AGENDA:

I. Approval of the Minutes of the Faculty Meeting of October 30, 2018. (Attachment 1).

II. Proposal for an Art Theory & Practice Minor. Second reading by Laura Panko, Assistant Dean for Curriculum and Assessment (Attachment 2).

III. Proposal for a Data Science Minor in the Department of Statistics. First reading by Laura Panko, Assistant Dean for Curriculum and Assessment (Attachment 3).

IV. Proposal for modifications to the Weinberg College degree requirements. First reading by Ann Bradlow, Associate Dean for Academic Initiatives (Attachments 4 and 5, and see CDR webpage).
Northwestern University

Weinberg College of Arts & Sciences
Minutes of the October 30, 2018 faculty meeting

The meeting was called to order at 3:30 p.m. in Harris Hall by Dean Adrian Randolph.

I. The minutes of the faculty meeting on May 1, 2018 were approved as submitted.

II. Associate Dean for Academic Initiatives Ann Bradlow provided an update on the actions of the Committee on Degree Requirements. Bradlow informed the faculty that a formal proposal has been drafted, which grew out of the recommendations from the report by the Committee on Degree Requirements and was developed through input by members of the Dean’s Office including Dean Adrian Randolph and Associate Dean Mary Finn, as well as from input collected at the Foundational Disciplines Convention held last academic year. The proposal has been posted on the CDR webpage. The Curricular Policy Committee has reviewed the proposal for next steps, which will ultimately be decided by a vote by the faculty.

III. Associate Dean for Undergraduate Academic Affairs Mary Finn delivered the Report on the Committee on Academic Excellence. Finn explained that the Committee reviews department and program recommendations for honors for students writing undergraduate theses, and that this year 187 recommendations were approved, with five receiving interdisciplinary awards. The committee also administers the Corbin prize, which is awarded to undergraduate students who were eligible for financial aid and who are going to graduate school the following year. Three students received the prize this year, each in the amount of $4,000 to $6,000.

Dean Finn concluded by noting that there are openings on the Committee on Academic Excellence should any faculty be interested in participating.

IV. Assistant Dean for Curriculum and Assessment Laura Panko gave the first reading of the Proposal for an Art Theory and Practice Minor. The department determined to develop a proposal for a minor to provide an academic structure for students wishing to pursue a course of study in Art Theory and Practice who cannot commit to a major. Assistant Professor of Instruction and Adviser Michael Maltenfort asked whether the department intended to offer pre-registration to students enrolled as minors in Art Theory and Practice. Professor and Chair Lane Relyea responded that the department had not considered that, but that they probably would. Associate Dean Kelly Mayo asked what the department’s estimate of potential enrollments would be. Relyea responded that the department anticipated a maximum of 20 students in the first year available. Maltenfort asked when the minor would be available. Panko replied that the soonest a student could claim the minor would be academic year 2020, assuming the vote by the faculty is positive.

V. Associate Dean for Undergraduate Academic Affairs Mary Finn delivered the Report on Undergraduate Initiatives. Finn provided several highlights of the past year. Within the Arch Scholars program, a Humanities Track was piloted in summer 2017 that doubled in size in summer 2018. Professors Jules Law and Gerry Cadava ran the successful program. Weinberg College hired a new Assistant Dean for Academic Integrity after the retirement of Mark Sheldon. Ricardo Court joined the College from the University of Wisconsin and is appointed in the Department of Political Science. The College advising office added two new advisers, Rosemary
Weinberg College of Arts & Sciences: Meeting of October 30, 2018

Attachment 1

Bush, appointed in the Department of Earth and Planetary sciences and Marcelo Vinces, appointed in the Program of Biological Sciences. AccessibleNU is working to address accommodations for students, including time-and-a-half for exams and flexibility accommodations for attendance and deadlines. The Dean of Students, Todd Adams, has secured more space to proctor exams and the accommodation for flexibility has been curtailed. The Academic Resource Center, a collaboration between the Library, the Searle Center, and the Provost’s Office will be in 2N in the Library offering a number of resources for students. The Course Cost Project to cut costs for students to take classes has been taken up by the Provost’s Office so that students will be informed of the course materials at the time of registration, and course packet costs will be defrayed by finding alternatives to course packets. Course enhancement grants and Undergraduate Research Grant funding has been cut this year. Weinberg College is piloting a Career Readiness Initiative to work with departments to articulate ways the curriculum offers translatable skills for students to take to the workplace. Weinberg College is collaborating with the Office of Institutional Research to investigate student persistence and success, particularly in STEM fields, so that the right interventions can be designed to help students succeed.

VI. Associate Dean for Finance and Business Operations Danny Fisher provided and update on College finances. Fisher explained that he had completed meetings with all the Weinberg College chairs and program directors to discuss changes to the budget process. The University timeline for financial year activities ended in September, and an audit of the university fiscal year performance will be delivered to the Board of Trustees in November. The University’s deficit of $62MM from last fiscal year is now projected be in excess of $100MM and Northwestern is taking steps to bring its spending in line with its revenue in order to get to a $50MM deficit next year and back to positive operating in the year after.

The College will be implementing a digital vita supplement system which will pull data automatically from enterprise systems so that faculty will eventually have less work to do in order to update activity reporting. This system will also provide data for analysis for use in different ways so that the College can make more equitable decisions. Fisher provided the example of a recent study completed by senior women faculty that, among other things, indicated women’s service was not adequately documented and referenced when merit decisions are made. Fisher expressed his hope that a system such as this one would capture these data for meaningful analysis. Professor Ezra Getzler asked how the publication information would be pulled into the system. Fisher replied that through multiple online sources, a relatively accurate pre-populated list of publications should be available for faculty to review and adjust as necessary. Professor Teri Odom asked whether the long-form portions of the vita supplement would still be required. Fisher responded that the system would collect all data and that there would be some free text boxes to enter longer descriptions of faculty activity in the system.

Professor Baron Reed asked if the change to the international travel fund policy would be permanent and what the prognosis for research funds for the next few years is. Fisher responded that the College’s intent is to keep faculty resourced, but that for faculty in departments that carry forward larger pockets of funds, the Dean’s Office requests that faculty turn to departments first for resources. Randolph agreed with this and further stated that the budget received by the College this year was such that without more departmental support, business could not go on as usual. He continued that the problem is compounded by not only a lowered budget, but also an expense cap.
Professor Reed asked whether there would be a change in policy for funding beyond the fifth year for graduate students. Randolph responded that in the transition of responsibility from the Graduate School to the College for allocation of funding, the College was not budgeted for “banked” quarters. Rather, the rate of use of “banked” quarters from FY17 was used as a projection of needs for this budget item. Associate Dean for Research and Graduate Studies Kelly Mayo agreed that the College would try to get away from the concept of departmental “banking” of quarters. Rather, he would prefer to find ways to resource advanced students more equitably and based on need. Mayo noted the system has flaws, including that there is unevenness in where “banked” quarters have built up. He said that focus groups will be gathered later in the year to understand how to make improvements in the system for supporting advanced students.

Professor Jeffrey Winters asked if faculty could communicate a commitment to anxious advanced graduate students. Randolph expressed his hope that faculty would signal to students that continuity of support is a primary goal in the College.

VII. The Dean thanked the faculty in attendance. The meeting was adjourned at 4:30 p.m.

Respectfully submitted by Francesca Petty.
PROPOSAL FOR AN ART THEORY & PRACTICE MINOR
Spring 2018

Rationale for the Minor

The over-riding reason to institute a minor in Art Theory & Practice (ATP) is high student demand. With the more interdisciplinary and socially engaged artists we've added to our faculty over the last 10 years, and with the new courses they've introduced to our curriculum, ATP now bears much more direct relevance to students from other departments across the campus. Our emphasis on novel ways of applying critical thinking and creative agency make us an outstanding complement to many other areas of study including Art History, Gender Studies, Performance Studies and Journalism (all areas from which we currently draw a lot of our students). In addition, students in McCormick and the Segal Institute as well as in Radio TV Film can have their main focus of work and research be addressed specifically but from a fresh perspective in our classes.

Because of this, a growing number of Northwestern undergraduates want to obtain a degree in ATP. But they simply do not have the time to add our major to their other majors and minors primarily for these three reasons:

- Students often cannot get into our high-demand introductory classes until their sophomore or junior years.
- It is quite challenging for undergraduates — who typically have other major/minor affiliations — to fit our six-hours-per-week studio classes into their schedules.
- Our classes are quite different from what many students expect or have previously experienced. Often, it is only after taking one or two ATP classes that students realize they want and need more.

Offering a minor would open the department up to them.

Six Classes Required for a Minor in Art Theory & Practice

Students completing a minor in ATP will likely not have anything approaching the familiarity with what it is to be a maker of contemporary art that we hope our majors will have. Instead the minor will serve as a complement to other the students' other areas of study. For this reason we've attempted to leave relatively open-ended our proposed requirements:

- **Two 200-level introductory courses to be agreed upon in consultation with ATP's director of undergraduate studies.** Our five introductory courses (in drawing, painting, time-based art, sculpture and photography) instruct students in foundational skills particular to a wide array of mediums and techniques. Our DUS will help students to select those introductory courses that best complement their work outside of ATP.

- **Either ART 260 Studio Practice or ART 270 Contemporary Art Survey or ART 272 Critical Methods for Contemporary Art.** ART 260 emphasizes practice as the material basis of an
artist’s creative activity; ART 270 is a slide-lecture course designed to introduce students to the myriad forms and concerns of art over the last half century; and ART 272 lays out the basic keywords, concepts and analytical categories of theoretical discourses relevant to an informed and critical engagement with contemporary art. The focus of these classes are individual artists whose self-directed practices can be evaluated formally, theoretically and historically.

- Three additional courses at the 300 level. These studio/seminar classes encourage in-depth research and production related to topics of particular relevance to present-day culture.

Learning Goals and Assessments

The goal of an undergraduate minor in Art Theory and Practice is to prepare students to contribute forcefully to contemporary culture, whether as artists, designers, engineers, or any of the other vocations that require creative thinking. We focus on the reception and interpretation of artworks, their presentation and distribution, but — most of all — their production. Our students consider current issues alongside historical traditions, interpretation and analysis alongside technical skills, and theory tandem to practice. Students experiment with a wide range of creative strategies, becoming familiar with diverse practical and theoretical perspectives and discourses.

Students acquire skills in:

- Visual analysis
- Creative problem solving
- Technical abilities
- Critical and creative thinking

Through the completion of the minor, students learn to:

- Effectively convey thoughts, affects, ideas and questions in artistic form.
- Develop the ability to interpret and articulate the often multiple meanings that are conveyed through artworks, and parse out the mechanisms through which these meanings are conveyed.
- Locate contemporary art practices within historical contexts and lineages, and use these shared histories as tools in the making of artworks.
- Employ multiple theoretical frameworks that draw on a variety of other disciplines in STEM, Communications and the Humanities.
- Identify and creatively solve problems within a variety of physical, technological, social and cultural contexts.
- Establish a independently-motivated and self-directed practice.
When it comes to the assessment of student learning, both process and outcome are taken into consideration. Course projects are evaluated based on the amount of ambition, experimentation, curiosity, integration of skills, and intentionality that the student demonstrates. Over the duration of each class improvement is measured in terms of the student’s commitment to those ideas and approaches the instructor demonstrates and discusses. In group critiques students are expected to articulately analyze artworks by drawing on theoretical concepts and historical examples.

As we do with our majors, each ATP minor will meet individually with the department chair and/or DUS to discuss her or his progress several times a year until graduation.
Feedback on ATP Minor Proposal

Veronica Berns, Asst. Prof of Instruction in Chemistry
As a former student I would have much appreciated an ATP minor. I think the plan from the meeting notes is pedagogically sound and founded in the needs of undergraduates. This plan requires students to both expand their interests to different media and to the theory side of the discipline, developing the breadth that is truly in line with the goals of the College of Arts and Sciences.

Sheila Donohue
This seems sound from a curricular standpoint, and as an Adviser I am very familiar with students’ frustration in the past at not being able to complete a minor in the department. I think such a minor will appeal to a broad range of student interests, from studio practice to theory, and will allow many more students to benefit from exposure to the faculty.

Steve Reinke
As an Art Theory & Practice faculty member, I was involved in developing the proposal. Nonetheless, I thought I'd take the chance to say I am 100% in favor.
Proposal for a Departmental Minor in Data Science

Proposal
This is a proposal for a six course Minor in Data Science, offered by the Department of Statistics. This Minor would be available to statistics majors and minors as well as those majoring in other WCAS departments and programs.

Rationale
Data science is an appellation usually applied to an assortment of computational and applied statistical techniques that have attained increasing prominence as part of the “big data revolution.” Other terms sometimes used for data science are predictive analytics and machine learning (including artificial neural networks or “deep learning”). Data science reflects an important new direction for scholarship in statistics and its applications. There is currently no formal program in WCAS that will explicitly prepare students and (importantly) signal to graduate programs or the labor market that they are prepared in this field. An undergraduate minor in data science would provide a coherent program of academic preparation in the area and, along with academic preparation in a discipline, provide a foundation for graduate work in data science or in computational approaches to other fields (computational biology, computational social sciences, or even computational approaches to the physical sciences or the humanities.)

Although the primary rationale for this minor program is academic, there are great professional opportunities in data science for individuals with various different levels of academic preparation, including those with Bachelor’s degrees. For example, some of the students who have taken our data science courses have obtained enviable positions with handsome salaries in data science positions after graduation with only undergraduate degrees. Individuals with a background in data science are in high demand and the area is very appealing to many of our undergraduates, both those intending to major in statistics and those intending to major in other fields. An undergraduate minor in data science would provide a signal to prospective employers that the individuals are prepared for further training or employment in this area.

Requirements
The minor would consist of six courses: one introductory course, four required courses, and one elective. The introductory course is one 200 level statistics course, that is, one of STAT 202 (Introduction to Statistics), STAT 210 (Introduction to Statistics for the Social Sciences), or STAT 232 (Applied Statistics), and is prerequisite for the other courses. In addition, we require all of STAT 301-1, 301-2, and 301-3 (Data Science), and STAT 302 (Data Visualization). The three course sequence STAT 301-1, 301-2, and 301-3 provides a comprehensive introduction to computing for data science, data management, and the theory and application of a variety of data science techniques. We have purposely decided to utilize a single analytic programming language/software throughout the series so that students will become extremely proficient in one of Data Science’s core analytic programming languages. STAT 301-1, -2, & -3 includes rather extensive project work involving not only data acquisition, management, and analysis, but also communication of results. STAT 302 introduces students to the logic, grammar, and application of static and dynamic graphical procedures for statistics and data science. The additional elective would be selected with the approval of the Director of Undergraduate Studies to broaden the students understanding of statistics and data science. It could be a course offered by the department of statistics but, with permission of the
department, could be a relevant course in another department. Some possibilities for the elective are (but need not be limited to):

(1) A STAT 300 (other than 301, 302) or 400 level course
(2) A course in the student’s major field related to data science
(3) EECS396: Statistical machine learning
(4) EECS396: Data science seminar
(5) EECS394: Machine Learning
(6) IEMS308: Data science and analytics
(7) IEMS351: Optimization methods in data science
(8) IEMS365: Analytics for social good

We encourage other WCAS departments to recommend suitable courses to be added to the list.

We believe that this set of courses will provide an adequate introduction to students who may want to specialize in the area, seek further academic preparation in the area, or seek employment as bachelor’s degree level data scientists.

Who Will Be Interested in Obtaining the Minor in Data Science?
We believe that WCAS undergraduates with many majors may be interested in the proposed minor. The most obvious are students majoring in a related mathematical science (mathematics, MMSS, or economics). Because the big data revolution is deeply affecting many fields, we believe that students majoring in the social and even the physical sciences may also be interested, as well as students already majoring in statistics. The Department originally proposed a certificate that would be available to statistics majors and minors. We believe that some statistics majors may be interested in some formal recognition of their preparation in data science. Such students could complete the statistics major and the data science minor by taking 9 statistics courses (plus required related courses in math) to complete the major and 6 additional courses to complete the minor. Because both the major and the minor require an introductory course such as STAT 202, students pursuing both a major and a minor will be allowed to substitute an additional 300 level statistics course for the 200 level course required for the major. Similarly non-STAT majors who have taken STAT 202 or its equivalent mandated by their own major programs can take an additional elective course with the approval of DUS to fulfill the six-credit requirement of the data science minor (exceptions can be made according to WCAS double-counting policy).

We also believe that there will be interest from students with majors outside the physical or even the social sciences. Because data science as it now exists is more computational than deeply mathematical, the courses required by the proposed minor reflect that computational rather than mathematical focus. This means that they are more accessible to students outside of the more mathematical fields of study than are many of the courses required for the statistics major. Thus the minor will be accessible even to students majoring in the humanities who may be interested. Several students with majors in the humanities who have taken STAT 301 in the past tell us that they took the course to give themselves additional skills that might be useful in their careers.

Why Do We Think There is Demand for the Minor?
The original impetus for creating STAT 301-1, 301-2, and 301-3 was a committee of undergraduate students who came to us and asked for such a course. We began cautiously, teaching STAT 301 with a purposefully small enrollment (and without advertising) while we developed the courses. We believe that there will be substantial demand if we raise the profile of these courses and the entire
program. Note that the Department set the enrollment cap for STAT 301-1, 301-2, and 301-3 at 50 students and it has filled (even without the minor).

**Will this Minor Require the Creation and Staffing of New Courses?**

All of the courses required for the minor program have been created and previously taught. STAT 301 has been taught on a limited basis for the last two years (with limited enrollments largely to work out the design of the courses). STAT 302 was previously taught as a topics course which proved highly popular, drawing 40 students, and we made arrangements to offer it on a regular basis.

**Will this Minor Require Additional Faculty?**

Because it involves courses that are already being taught, it will not require new faculty if we keep the enrollment limited to one section of each required 300 level course. The recent addition of faculty members has made staffing of these courses easier. Kuyper, Hedges, W. Jiang and Liu are all possible instructors for these courses.

**Why is a New Minor Needed?**

Statistics already offers a minor, which focuses more broadly on the entire field of the theory and applications of statistics. The point of the Data Science Minor is to certify that students have competence in a specific area (data science) that is essentially a subset of statistics, not the entire field.

**Does This Minor Overlap with Other Programs at Northwestern?**

The minor most closely resembles the Master of Science in Analytics (MSIA) program offered by the McCormick School of Engineering and the related Master’s Degree in Predictive Analytics offered through the Northwestern School of Professional Studies. The minor differs from the MSIA in that the MSIA is a full-time, 15 month graduate program and the School of Professional Studies program is an online program of similar structure and intensity. These two programs differ from our Data Science Minor program in that they are intensive graduate programs with a highly vocational focus. While our minor program certainly provides skills that will make those who complete the minor attractive to potential employers, it is primarily an academic program, not a vocational program. We note that WCAS students are not allowed in the MSIA program. The most obvious overlap is with the statistics major and minor. However, we do not expect that the minor will reduce the number of statistics majors or minors. We expect that it may actually encourage more students to pursue the statistics major.

**Learning Goals**

The Data Science Minor proposed by the Department of Statistics is designed to offer comprehensive preparation in aspects of data science that will prepare students for employment, graduate study in data science or (when combined with appropriate disciplinary training) graduate study in data- or computation-intensive programs in science or social science.

When students complete the minor program they should be able to:

1. Given a dataset, select appropriate simple descriptive and inferential statistical techniques to describe univariate data, detect bivariate relations, and explain these analyses to non-experts.
2. Create datasets from multiple input files (matching data elements from different files as appropriate), automate creation of datasets (e.g., by web scraping or other search strategies), and
manipulate datasets to create alternative data structures, using a suitable programming environment such as R.

3a. Given a regression (numerical response) prediction problem and a corresponding dataset, they should be able to select appropriate statistical learning methods for supervised learning, apply those methods to the data, evaluate the models chosen, and select a preferred prediction model.

3b. They should also be able to explain, to both experts in data science and to individuals with substantive knowledge of the data but who are not experts in data science, their formulation of the problem, how they chose the methods they employed, why they chose their preferred model, how to use that model, and how well it might be expected to work.

4a. Given a classification (categorical response) prediction problem and a corresponding dataset, they should be able to select appropriate statistical learning methods for supervised learning, apply those methods to the data, evaluate the models chosen, and select a preferred prediction model.

4b. They should also be able to explain, to both experts in data science and to individuals with substantive knowledge of the data but who are not experts in data science, their formulation of the problem, how they chose the methods they employed, why they chose their preferred model, how to use that model, and how well it might be expected to work.

5. Given a statistical model, select several alternative graphical representations of the relationships embodied in that model, use a suitable graphical environment (such as R, ggplot, or shiny) to build static or dynamic representations of those relationships, and explain those graphical representations to individuals with substantive knowledge of the data who are not experts in data science.

Assessment of Whether the Students Meet These Learning Goals
Each of the required courses in this minor emphasizes project-based learning where students learn by carrying out data science projects. Each course has articulated learning objectives and a plan to assess those learning objectives through student work. Thus the assessment of whether the minor program meets its learning goals will draw heavily on the assessment in the classes that make up the minor.

Learning goal 1 will largely be evaluated through assignments in the 200 level statistics course students will take as part of the program. Learning goal 2 will largely be evaluated through assignments in STAT 301-1. Learning goals 3a and 4a will largely be evaluated through class assignments in STAT 301-2. Learning goals 3b and 4b will primarily be evaluated through class assignments in STAT 301-3, which emphasize larger projects and communication of results. Learning goal 5 will primarily be evaluated through classroom assignments in STAT 302.
WEINBERG COLLEGE OF ARTS & SCIENCES
Proposed modifications to the Weinberg College degree requirements
Fall 2018

Background
The ad hoc Committee on Degree Requirements (CDR) was appointed in the winter of 2016 by Dean Adrian Randolph to conduct a comprehensive review of Weinberg College’s degree requirements and to recommend revisions that will best serve the needs and interests of our students. The timing of this undertaking coincided with the publication in December 2015 of the final report of the university-wide Faculty Task Force on the Undergraduate Academic Experience. Moreover, a major impetus for this committee’s formation was the clear call from students and faculty at Northwestern (and across the USA) for a requirement in the area of social inequalities and diversities.

Charge to the Weinberg College CDR
• Engage with faculty, students, College leadership, and others to review the College’s curriculum and degree requirements.
• Develop a set of learning outcomes that capture the skill-set and mind-set that should characterize a Weinberg College graduate.
• 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.

Timeline of main CDR-related activities
Fall 2017 CDR final report submitted to Dean Randolph
Spring 2018 Foundational Disciplines Convention held to articulate learning goals for each of the six foundational disciplines
Fall 2018 Proposed modifications to the Weinberg College Degree Requirements submitted to the Weinberg College Curriculum Policy Committee

For additional details see the CDR website.

Major proposed modifications
1. Introduction of college-wide learning goals: Observe, Critique, Reflect, Express
2. Introduction of two overlay requirements: When Cultures Meet - USA and When Cultures Meet – Global
3. Restructured writing requirement: one First-Year Writing Seminar and one course in Year 2 or later in Advanced Expression
4. Modified goals for the Fall Quarter First-Year Seminar
5. Updated names, descriptions, and learning goals for the Foundational Disciplines (the ‘distros’)

For additional details see: Proposal to the Weinberg College Curriculum Policy Committee
## Overview

<table>
<thead>
<tr>
<th>Current Weinberg College degree requirements (Total of 45 credits)</th>
<th>Proposed Weinberg College degree requirements (Total of 45 credits)</th>
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<tbody>
<tr>
<td><strong>Overarching learning goals:</strong> The Weinberg College degree requirements are guided by a set of overarching imperatives that Weinberg students develop in their undergraduate studies and continuously throughout their lives – <strong>Observe, Critique, Reflect, Express.</strong> [See note 1 below.]</td>
<td><strong>Overarching learning goals:</strong></td>
</tr>
<tr>
<td><strong>First-Year Seminars:</strong> You must take two seminars over the course of your first year.</td>
<td><strong>First-Year Fall Quarter Seminar</strong> You must take one <strong>First-Year Fall Quarter Seminar.</strong> [See note 2 below.]</td>
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<tr>
<td><strong>Writing proficiency:</strong> All students in Weinberg College are required to demonstrate writing proficiency. To demonstrate your proficiency, you must write satisfactorily in two courses at Northwestern. Typically, these courses are first-year seminars. Students who do not complete the writing proficiency requirement through first-year seminars take other courses, or they sometimes choose to submit a writing portfolio instead.</td>
<td><strong>Written and Spoken Expression</strong> You must take one <strong>First-Year Writing Seminar</strong> after the fall quarter of the first year, and one 300-level course that satisfies the <strong>Advanced Expression</strong> learning goals. [See note 3 below.]</td>
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<tr>
<td><strong>Foreign language proficiency:</strong> You must demonstrate proficiency through AP scores, department testing, or Northwestern coursework.</td>
<td><strong>Proficiency in a language other than English</strong> You must demonstrate (through department testing or Northwestern coursework) proficiency up to the level equivalent to 6 quarters of college-level language study in a language other than English.</td>
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<tr>
<td><strong>Distribution requirements:</strong> You must take two courses in each of six intellectual areas.</td>
<td><strong>Foundational Disciplines</strong> You must take two courses in each of six foundational intellectual areas. [See note 4 below.]</td>
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<tr>
<td><strong>Major in a field of study:</strong> You must choose and complete a major. Minors, second majors, and adjunct majors are optional ways to concentrate on other fields.</td>
<td><strong>Specialization:</strong> You must choose and complete a major. Minors, second majors, and adjunct majors are optional ways to concentrate on other fields.</td>
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<tr>
<td><strong>When-Cultures-Meet Overlays</strong> You must take two courses that satisfy the <strong>When-Cultures-Meet</strong> learning goals, one that focuses on cultural interactions in the USA and one with a global orientation. [See note 5 below.]</td>
<td><strong>When-Cultures-Meet Overlays</strong></td>
</tr>
</tbody>
</table>

[See note 1 below.]

[See note 2 below.]

[See note 3 below.]

[See note 4 below.]

[See note 5 below.]
Notes

1. Overarching learning goals

The Weinberg College degree requirements are guided by a set of overarching imperatives that Weinberg students develop in their undergraduate studies and continuously throughout their lives – *Observe, Critique, Reflect, Express*. Rather than representing distinct skills or competencies that can be clearly delineated from each other, we view this set of four imperatives as characterizing the active process of understanding, or intellection, that Weinberg students develop in their courses as well as in their extra- and co-curricular activities.

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<thead>
<tr>
<th>Weinberg students learn to...</th>
<th>This means...</th>
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<tbody>
<tr>
<td><strong>Observe</strong></td>
<td>Weinberg students:</td>
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<tr>
<td></td>
<td>• cultivate curiosity</td>
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<td>• seek encounters with the world, both on campus and beyond</td>
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<td><strong>Critique</strong></td>
<td>Weinberg students develop:</td>
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<td>• the ability to make reasoned decisions</td>
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<td>• the ingenuity to develop hypotheses based on empirical evidence</td>
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<td></td>
<td>• the critical skills to become informed interpreters of information</td>
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<td></td>
<td>• an understanding of how to approach a moral problem</td>
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<td>• the capacity to differentiate between trustworthy and unreliable information</td>
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<td><strong>Reflect</strong></td>
<td>Weinberg students gain:</td>
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<td>• a consciousness and understanding of their place in the world that is both historical and global</td>
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<td>• an understanding that one’s perspective is the product of interconnected webs of people, ideas, and events</td>
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<td><strong>Express</strong></td>
<td>Weinberg students improve their ability to:</td>
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<td>• articulate their ideas in oral, written, visual, digital, and other media</td>
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<td>• assemble narratives, explanations, data, and arguments that navigate carefully ordered evidence</td>
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2. First Year Fall Quarter (Q1) Seminar

<table>
<thead>
<tr>
<th>Current requirement</th>
<th>Proposed requirement</th>
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<tr>
<td>First-Year Seminars: You must take two seminars over the course of your first year.</td>
<td>First-Year Fall Quarter Seminar: You must take one <em>First-Year Fall Quarter Seminar.</em></td>
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First year seminars are small classes in which faculty members from across the college help students hone the skills essential to thriving in a diverse and inclusive academic community. All seminars reflect the particular scholarly interests of the faculty so that students can engage in this learning within the context of an academic field that interests them.
In first-quarter first-year seminars students gain skills in:

- setting and evaluating academic goals
- communicating effectively, both orally and in writing
- studying effectively
- thinking critically
- understanding standards of academic integrity
- knowing when and how to ask for help

Note:
- Faculty members will be invited to submit proposals that explain how they would include exercises/materials, etc. to help students achieve these goals. A bibliography and/or a teaching resource website will be made available to faculty.
- Consider P/N grading for this course.

3. **Written and Spoken Expression**

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<tr>
<th>Current requirement</th>
<th>Proposed requirement</th>
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<td><strong>Writing proficiency</strong>: All students in Weinberg College are required to demonstrate writing proficiency. To demonstrate your proficiency, you must write satisfactorily in two courses at Northwestern. Typically, these courses are first-year seminars. Students who do not complete the writing proficiency requirement through first-year seminars take other courses, or they sometimes choose to submit a writing portfolio instead.</td>
<td><strong>Written and Spoken Expression</strong> You must take one First-Year Writing Seminar after the fall quarter of the first year, and one 300-level course that satisfies the Advanced Expression learning goals.</td>
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*First-Year Writing Seminar*: Focus on the fundamentals of effective, college-level written communication.
- Learning goals, resource and orientation document to be developed by/in consultation with faculty in the Cook Family Writing Program
- Winter or spring quarter of the first year
- Topic-based with small enrollment

*Advanced Expression*: Focus on effective communication, be it through writing, speaking or other modes of communication, in specific disciplinary or interdisciplinary contexts.
- The *Advance Expression* requirement can be fulfilled by writing an honors thesis or by taking a 300-level course that offers students the opportunity (through at least one assignment) to:
  - understand and emulate field-specific conventions and protocols for communicating findings to a range of audiences
  - develop the relationship between their voice and field-specific norms of expression, aiming to achieve control over persuasive rhetoric
• May be taken in any quarter beyond the first year
• Taught within department-based curricular offerings; connected to particular fields of study
• Learning goals and assignments can be incorporated into new and/or existing courses by departments and programs. These may be developed by/in consultation with Bob Gundlach, Director of the Cook Family Writing Program.

| Summary of proposed changes to the writing requirement and First Year Seminars |
|---------------------------------|--------------------------------------------------|
| **Current:** 2 courses in Year 1 (First Year Seminars) |
| Writing Proficiency typically demonstrated by FYS instructor’s signature verifying that the student is able to “write satisfactorily” |
| **Proposed:** 1 course in Year 1 (First-Year Writing Seminar) |
| 1 300-level course in Year 2 or later that satisfies the Advanced Expression learning goals |

4. Foundational Disciplines

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<th><strong>Current requirement</strong></th>
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<td><strong>Distribution requirements:</strong> You must take two courses in each of six intellectual areas.</td>
<td><strong>Foundational Disciplines:</strong> You must take two courses in each of six foundational intellectual areas.</td>
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The proposed names, descriptions, and learning goals for the six foundational disciplines, as submitted by faculty delegates at the Foundational Disciplines Convention (FDC) on June 15, 2018, are included at the end of this document.

5. When-Cultures-Meet Overlays

You must take two courses that satisfy the When-Cultures-Meet learning goals, one that focuses on cultural interactions in the USA and one with a global orientation.

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<th><strong>When Cultures Meet - USA</strong></th>
<th><strong>When Cultures Meet - Global</strong></th>
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<tr>
<td>Addresses the impact of histories, institutions, and/or social structures on groups and on individuals in the United States, focusing on the interconnected issues of equality/inequality and justice/injustice.</td>
<td>Explores varieties of human cultures through time and space, paying particularly close attention to the intricacies of cultural interactions—be they marked by war, peace, tension, inequality, or creativity—and to the grand challenges we face today in promoting understanding across traditional cultural boundaries.</td>
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Courses satisfying this overlay offer students the opportunity to:
• learn about the past, present and possible futures of this country by considering the intersection of identities, politics, and economics in public and private spheres

Courses satisfying this overlay offer students the opportunity to:
• study the beliefs and practices of more than one cultural tradition through a lens that emphasizes cultural meetings
- develop reasoned arguments that take into account the wide range of approaches to issues, institutions, and structures that help define the social life in the United States today
- marshal information and develop informed analyses of cultural interactions on local, regional, national, and/or global scales

This two-part transdisciplinary overlay aims to infuse the Weinberg College curriculum with active discussions about how to navigate the local-global continuum amidst the complex and highly dynamic social and political movements of today and in the past. In particular, these overlays ask students to reflect on their own perspective as necessarily the product of interconnected webs of people, ideas, and events.

Transdisciplinary overlays do not add to the number of required courses. Instead overlays introduce a series of lenses through which courses across the curriculum can be viewed. Importantly, overlays introduce a nimble structural element to the overall curriculum that can be continuously updated and adjusted without requiring adjustment to other components of the curriculum.
**Appendix**

Proposed names, descriptions, and learning goals for the six foundational disciplines, as submitted by faculty delegates at the Foundational Disciplines Convention (FDC) on June 15, 2018.

<table>
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<tr>
<th><strong>Current description</strong></th>
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<tr>
<td><strong>AREA I: NATURAL SCIENCES</strong>&lt;br&gt;This area introduces you to methods of inquiry and fundamental concepts in the natural sciences. Courses consider the theoretical and empirical bases of generally applicable statements about the natural world.</td>
<td><strong>Natural Sciences</strong>&lt;br&gt;The Natural Sciences use a combination of observation, experimentation, and modeling to understand features and mechanisms of the natural world at all levels, from the subatomic scale to the cosmos. Discoveries in the Natural Sciences inform invention and the development of new technologies to solve problems; conversely, new technologies advance discovery and the creation of new knowledge. Courses in the Natural Sciences convey our current understanding of the natural world and the methods by which this understanding is achieved through systematic hypothesis testing. Students learn to appreciate the evidence for our current understanding of nature; the scientific process; as well as the implications, utility, and limitations of scientific inquiry to solve problems and benefit society. Courses in the Natural Sciences are designed to achieve a combination of the following learning outcomes:&lt;br&gt;1) Demonstrate knowledge related to features and mechanisms of the natural world, including the history, major ideas, and research approaches relevant to various scientific disciplines;&lt;br&gt;2) Formulate hypotheses and utilize skills to acquire, analyze, and interpret scientific data to test and revise these hypotheses;&lt;br&gt;3) Appreciate the implications, utility, and limitations of scientific inquiry, both within the context of a particular field and more broadly for society;&lt;br&gt;4) Articulate the scientific process and the significance of scientific advances, in written and/or oral form.</td>
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**WHY STUDY THE NATURAL SCIENCES?**<br>Because the natural world so directly affects our lives, it is important to learn about the problems that concern natural scientists and the methods they use to confront them. The properties and structures of atoms and molecules, the principles of cognition, the structure and resources of the earth—all are examples of scientific concerns that underlie issues of fundamental importance to modern society. Understanding the foundations of modern science will enable you to make intelligent judgments about current issues and prepare you to understand those that cannot yet be anticipated.
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| **AREA II: FORMAL STUDIES**  
The area of formal studies introduces you to concepts, methods, and the use of formal rules of inference. All formal studies courses show how objects of thought and experience—and their relationships—can be analyzed in formal terms. They differ, however, in the data studied. For example, mathematics and statistics courses focus on numbers, while linguistics courses focus on structures and patterns in natural languages.  
**WHY TAKE COURSES IN FORMAL STUDIES?**  
Becoming familiar with abstract languages or formal rules of inference, whether based on quantitative or symbolic methods, will enhance your ability to analyze and interpret masses of information intelligently, perceive patterns and order amid seeming confusion, and derive sound conclusions from explicit assumptions. It will also help you to communicate your reasoning and conclusions to others clearly and effectively. | **Empirical and Deductive Reasoning**  
We learn about the world in two main ways: empirically, from observations, and by making logical deductions from what we already know or conjecture. Courses in this discipline teach students to use these two modes of inference.  
Empirical conclusions, derived from observations about the world, come with uncertainties or probabilities. Courses in empirical reasoning teach students to apply statistical reasoning to interpret evidence, to estimate the uncertainties inherent in their conclusions, and to build theoretical models based on data.  
We also reason by deduction from axioms we take as certain, or from conjectural models of the real world. Courses in this discipline teach students both the power and limitations of such formal reasoning. Students will learn to create and analyze chains of mathematical or logical deductions, or computational algorithms.  
Courses in Empirical and Deductive Reasoning are designed to achieve a combination of the following learning outcomes:  
1) Recognize empirical versus deductive modes of inference.  
2) Articulate the power and the limitations of statistical reasoning, including the quantification of uncertainties in data.  
3) Recognize the dangers of reasoning biases, including conclusions from anecdotal evidence, and the limits of when causal claims can be made from correlational data.  
4) Learn to create and analyze formal models of real world phenomena.  
5) Appreciate the power of abstraction in applying similar formal constructs to a range of different problems.  
6) Learn to clearly and persuasively communicate both empirical and logical arguments, via writing, presentation, and graphical formats. |
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<td><strong>AREA III: SOCIAL AND BEHAVIORAL SCIENCES</strong>&lt;br&gt;The area of social and behavioral sciences introduces you to theories, methods, and empirical research findings focusing on human behavior and its relation to social, cultural, economic, and political groups and institutions. Courses examine the evidence for generally applicable statements about individual and group behavior, as well as social actions, policies, and institutions.</td>
<td><strong>Social and behavioral Science</strong>&lt;br&gt;We all exist in a complex web of social relationships. Social phenomena, ranging from the most intimate interpersonal interactions to widespread global political conflicts, influence the quality of our lives in countless ways. Social scientists use qualitative and quantitative methodologies to help us understand how we influence, and are influenced by, societal forces. Courses in this area introduce students to theories, methodological approaches, and empirical research findings pertaining to a full range of the human experience, from the level of the individual to that of familial, cultural, political, and institutional structures. Through study of the social sciences, students develop a deeper understanding of their own behavior as well as the complex problems of modern society.</td>
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<td><strong>WHY STUDY SOCIAL AND BEHAVIORAL SCIENCES?</strong>&lt;br&gt;It is vital to understand your social and institutional environment. What are the relationships between money supply, interest rates, and government spending on the one hand and unemployment, inflation, and balance-of-payment deficits on the other? What are the impacts of race, class, and gender on the social system? What factors influence human behavior and development? In confronting questions such as these, you learn how social and behavioral scientists form hypotheses, construct models, and test their validity. You will then be able to make more reasoned judgments about complex problems of modern society.</td>
<td>Courses in the Social and Behavioral Sciences prepare students to meet three or more of the following objectives:&lt;br&gt;1) Recognize and articulate reciprocal relationships between societal forces (e.g., norms, laws, organizational structures), psychological forces (e.g., traits, motives, attitudes), and the behaviors of individuals and groups.&lt;br&gt;2) Demonstrate knowledge and understanding of social science theories related to the influence of culture and power on the behavior of individuals, interpersonal relationships, and/or group dynamics.&lt;br&gt;3) Use appropriate quantitative or qualitative research methodologies to observe, describe, understand, and predict human behavior and/or institutional actions.&lt;br&gt;4) Develop the ability to critique theories, claims, and policies in the social and behavioral sciences through careful evaluation of an argument’s major assertions, assumptions, evidential basis, and explanatory utility.&lt;br&gt;5) Reflect upon the way in which theories and research from the social and behavioral sciences help elucidate the factors underlying contemporary social issues, social problems, and/or ethical dilemmas in the US and/or abroad, as well as inform potential solutions to societal problems.</td>
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**AREA IV: HISTORICAL STUDIES**
The area of historical studies introduces the chronological development of cultural, social, political, economic, and military affairs, and their historical relationships, in a broad temporal perspective. Courses in historical studies offer a wide choice of cultures and eras. Some deal with major national or continental civilizations, some focus on smaller geographic areas, and some look at cultures that transcend traditional geopolitical boundaries.

**WHY TAKE COURSES IN HISTORICAL STUDIES?**
Current issues and institutions, ideas and social relations, and problems and policies all have their origins in the past. By learning about the past, you become able to make better judgments about the present. By studying what motivated people in the past, you can broaden your experience, gain a deeper understanding of human behavior, and bring a more mature assessment to your own life and the society in which you live.

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<td><strong>Historical Studies</strong></td>
<td>Historical studies examine change over time in a wide variety of spheres, including beliefs, cultures, economics, intellectual thought, politics, and society. The scale and scope of offerings in this area range from the local or regional to the global and from the origins of human society to the present day. Students learn to assess, analyze, and interpret primary and secondary sources (for example, documents, testimonies, texts, artifacts, images) and use them to develop arguments in oral and written form. Courses in historical studies teach critical methods including: evaluation of evidence, understanding conditions under which historical actors operated, comprehension of cause and consequence, tracing patterns (continuities and ruptures), comparative analysis of sources, and modes of historical argumentation. Courses in Historical Studies are designed to achieve a combination of the following learning outcomes: 1) Acquire knowledge of historical phenomena (cultural, economic, intellectual, political, and social practices and their interdependent development over time in their local, regional, and/or global contexts) and become familiar with relevant primary and secondary sources. 2) Develop skills of historical analysis, including the means to evaluate sources; become acquainted with scholarly historical demonstration, discussion, and debate. 3) Appreciate the impact of historical developments; acquire historical perspective on the present; consider agency and subjectivity in the context of the times; reflect on the varieties of memory and experience. 4) Express the results of historical investigation effectively and persuasively in written, oral, and visual forms, and engage in debate with other narrators and interpreters of history, both past and present.</td>
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| **AREA V: ETHICS & VALUES**  
This area introduces you to the analysis of values, to ways of addressing ethical problems and choices, and to systems of thought or religion that affect value judgments. Courses examine the foundations upon which such systems are constructed and the processes through which judgments are made. They examine ethical questions in different contexts (religious, biomedical, environmental, etc), and/or value systems, both secular and religious, that guide human behavior. Courses may also address the dynamics of ethical change in a society (e.g., why the separation of races may be acceptable to one generation but problematic to another). They may be organized historically or analytically, but all place problems in a context that has a widespread cultural impact.  

**WHY TAKE COURSES ON ETHICS AND VALUES?**  
Courses in ethics and values do not teach morality; however, they do teach how societies express morals and norms. They introduce students to the most significant types of human value systems and/or ethical decision making and examine ways in which such systems develop, spread, and change. Given the centrality of moral and ethical values to human conduct, a deeper understanding of their bases and potential consequences is critical. | **Ethical and Evaluative Thinking**  
All human cultures have produced systems of thought and belief concerning ways of being in the world and relating to one another. Courses in this distribution area equip students to engage these systems and wrestle with central human questions. Courses explicitly consider questions concerning values or teach students to think within, appreciate the resources of, and critically reflect upon a particular tradition of thought. Completing this distribution area will help students recognize and reflect on ethical and evaluative questions, become aware of what standards they bring to bear in answering them, appreciate and respect their own and other cultural systems, and work through disagreements with others.  

Courses in Ethics and Evaluative Thinking are designed to foster the intellectual autonomy students will need to thrive as thinkers and agents in an increasingly complex world.  
1) Attain the conceptual tools needed to recognize and understand prescriptive issues, questions and claims, and to distinguish them from descriptive issues, questions, and claims.  
2) Identify the values presupposed by an outlook or discourse.  
3) Recognize the complexity of many ethical issues and consider a variety of alternative resolutions and the reasons for holding them.  
4) Appreciate the insights available in one or more intellectual or cultural traditions.  
5) Reflect upon one’s own answers to evaluative questions, the presuppositions informing them, and the reasons supporting them.  
6) Engage in respectful, rigorous and constructive dialogue concerning evaluative issues and communicate thoughtfully and clearly about them. |
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<td><strong>VI: LITERATURE AND FINE ARTS</strong></td>
<td>Literature and Arts</td>
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<td>Literature and fine arts courses help you understand how the attitudes, ideas, and values of individuals, groups, societies, or cultures are represented in their literature, arts, and other creative activities. This area includes surveys of broad topics, courses that focus on significant eras, and courses that focus on a significant writer or artist. Some courses involve the study of a specific literary or artistic genre, and others involve more analytical and abstract approaches to the arts.</td>
<td>By taking courses in literature and art, students come to understand and appreciate the achievements of the creative imagination in a range of artistic forms and media. These include printed and oral literature, theater, music, the visual arts, and film and digital media. Students learn to describe, value, and critique such works; to identify and query the ideas and perspectives they represent; and to consider them as an array of aesthetic practices through which human beings have attempted to explore and transform their worlds. As students encounter the power of literature and art to imagine the breadth of human experience, they come to grasp the role of the arts in the evolution of human ways of knowing, being, feeling, and expressing. At the same time, students examine the historical, cultural, and social contexts in which creative works are produced, which they at once reflect and contest. In recognizing the many ways in which texts and artistic works create meaning, and by paying attention to the factors that influence such processes, students gain exposure to the descriptive vocabularies, theoretical approaches, and reading practices common to criticism on literature and the arts. What is more, they develop essential skills in critical thinking and cultural analysis that will make them more conscientious readers of texts, images, and objects of all kinds.</td>
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<tr>
<td><strong>WHY STUDY LITERATURE AND FINE ARTS?</strong></td>
<td>Courses in Literature and Arts are designed to achieve the following learning outcomes:</td>
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<td>Many people consider the art and literature of a culture a measure of that culture's highest achievements. Creative activities also represent a culture's identity—to itself and to others—providing unique access to its history, institutions, preoccupations, and aspirations. Studying literature and fine arts can help you better understand other cultures and your own.</td>
<td>1) Observe the forms, genres, and styles of literary and artistic expression through practices of close reading and analysis.</td>
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<td>2) Gain awareness of the social, political, cultural, and historical factors influencing artistic expression, the relations between the artist and the public, and the potential of creative art to challenge or to affirm social and cultural norms.</td>
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<td>3) Appreciate how literature and the arts reveal the differences and diversity, as well as the continuity and unity, of human cultures.</td>
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<td>4) Produce acts of persuasive interpretation, analysis, and commentary on literature and art, both spoken and written.</td>
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<td>5) By emulating the subtleties of literature and art, students develop their writing skills and sharpen their powers of interpretation, critique, and aesthetic perception.</td>
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To: Weinberg Faculty
FR: Curriculum Policy Committee (CPC)
DA: December 4, 2018
RE: Proposed modifications to the Weinberg College Degree Requirements

Overview:

After a series of meetings considering the issue, the WCAS Curriculum Policy Committee unanimously approved the proposal for changes to the Weinberg College Undergraduate Degree Requirements on December 4, 2018. The proposal now passes to the full WCAS faculty for discussion and vote.

In detail:

The Curriculum Policy Committee is an interdisciplinary, standing committee made up of continuing faculty and undergraduate students from WCAS (listed below). The CPC is charged with vetting and approving (or rejecting) significant curriculum changes.

A set of proposed modifications to the Weinberg College Degree Requirements was submitted to the Weinberg College Curriculum Policy Committee early in the fall quarter of 2018. This proposal is the culmination of some 2 years of work by the ad hoc Committee on Degree Requirements (chaired by Ann Bradlow, Associate Dean for Academic Initiatives & Professor of Linguistics), the faculty who participated in the Foundational Disciplines Convention, and Dean Adrian Randolph. A synthesis of these endeavors was presented to the Curriculum Policies Committee. After a series of meetings and discussions, the CPC unanimously voted to endorse the recommendations for consideration by the full faculty.

The CPC’s usual practice is to vote and report, but CPC members want to convey their enthusiasm for the proposal and highlight noteworthy aspects for Weinberg Faculty. What follows are some of the aspects of the change that individual members of the committee particularly appreciated about the proposal.

Weinberg College Level Learning Goals:
CPC members appreciate that the revised statement of College-level learning goals is elegant and clear. In our deliberations, one committee member said, “The statement of overarching learning goals is simple and powerful - observe, critique, reflect, express. I'm already thinking about how I will incorporate discussion of these imperatives into all my classes at Northwestern” (Faculty Member).

First-Year Seminar:
All of the committee members agreed that, “The re-imagining of the fall quarter seminar . . . will open up new possibilities for the types of assessment and teaching and even topics that may be offered in these key introductory courses” (Student Member). Faculty agree that the new Freshman Seminar structure, “will help students adjust to college in a relatively stress free manner,” and are pleased that these courses will continue to be taught by faculty members.
Writing Requirements:
CPC members are also enthusiastic about the proposed new structure of the writing requirement which includes an early writing requirement and a discipline-specific 300-level writing course. One committee member said, “I fully support the modifications to the WCAS writing proficiency requirement. A 300 level course that satisfies the Advanced Expression learning goals will give our students the opportunity to focus on effective communication in [their] field.” Another said, “students will have writing exposure early on in school, and then also in their later years after they have had some time in school. This seems like a nice way to grow as a writer at different stages in the academic journey.”

When Cultures Meet:
CPC members unanimously applaud the addition of “when cultures meet” overlays. A faculty member said, “I am most compelled by the overlay requirements that centers the politics of cultural interactions and cultural exchange. I am particularly excited that they offer all students the opportunity to grapple with questions of inequality, justice, inclusion, and diversity.” Students were similarly enthusiastic, saying this requirement is “a necessity, and key to the broad education and reflective student that WCAS endeavors to create.”

We look forward to discussing this exciting curriculum proposal.

With kind regards,
The Curriculum Policies Committee

Prof. Laura B Nielsen (chair), Sociology & Legal Studies
Prof. Kyla Ebels-Duggan, Philosophy
Prof. Steve Jacobsen, Earth and Planetary Sciences
Prof. Jennifer Nash, Gender & Sexuality Studies and African American Studies
Prof. Robin Nusslock, Psychology & Institute for Policy Research
Prof. Heather Pinkett, Molecular Biosciences
Thomas Ritz, SAB representative to CPC from Legal Studies (a senior)
Dillon Saks, SAB representative to CPC from Economics (a junior)
Prof. Mary Finn (*ex officio*), Associate Dean for Undergraduate Academic Affairs & English
Prof. Laura Panko (*ex officio*), Assistant Dean for Curriculum and Assessment & Biological Sciences