

Nirmala Erevelles - To answer for later, will American Sign Language be part of foreign languages?

We could see a strong case being made for students to be able to meet their foreign language requirement with ASL course work. We found this as an option in other universities and do not see why this could not be a possibility here at UA
<https://osuit.edu/gen-eds.php>

Nathan Loewen - The final comment by Chapman and Erik is useful to my question: what structural guarantee is there from UA leadership (provost and Colleges) that any “open” credit space created by the two models’ ‘less is more’ approach will indeed result in more double majors?

As part of our recommendations, we are proposing the creation of a governance structure to ensure just what is being asked does not happen. This was a part of the charge given to the taskforce. We have benchmarked ourselves against other universities and most of our peer and aspirants have a full-time administrator that oversees all aspects of undergraduate education including general education. This person is usually at the Associate Provost level, is called a variety of things (e. g. Dean of Undergraduate Education), and is staffed in a manner that allows for a dynamic and responsive Gen Ed curriculum. We currently do not have a structure that oversees the process for revision, ratification, implementation, ongoing review, administration, and assessment of a comprehensive plan for general education. This is why General Ed reform has not taken place at UA in decades. We see this process of general education reform as an opportunity to address this gap.

And, likewise, if DEI and creating a sense of “UA” (particularly in transfer students) is the point of both models, what structural guarantee is there that these same pedagogical principles will be likewise implemented across majors at UA?

The point of both models is to do more than just add DEI to the requirements and create a “sense of UA”. Those two things are just a part of a larger and grander vision we are presenting. That being said, this question is beyond the scope of what we were tasked to do. Conversations about whether or not DEI pedagogy would and/or should be implemented across majors at UA is a question that the faculty should be asking of themselves. There is no need to wait for any administrative action to make this happen. The faculty own the curriculum and should take this opportunity to take a deep and long look at what is taking place in academic programs they oversee.

Otherwise, with a reduction of credit hours from 53 to 43, students will have LESS well-rounded education.

This statement assumes that the more hours a student has, the more well-rounded their education experience is. There is no evidence to support that assumption. What we do know from talking to our students, talking with experts in general education, and colleagues at other institutions across the country, is that the distribution model that we currently have is not serving our students well. More and more schools are moving away from this type of model for that exact reason. What they have realized is that it is less about the number of hours and more about the quality of the educational experience.

Kim Lucky - Will the GET website be updated to reflect the options also? **Yes**