

The College of Liberal Arts and Sciences  
The Undergraduate Educational Policy and Curriculum Committee

**Minutes**  
240 SH  
April 25, 2024

*Attending:* Cornelia Lang (chair), Jill Beckman, Asha Bhandary, Jean-François Charles, Rodica Curtu, Anita Jung, Liz Lundberg (staff), Emilie Maurel-Destruel, Cinda Coggins Mosher, Amira Qidwai, Christine Shea, Amy Strathman

- 1) The committee approved two sets of minutes with minor revisions: the meeting on April 11 and the meeting on April 18.
- 2) Next the committee welcomed Rebekah Kowal (Department of Dance and CLAS Administrative Fellow) to provide an update about the assessment of the Rhetoric General Education (GE) requirement. Professor Kowal began by providing an overview of the assessment committee and its charge, and describing the courses within the Rhetoric category: RHET:1030, 1040, and 1060. The assessment committee has been evaluating how well the courses meet the stated learning outcomes of the GE category as well as the broader outcomes of the GE Program as a whole. Their methods have included looking at ACE evaluations for the courses, holding listening post sessions with key stakeholders, and sending a survey to DUSs for more faculty insights.

One of the key takeaways of the assessment has been that the value of the Rhetoric GE requirement goes beyond the official learning outcomes of the category to include things like information literacy and general communication and listening skills. Students appreciate the sequencing and scaffolding of assignments and the process-based approach to writing. There are several challenges in this category; for example, Rhetoric is a skills-based requirement, but the course must include content to teach those skills, so while it is a universal requirement, and the skills taught do not vary, students are not always aware of the course as a shared experience, because the content varies from section to section. Despite these kinds of challenges, feedback from students, faculty, and other stakeholders has been extremely positive, and the value of the category, especially as a foundation for future college-level learning, is undisputed.

Some topics UEPCC discussed were the name of the courses and category and what they communicate to students; the benefits and challenges of themed courses within the Rhetoric GE category; and how our requirement compares to those of peer institutions. The committee also discussed whether any AP credit should be considered equivalent to RHET:1030 and accepted for fulfillment of the category, and whether it would make sense to eliminate RHET:1040 and 1060 and move to a system where all students take the same course. Conversations would need to take place with Admissions, community colleges, and high schools about any potential changes, and those conversations would also be an opportunity to talk about messaging around the Rhetoric requirement for incoming first-year and transfer students.

Respectfully submitted,

Emilie Maurel-Destruel  
Associate Professor, French & Italian, Linguistics  
Secretary, UEPCC