Revisions to Draft Proposals from 4/24, 4/28 Curriculum Committee Meetings
Updated as of 4/28/15 11:26 PM

1. Writing Intensive course
   a. 4/24: Removed the language about 15 or more pages of edited written work, and kicked the responsibility for deciding if a course is Writing Intensive to the Writing and Critical Thinking Committee.
   b. “All students will take a writing intensive course after ID 1, but before the 8th semester. Writing Intensive courses will be certified and supported by the Director of College Writing and the Critical Thinking and Writing Committee. A course fulfilling the Writing Intensive Requirement may also be used to fulfill a Breadth of Study Area requirement.”

2. Speaking Intensive Requirement
   a. 4/24: Changed language from “graded oral presentation activities” to “graded oral communication” to make it clear that class discussion, non-formal presentations fulfill this requirement.
   b. 4/28: Added a clause listing examples of oral communication.
   c. “All students will take a speaking-intensive course. Speaking Intensive courses require oral communication comprise at least twenty percent or more of a student’s grade (in the case of a half-credit course, forty percent or more of the student’s final grade must be from oral communication activities). Examples of oral communication activities can include, but are not limited to, debates, formal presentations, leading class discussions, oral critiques, and participation in class or laboratory discussions. Students must receive at least three instances of individual feedback over the semester. A course fulfilling a student’s Speaking Intensive requirement may also be used to fulfill a Breadth of Study Area requirement, however, a single course cannot be designated as both Writing Intensive and Speaking Intensive.”

3. Second PE Course Requirement:
   a. 4/28: Removed the clause that said the two PE courses could not be identical. As a result, the varsity athletes exemption clause is no longer needed and was removed.
   b. “Require a second Physical Education activity for graduation. The two Physical Education courses used to fulfill this requirement may not be taken in the same semester.”

4. Area 1 Split.
a. Unchanged. We are still primarily proposing the split by course content, that divides some departments into 2 areas -- not with the split by departments.

5. Completing Breadth of Study Early
   a. 4/24: Changed it to end of the 6th semester rather than end of the 4th semester.
   b. “Students are encouraged to fulfill all the Breadth of Study Requirements within the first two years. Students who have not completed their Breadth of Study Requirements by the end of their 6th semester will receive last place in pre-registration (among students in their class year) in each subsequent semester until fulfilling their Breadth of Study Requirements.”
   c. Note: Due to study abroad, for many students this is still just 1 more semester.

6. Engaging Diversity
   a. 4/24: Added in language from the 2015 Presidential Advisory Committee on Diversity report that says diversity/underrepresented groups “include[s], but are not limited to studies of the dynamics of race, sex, national origin, country of citizenship, linguistic background, socioeconomic class, sexual orientation, gender identity, religion, political perspective, and/or physical ability.”
   b. 4/28: Changed the name from “Engaging Difference” to “Engaging Diversity.” Changed “minority group(s)” to “marginalized group(s)”.
   c. “All students will take an Engaging Diversity course. Engaging Diversity courses provide a sustained analysis of a non-Western culture or of a marginalized group(s) within a Western culture. Examples can include, but are not limited to studies of the dynamics of race, sex, national origin, country of citizenship, linguistic background, socioeconomic class, sexual orientation, gender identity, religion, political perspective, and/or physical ability. A course fulfilling the Engaging Difference Requirement may also be used to fulfill a Breadth of Study Area requirement, however, may not be used to fulfill the Writing Intensive or the Speaking Intensive requirement.”

7. Learning Goals:
   a. 4/24: “Global and local citizenship” changed to “Social responsibility”
   b. 4/28: Upon student suggestion, added in the goal of “interdisciplinary thought”