General Education Review Executive Committee notes:

Suzanne, Jake, Holly, Emily:

Interdisciplinary course in research: review discussions with Paul Yu and Eric Bakovic who was so taken by the suggestion that he volunteered to participate.

Phil did indeed complete the successful hire of an LPSOE to teach E&S.

Re no continuity between E&S and WCWP…if students took the course more than a year ago, there might have been less contiguity between the two. For years, the programs were intentionally not linked, but due to student desire to see them linked (to ape four other colleges' with core sequences) we created some bridges in content. Students don't understand quite clearly that these are not a sequence. However…reiterate and agree with the report's note that we should manage the student expectation about the two sequences—they are not two linked sequences; 10A/B teach for all styles of writing, but every discipline has its own style, requirements, etc. It depends in E&S who's teaching, and since Warren has no control over the curriculum, we can do only so much. Could include a note that Phil/Poli had no interest in this. Hopeful that new faculty in Phil will work more collaboratively. 27 can be taught in argumentative fashion…we would like a greater dialogue with Phil and Poli. In writing, it's not about the content—it's about teaching writing. Can't turn WC into "skills prep" courses; they are supposed to be college-level writing courses and not prep work. There is an assumption that students who are eligible to enroll in WW should have the fundamental skills. Argumentative writing is integral to achieving life in balance for WW students as part of a balanced UG program—good writing and communication skills, especially argumentative writing. Critical thinking, global citizenship, etc.

Re PofC and contradictory recommendations. Double dipping in Formal Skills/DEI is not about breadth, but about one more class (in case of DEI, campus dictates that it can be a GE or major requirement). Double dipping affects different majors differently—no interest in returning to the older ways and we feel that there is sufficient breadth in the current iteration. One possible result of returning is it would lengthen time to degree.

Re engineering students and more courses, while we agree that it could be more beneficial for engineers at Warren to take more courses outside of sciences/engineering—and they would have to be thoughtfully articulated, but it would also not be in keeping with the chancellor's efforts to streamline time to degree.

Re more flexibility in P of C, e.g., Bio student taking CSE as a PofC…Indiv. PofC, although we never use it…possible but needs strongly defined guidelines and careful vetting. College will consider using more flexible options. Science faculty have spoken frequently about wanting science/engineering students to have broader exposure to arts/hum/social sciences. Flexibility

for the sake of it isn't going to help the students become more broadly educated in the liberal arts model, which we endorse.

Transfer writing—not mentioned in report. We would still like to pursue establishing an upper-division writing requirement, especially for transfer students who seem like they would most benefit. However, we have received conflicting signals from the Senate about the legitimacy of such a requirement. We could also create an upper-division writing course for ALL students, including transfers (this would need to be done in a zero-sum format so that we don't add more courses).

Advising: Clarifying PofC and AS options. Have begun to do so in video format, with student-produced videos for incoming students (thus, the students who met with the committee would not have been aware). However, we agree that there are so many options and iterations of possible permutations that we would do well to streamline and refine these. Over time, these options have built up due to our attempts to address individual major or area concerns, but it is indeed time to look at these, and we will. Because of the potential for breadth in the PofC, including specific examples of how to include courses for the PofC would be virtually impossible.

Conclusion: we've addressed it all above.