and there are a variety of variations out there.
 - Departments were not contacted about their involvement in the new curriculum.
 - There will no longer be a language requirement in the current proposal.
 - This is just the list of requirements; certainly students could take more than the requirement.
 - Languages can present a challenge for students with learning disabilities.
 - The previous Modern Language requirement left students no options, the new curriculum would add in some options for students.
 - What is the student learning in a language class? What is a student getting from a language requirement?
- Category 9 is very disciplinary; can the human experience be added in category 9?
- How will this appeal to prospective students?
 - Susan Sloan had comments on the curriculum when EPC met with Curriculum Committee.
 - Important to make sure that the curriculum is easy to articulate.
- It makes sense that everyone takes a financial wellness course.
- What is the minimum number of students required for a course to run? That should be communicated.
- Given the number of required courses and credits, will a student be able to complete this as well as a major?
- There is worry about staffing WLLS 1XX, we will need a lot of sections. If WLLS 100 and WLLS 1XX take the place of the previous WLLS 101, what is the need for WLLS 101? What if we move WLLS 101 to the sophomore year?
 - The staffing model of WLLS 1XX has not yet been realized, it needs more discussion.

- Writing and reading are fundamentally important. Keep supply and demand in mind. While it is painful to reallocate, there are some areas that have a lot of students, but not a lot of full time faculty whereas other programs have a lot of full time faculty, but not a lot of student enrollment.
- SC 101 is currently writing instruction, so if that is not the focus, then there's no need for the course any longer.
- Faculty need to be taught how to teach writing.
- In future versions, a staffing plan should be included, if possible.
- If faculty have ideas or concerns about where things fit, can they send them to EPC?
 - Yes. Send feedback within the next two weeks.