

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

Meeting 3 – Dividing into initial sub-groups/task forces

| Task Force 1 <u>Distribution Requirements</u> | Task Force 2 <u>First Year Seminars</u> and <u>Writing Proficiency</u> | Task Force 3 <u>Foreign Language Proficiency</u> |
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| <ol style="list-style-type: none"> 1. Laura Brueck (coordinator) 2. Sarah Benton 3. Santiago Canez 4. Reuel Rogers 5. Bill Rogerson 6. Eric Weitz | <ol style="list-style-type: none"> 1. Christine McCary (coordinator) 2. Sylvester Johnson 3. Rajeev Kinra 4. Rocio Mendez | <ol style="list-style-type: none"> 1. John Alba Cutler (coordinator) 2. Noelle Samia 3. Francesca Tataranni 4. David Uttal |

NB: These three task forces are structured around the current Weinberg degree requirements in order to provide a familiar starting point for discussions with students, faculty, and others as we undertake the task of reviewing the current degree requirements. We leave open the possibility of reconfiguration as learning goals for recommended revisions emerge.

Charge (to be liberally interpreted and adjusted as appropriate for each task force)

1. Identify key individuals and groups, both within Weinberg and beyond, to consult regarding their experiences with and views of the particular aspect of the degree requirement under examination.
2. Develop a consultation and data gathering plan. Possible approaches include surveys, interviews, focus groups, open-forum discussions.
3. Carry out and report results of the consultation and data gathering plan.
4. Using the document prepared by Bill Haarlow ([Box link 1 \(pdf\)](#), [Box Link 2 \(xls\)](#)) as the starting point, examine the approaches of peer institutions to the particular aspect of the degree requirement under examination.

Approach all consultations and background research through the filter of the following key considerations:

- How does the proposed Social Inequalities & Diversities requirement relate to the part of the degree requirement that you are studying?
For some background see: [Hewlett Curricular Fellowship Program](#)
- How do/should our and others’ college-level degree requirements reflect the philosophical underpinnings and overarching aims of distribution, common core, and other approaches to general education?
- What are the skills/proficiencies that degree requirements (generally) aim (or should aim) to achieve? (communication skills, quantitative skills, cultural competency, completion of an independent project, etc.)
- How should degree requirements change to satisfy needs of the 21st century?

A common question for all task forces to ask all consultants:

What do you believe a Weinberg college graduate should know and be able to do upon graduation? (What are your top 3-4 learning goals?)