

**Northwestern's Weinberg College of Arts and Sciences  
Ad Hoc Committee on Degree Requirements (CDR)**

**Meeting 2 – Setting the context 1**

0. Review the charge

*Purpose*

The CDR is appointed by Dean Adrian Randolph to conduct a comprehensive review of the College's curriculum and degree requirements for the purpose of recommending revisions that best serve the needs and interests of our students.

*Charge*

1. Engage with faculty, students, College leadership, and others to review the College's curriculum and degree requirements.

*The committee may wish to consult with interested parties beyond the Weinberg College community, including faculty, students, and administrators in other Northwestern schools, as well as with alumni. Moreover, the committee may find it useful to examine the curricula and degree requirements at peer-institutions, particularly those that have undergone recent review.*

2. Develop a set of learning outcomes that capture the skill-set and mind-set that should characterize a Weinberg College graduate.

*The committee may wish to begin by examining the set of learning outcomes recommended by the [Task Force on the Undergraduate Academic Experience](#).*

3. Closely examine the current Weinberg College curriculum and degree requirements, and recommend revisions that address curricular deficiencies or opportunities for strengthening that come to light as requirements are mapped to desired learning outcomes. Particularly close attention should be paid to the general education requirements and to the proposed social inequalities and diversity requirement.

4. Submit a report of the committee's findings and recommendations to the dean by the end of winter 2017.

1. Presentation and discussion led by Bill Haarlow

*History of Weinberg degree requirements in the context of broad trends in American higher education*

2. UG Task Force recommendations to consider as part of the context for our work
3. Mapping requirements to outcomes

**Example 1:** Learning outcomes proposed by the University's Undergraduate Academic Experience Task Force (UAETF).

1. **Disciplinary knowledge:** both mastery of subjects and understanding of fields beyond a college environment;
2. **Literacies and capacities:** the ability to understand, interpret, and generate information and ideas in written, spoken, numerical, and graphical form; basic financial/economic understanding; technological facility;
3. **Critical thinking:** the ability to grasp different sides of an issue, evaluate evidence and "information," and state on what basis one or more perspectives are embraced;
4. **Global sensibility,** including an awareness of and a capacity for thoughtful reflection about cultures, values, and life experiences other than one's own; a recognition of variation and difference; and a consciousness of one's local actions in relation to the larger world;
5. **Socioemotional development:** mindsets that encourage motivation, resilience, and growth in the face of challenges and setbacks;
6. Understanding **ethics** and developing a responsibility toward the societies in which one moves.

**Example 2:** Carleton College (<https://apps.carleton.edu/campus/doc/faculty-resources/assessment/mapping/>)

	Student Learning Outcome					Independent Work/ Creative Work in Chosen Field
	Breadth of Knowledge	Knowledge of a Field of Study	Analyze Evidence	Formulate and Solve Problems	Effective Communication	
<i>Writing</i>						
Argument & Inquiry First-Year Seminar	.....X.....		.....X.....	..X..	.....X.....	TBD
Writing Requirement 2 Course			..X..	..X..	.....X.....	
Writing Portfolio	.....X.....		.....X.....	..X..	.....X.....	
Quantitative Reasoning Encounters			.....X.....	..X..	.....X.....	
<i>Global Understanding</i>						
Language Requirement	.....X.....				.....X.....	
International Studies	.....X.....					
Intercultural Domestic Studies	.....X.....					
Physical Education				.....X.....		
<i>Curricular Exploration and Intellectual Engagement</i>						
Science	.....X.....		.....X.....	.....X.....	..X..	
Formal or Statistical Reasoning	.....X.....		.....X.....	.....X.....	..X..	
Social Inquiry	.....X.....		.....X.....	.....X.....	..X..	
Arts Practice	.....X.....		.....X.....	.....X.....	..X..	
Humanistic Inquiry	.....X.....		..X..	.....X.....	..X..	
Literary/Artistic Analysis	.....X.....		.....X.....	.....X.....	..X..	
<i>The Major</i>						
Course Work		.....X.....	.....X.....	.....X.....	..X..	..X..
Comps		.....X.....	.....X.....	..X..	..X..	..X..

Note: Bold X indicates the learning outcome is likely addressed in the curricular element. Plain-text x indicates the outcome is potentially addressed.

**Example 3:** Duke: Experience Duke, Deliberately

Coherent Scholarly Pathways

In this draft conceptual framework there are four requirements and five expectations of every Duke graduate. Through active deliberation students—together with faculty, mentors and fellow students—will combine these nine elements to create coherent, self-authored pathways through the Duke curriculum. The goals are a broad, contextual education that embraces multiple epistemologies and scholarly traditions, and an education that empowers students to think for themselves and work with others to engage the opportunities and challenges they and their communities will face.

Four Requirements	Five Expectations
<ul style="list-style-type: none"> <li>The Duke Experience</li> </ul>	<ul style="list-style-type: none"> <li>Compelling Communication</li> </ul>
<ul style="list-style-type: none"> <li>Major</li> </ul>	<ul style="list-style-type: none"> <li>Understand Languages, Cultures, Civilizations Past and Present</li> </ul>
<ul style="list-style-type: none"> <li>Depth in a Different Field</li> </ul>	<ul style="list-style-type: none"> <li>Understand Different Forms of Scientific Thought and Evidence</li> </ul>
<ul style="list-style-type: none"> <li>Mentored Scholarly Experience</li> </ul>	<ul style="list-style-type: none"> <li>Understand Creative Products of the Human Imagination</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate, Manage, Analyze Information</li> </ul>

**Example 4:** Washington University: Finding your path

**OVERVIEW OF REQUIREMENTS**  
ARTS & SCIENCES INTEGRATED INQUIRY CURRICULUM

**CORE REQUIREMENTS**

To secure a superior academic foundation, students take at least one course sharpening each of the following critical skills:

- College Writing 1: in first year..... 3 units
- Writing Intensive (WI)\* ..... 3 units
- Applied Numeracy (AN)\* ..... 3 units
- Social Differentiation (SD)\* ..... 3 units

**AREA REQUIREMENTS**

To achieve breadth, students take a minimum number of courses in each of four areas. In the first three areas, they take at least three courses totaling at least nine units:

- The Humanities (HUM) ..... 9 units
- Natural Sciences & Mathematics (NSM) .... 9 units
- Social & Behavioral Sciences (SSC) ..... 9 units

In the 4th area, students take either three sequenced courses in a single foreign language, or they take at least four courses of at least 3 units each:

- Language & Cultural Diversity (LCD) ..... 9-12 units

**INTEGRATIONS**

To achieve depth and coherence, students complete three integrations in at least two areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:

- Majors, Second Majors, and Minors
- Focus and Other First-Year Programs
- Designated Study Away Programs
- Integrated Inquiries (IGs)

**In addition to the requirements above, you must complete:**

- A major with a minimum of 18 units numbered 300 or above, with the probable inclusion of a synthesizing capstone experience for seniors in most major departments.
- A total of 30 units at the 300/400/500 levels (including the minimum of 18 required for your major).
- A total of 90 units in Arts & Sciences.
- A total of 120 units required for graduation.

\* Courses with one of these three designations may also be counted toward the Area Requirements; i.e., they may "double-count."

### **Example 5: Harvard College Program in General Education**

Harvard has long required that students take a set of courses outside of their concentration in order to ensure that their undergraduate education encompasses a broad range of topics and approaches. As part of the Harvard College Curricular Review, the Faculty of Arts and Sciences voted to replace the existing, thirty-year-old Core Curriculum requirements with a new Program in General Education in order to align these requirements with the educational needs of Harvard College students at the dawn of the twenty-first century. In contrast with the Core Curriculum, which required that students be exposed to a number of different “ways of knowing,” the new Program seeks explicitly to “connect a student’s liberal education – that is, an education conducted in a spirit of free inquiry, rewarding in its own right – to life beyond college.” In addition, the new Program in General Education seeks to provide new opportunities for students to learn – and faculty to teach – in ways that cut across traditional departmental and intra-University lines.

Complementing the rest of the curriculum, this program aims to achieve four goals that link the undergraduate experience to the lives students will lead after Harvard:

- to prepare students for civic engagement;
- to teach students to understand themselves as products of, and participants in, traditions of art, ideas, and values;
- to enable students to respond critically and constructively to change;
- and to develop students’ understanding of the ethical dimensions of what they say and do.

Students must complete one letter-graded course in each of the eight categories in General Education (click on the categories for their respective descriptions):

- Aesthetic and Interpretive Understanding (AI),
- Culture and Belief (CB),
- Empirical and Mathematical Reasoning (EMR),
- Ethical Reasoning (ER),
- Science of Living Systems (SLS),
- Science of the Physical Universe (SPU),
- Societies of the World (SW), and
- United States in the World (US/W).

One of these eight courses must also engage substantially with the Study of the Past.

In general, students should plan to take one General Education course per term. There are, however, no requirements regarding the timing of the requirements as long as all are completed by graduation. First-year students often find that General Education courses are useful for exploring potential concentrations. Other students use the General Education requirements to add some variety to their course of study.