

Diverse Perspectives ESLO Committee Feedback on Policy Questions

1. Will we mandate prerequisites for foundation -> practicing pathways?

Vj gtg'y cu'c'iqv'qh'eqpegtp'cdqwj' qy 'cf f k'kqpcn'qt'f k'htg'gpv'r t'gtgs w'kukgu'y qwf 'gh'gevr' tqi tco uø' curriculum maps, as well as how creating additional or different prerequisites might result in the need to hire more faculty to make those prerequisite courses available more often for students.

C'r qv'p'v'cnly c'{'ctqwpf 'vj ku.'y j lej 'k'xg'o gp'v'qpgf 'cv'I GCE'dghqtg.'y qwf 'dg'v'q'i k'g'Rtce'v'ekpi -level eqwtugu'c'r t'gtgs w'kukg'qh'ōo wuv'j cxg'vcn'gp'cp{'H'qwpf cv'kqpcn'eqwtug'k'p'Z'qweqo gō'k'p'ugcf 'qh'ur gekh'k'pi " a particular class. The group pointed out that this could make things difficult in the case where, for example, a COM professor might be teaching a Practicing-level course based on the assumption that students have taken a *particular* Foundational-level course already whgp'vj g'{'xg'vcn'gp'c'f k'htg'gpv'qpg' k'p'ugcf 'cpf 'ctgp'ø'cu'r tgr ctgf 'cu'vj g'{'o ki j v'dg'0'

In short, using outcomes levels as a prerequisite is more flexible in terms of the problems I mentioned cdq'xg.'dw'cnu'q'f q'g'p'ø'cm'qy "wu'v'q'dg'cu'f k'gevg'f'k'p'r tgr ct'kpi "qwt'Practicing courses for incoming students.

In the end, though, the group agreed that students be able to bypass the structure of Foundation @Rtce'v'eg'@Ecr u'qpg'0'Vj ku'ku'qpg'qh'vj g'hgy 'ōdki 'k'f gcu'ō'vj cv'uj' wpi "qp'vj tqwi j qw'vj g'Gu'g'p'v'cn'Uwf k'gu' development process and, we believe, one of the few absolutely clear improvements that this model makes on the existing General Education model. To toss it out at this point seems to be tossing out the justification for Essential Studies in the first place.

2. Related to prerequisites: Can Essential Practice be a subset of Foundation?

We agreed that this is something that should be decided on a case-by-case basis, not an overarching policy. In general, though, the division between Foundation and Practice courses should be made immediately clear (perhaps through course numbers, as per #4 below?) and that structure should be maintained except in particular circumstances where students can clearly be shown to be covering the required Foundational skills in the Practicing class as well. DP does require that all Practicing classes continue to develop the skills taught in a Foundational course, but the idea behind our criteria from the beginning has been that students get an *introduction* to these skills in a first course before expanding upon them in a second course. There might occasionally be an extenuating circumstance that makes it y qt'vj "qxgtt'k'f'k'pi "vj ku.'dw'k'uj' qwf p'ø'dg'c'd'rc'p'ng'v'r q'rl'ē'{'0

3. Will we mandate prerequisites for program-integrated courses?

Foundation courses should be requires for sure (for reasons explained in #1), but Essential Practicing eqwtugu.'cu'y g'wpf gt'w'cpf 'k'vj tqwi j "qwt'qweqo g'cp'{'y c'{'f'q'p'ø'p'ge'gu'ct'k'f'j cxg'v'q'eqo g'dghqtg' Practicing in the program. Ideally, it would happen like Foundation > Essential Practice > Program Rtce'v'eg.'dw'uk'peg'y g'f'k'f'p'ø'dgi k'p'vj ku'r tq'guu'y c'{'d'cen'ly j gp'y kj 'vj ku'r tqi t'gu'k'q'p'k'p'o k'p'f'k'p' r ct'v'ew'ct.'K'f'q'p'ø'hp'qy "vj cv'k'ou'y qt'vj 'k'q't'g'x'g'p'r qu'ik'd'ng'v'q'd'w'k'f'vj cv'k'p'v'g'p'v'k'p'c'k'f'{'d'cen'ly'k'p'vj g' structure at this poi'p'0'W'ko cv'ng'f.'y g'f'gek'f'f'vj cv.'cv'v'g'cu'v'lt'qo "qwt'qweqo g'au'r gtur gev'x'g.'D

'vj ku.'c

Practicing: 200-400 level

or

Foundation: 100-200 level

Practicing: 300-400 level

In either case, we agreed that it will likely take some serious CPC work to get all courses at the practical effects of the new model more easily comprehensible.

5. The Essential Practices block for the IA-Sciences was described in the GERTF final report as allowing

Y g'f k pø'cf f t gu'j k'eqpegt p'dgecwug'y g'f k pø'ugg'j qy 'k'chgevgf 'qwt'r ctæwært'i tqwr 0

6. Can we solicit:

ANTH 452 (many engineering programs require this)

SOC 325/335 (wanted by Dental Hygiene)

PSCI 326 (wanted by Operations Management).

We all agreed that the first three courses on this list should be solicited for applications. PSCI 326 request to tag it even came from. Should my group be contacting the appropriate sources to solicit these applications? Or is it best to, as you said before, wait until next fall when the new leadership is in place?