Q2 - What areas of the CLA Core create difficulties when working with your students, and why?

I have not found areas of difficulty. Some complain that there are courses on the core which are hardly ever offered (some not at all). But that is not a real problem. The core has SO much choice that it is always possible to find courses that will advance the student toward the degree. It is only when a student is wedded to ONE particular course and that course is not offered, that there can be stress. However, it is one of the advisor’s roles to help the students stretch their tolerances and increase their field of vision.

Natural Science - A major improvement would be to mimic the University Core Science requirements. With the selection of courses we currently have, it is easy for a student to complete our science requirement and not have the UCC science complete, thus forcing them to take more science than necessary.

I find that the core poses a problem for study abroad course approvals. The course numbers that we often use are variable title so they require substitutions.

Natural Science. This is mainly due to how many of the classes do not also complete the University Core Science requirement. Having the CLA Core Science course selection mirror the UCC Science course selection would be a huge improvement that would avoid instances of students having to take more science courses than necessary to complete their degree while still getting the foundational outcomes from having a science requirement.

The CLA Core is multiple areas....it has not really presented "difficulties" for the students... They sometimes ask why so many areas. The majors that I advise....has some course in a number of the areas.

Natural Science. Now that there is University Core, in order to avoid a student taking 4 sciences instead of 2, we have to make sure they select classes that are on both lists and meet the requirements of both cores, which is not easy. It would be so very much better if we aligned our science requirement with the UCC. Currently CLA requires a Lab science. If faculty still want that, we could address that issue, but we really need to have a unified list of science class from which students can choose because it is so confusing and troublesome!

It's difficult working with students who are studying abroad and hoping to knock out some of the Core Requirements. Some of the categories are extremely rigid. If we want students to increase semester-long participation in study abroad programs, it might be a good idea to consider more flexible guidelines for some of the Core categories (those that specifically come to mind include Social Ethics, Western Heritage, Racial & Ethnic Diversity). Perhaps the responsibility of determining these Core substitutions could/should fall to the Study Abroad team.

Individual and Society. Some classes are divided into groups A and B based on content. Students have a difficult time and think they must take a class in both areas. Natural Sciences is confusing to students since they do not often know which classes meet both UCC and CLA core. Also, student take classes in the UCC core category of Science Technology and Society thinking these are also science classes. Gender Issues seems to be a popular category, but many of the classes are simply not offered. Student have a hard time also finishing the Foreign Languages since many of the classes are not offered on a consistent basis and students find the upper classes rather difficult to complete.
Science - making sure that the science classes are also "science" classes in the UCC; students' difficulty with science subjects; science classes that don't transfer from other universities  Math - students' perception that Math is hard so they tend to put it off  Written Communication! - classes that do not transfer from other universities; the confusion about the variety of Comp classes from Regional campuses and elsewhere (W131, 101, 102, 104, 105, E 15, etc.; other Purdue colleges accepting 101, but then the student transfers to CLA and 101 isn't sufficient for CLA or as a pre-req for some other English classes - This causes lots of confusion with departments and advisors, and even the Registrar and English Dept.

The only two areas of the CLA core that have created difficulties in the past have been the Math - prior to MA 155 - requirement and the two semesters of Science requirements. The reason being that students tend to be intimidated by the Math and Science courses on this campus and then have great anxiety when taking the course that they end up not doing as well as they do in other courses. A way around this has been to have them complete the courses at other institutions and then transfer the credit in. Ma 155 has greatly alleviated this issue, since many students find that course more accessible and are thriving while taking it.

By far the SLC requirement presents the most challenging category for the CORE. Most students are not confident in the speaking of a foreign language and have had very poor preparation from the high school. The SLC has established many confusing pre-reqs and rules for registration in their courses. I think the 202 level is not necessary. Maybe 102 if any.

MATHEMATICS- MANY STUDENTS HAVE HAD DIFFICULTIES WITH THIS SUBJECT EARLIER.

....
Q4 - How would you improve the WRITTEN AND ORAL COMMUNICATION section of the CLA Core?

I would limit the "written communication" to solid writing courses offered in the Department of English. "Written Communication" in other areas often sacrifice stress on writing by letting subject matter overtake the course. Oral Communication should be limited to true training in oral communication, taught by experts in that field. Even the COM 217 course, required by the College of Science, does not stress oral communication and should not be a substitute.

I think that this area of our core is fine the way it is. I do not see much cause to alter it. I could get behind the idea of having it match the Written Communication and Oral Communication areas of the University Core.

I feel there needs to be more in this area in terms of courses during multiple semesters. At least two for each area.

I do not see this area as needing improvement.

ok

Offer more class options and have them all meet ORC, IL and/or WC on the UCC.

See my previous answer. I think we need a definitive guide for the comp classes, more than the ICAP guide now.

In order to be great critical thinkers and leaders communication is key, therefore this section is quite important. There is so much writing that most of our Liberal Arts students do in their upper level courses that having a strong foundation in composition and research is paramount. I hope that any changes to the areas will ensure that the quality of both requirements are maintained and reached.

Make ENGL 106 3 credit hours. This would solve many of the transfer credit issues. Accept what the UCC accepts.

NA
Q5 - How would you improve the OTHER LANGUAGES section of the CLA Core?

<table>
<thead>
<tr>
<th>Option</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a better world than our current one, we would have funds to offer other highly relevant world languages such as Korean and Farsi, for example. I would even raise the required language level to Levels V and even VI, especially for students who come to PU with several high school years of background in a given FL. Those students should be required to develop their basic (high school) language skills farther.</td>
<td>Overall I believe that our core is too large a percentage of a students degree overall. I would be in favor of shrinking this requirement to 2 or 3 semesters. To me, having a core that is 57 out of 120 total credit hours is a bit unusual and prohibitive when students wish to add value to their degree with carefully selected electives.</td>
</tr>
<tr>
<td>I'm not sure I would change anything in this area.</td>
<td></td>
</tr>
<tr>
<td>ok</td>
<td></td>
</tr>
<tr>
<td>Only require students to take up to level 2 or 3 if they do not intent to have a Languages or Linguistics based major or minor.</td>
<td></td>
</tr>
<tr>
<td>I don't know.</td>
<td></td>
</tr>
<tr>
<td>I would require that more semesters of a language are required. For a student to be a bold global leader, they will need to be culturally aware and sensitive and one of the many ways to achieve this is by the humbling experience of learning an other language. In order to achieve proficiency more than four semesters are required, hence why I would suggest making it a 6 semester sequence. Please do not reduce the requirement at least.</td>
<td></td>
</tr>
<tr>
<td>Lower requirement to 102 level or none</td>
<td></td>
</tr>
<tr>
<td>MORE SEMESTERS TO BE COMPLETED FOR BETTER EFFICIENCY.</td>
<td></td>
</tr>
</tbody>
</table>
Q6 - How would you improve the MATHEMATICS AND STATISTICS section of the CLA Core?

That has been such a hotly debated issue for decades, and the tides turn again, and again. When the Core was first proposed, some people argued for true liberal arts courses dealing with math and stat, such as history of great ideas and innovations in the fields of math and statistics. We know that many of our CLA students stumble, when it comes to math. A good, solid applied math/stat course should be available to prepare the students for life beyond the university.

I see no issues with these areas of the core

<table>
<thead>
<tr>
<th>ok</th>
<th>aligned with UCC - good</th>
</tr>
</thead>
</table>

Maybe STAT is not necessary? Those disciplines requiring quantitative research methods for their majors do so and the others can chose STAT 113 or something else for STS under UCC.

<table>
<thead>
<tr>
<th>Provide more options for Mathematics or QR and STAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
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</tbody>
</table>

Ma 155 has been quite an improvement in this area already, as for the statistics i find that students tend to do better when they have a practical application to statistics. So they prefer to take the research courses that tackle the statistic concepts.

<table>
<thead>
<tr>
<th>No changes now that UCC is acceptable for Math STATs OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

NA
Q7 - How would you improve the WESTERN HERITAGE section of the CLA Core?

I'd say that two very broad, introductory courses from each of our CLA departments suffice. The current list of choices is too long. Variable title numbers should be eliminated, because there are times when courses taught under v.t. numbers have nothing whatsoever to do with the intent of the requirement.

I do not see an issue with this particular area of the cla core.

ok

Specifically for study abroad, make this more accessible to specific locations. If a student is studying abroad in Italy and takes an Italian History class, I feel that this should be sufficient for covering Western Heritage.

None

na

I would try to include more French, Spanish, Italian, Portuguese, Russian, etc courses to it.

PLACING MORE ENGL LITERATURE CLASSES IN THE SECTION AS WELL AS MORE CLCL CLASSES.
I do not see an issue with this particular area of the CLA Core.

ok..... many students have AP credit coming in from High School.... but section important for liberal arts education....

Not sure this is necessary

None

na

NA
<table>
<thead>
<tr>
<th>Q9 - How would you improve the OTHER CULTURES section of the CLA Core?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not see an issue with this particular area of the cla core.</td>
</tr>
<tr>
<td>Other Cultures and Global Perspectives are both important. Students think they should be overlapping...maybe make this one section - or require 6 credits in one overall section.</td>
</tr>
<tr>
<td>Offer more Art History and Communication classes as well as 300 level Upper.</td>
</tr>
<tr>
<td>na</td>
</tr>
<tr>
<td>Create more course options.</td>
</tr>
<tr>
<td>INCLUDING CLASSES ON THE CULTURE OF INDIA AND AFRICA.</td>
</tr>
</tbody>
</table>
Q10 - How would you improve the AESTHETIC AWARENESS section of the CLA Core?

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not see an issue with this particular area of the cla core.</td>
</tr>
<tr>
<td>ok</td>
</tr>
<tr>
<td>Any class that begins with AD, DANC, MUS or THTR should work in this category.</td>
</tr>
<tr>
<td>na</td>
</tr>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>
Q11 - How would you improve the RACIAL AND ETHNIC DIVERSITY section of the CLA Core?

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not see an issue with this particular area of the cla core.</td>
<td></td>
</tr>
<tr>
<td>ok</td>
<td></td>
</tr>
<tr>
<td>Provide more on Asian or Asian American and India or other Mid Eastern cultures.</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td></td>
</tr>
<tr>
<td>I would suggest renaming it with inclusion and identity.</td>
<td></td>
</tr>
<tr>
<td>MORE CLASSES THAT COVER THE MODERN ERA AND ADDRESS THE FUTURE.</td>
<td></td>
</tr>
</tbody>
</table>
Q12 - How would you improve the GENDER ISSUES section of the CLA Core?

I do not see an issue with this particular area of the cla core.

ok

Just need to offer the classes regularly.

na

Gender and Sexuality Issues.

MORE LBGT CLASS OFFERINGS.
Q13 - How would you improve the SOCIAL ETHICS section of the CLA Core?

I do not see an issue with this particular area of the cla core.

ok

I do agree it is important to expose our students to ethical issues and help them engage with their own ethics. However, I wonder whether these classes are doing the job. Admittedly it may be hard to do with one class and ultimately with free will it is the student’s responsibility to act as a human being once they leave the classroom, but still, these classes are not all the best choices and I do wonder.

Offer more 300 level upper classes and some more classes in ANTH and CLCS or SOC, HIST and PSY.

Add an English class.

NA
Q14 - How would you improve the INDIVIDUAL AND SOCIETY section of the CLA Core?

I do not see an issue with this particular area of the cla core.

ok - quite a listing of classes. Psy courses - PSY 120 is required for most upper level psychology classes on CLA core. Do we need upper level psychology on our core? Again - should there be one section...not two sections..... or do you want to have 6 credits in this section?

Definitely remove the upper level PSY courses. You can't take them without PSY 120 first anyway so not only is it faulty advertising (and for non-CLA classes) but it just bloats the Core sheet.

Categories are a bit confusing to some students. Overall ok category.

na

MORE PSY AND SOC CLASSES.
Q15 - How would you improve the GLOBAL PERSPECTIVES section of the CLA Core?

I do not see an issue with this particular area of the cla core.

Related to Other Cultures....maybe have tied together.....

None

na

NA
Q16 - How would you improve the NATURAL SCIENCES section of the CLA Core?

This area of the core should align with the University Core curriculum. It is too easy and common for students to get into a situation where they have completed the CLA Core but have not completed the University Core and now must take an additional science course when they could be taking an elective instead.

- Align this listing with UCC CORE Science Classes
- Align approved choices with UCC Science courses. Decide whether to keep Lab requirement and work that aspect (not hard to do) but there are non-lab science options on UCC that CLA does not accept. Vice Versa, too, but we can't control that.
- Make the CLA sciences meet the SCI UUC core list.
- Add more EAPS classes that are compatible with UCC Sci.
- Make it the same as the UCC.
- ADDING MORE EAPS CLASSES.
Q21 - What areas of the CLA Core provide specific difficulties to students attempting double majors in CLA (two majors within CLA)?

The only issue I see is that overwhelming size of the core in general. Nearly 50% of the 120 credit hours needed for the degree (57 credit hours) being core requirements makes double majoring prohibitive for many students.

Dual degree majors need to be planning early to get all of both core requirements done for majors. Perhaps... CLA CORE - needs to be compared with other COLLEGE/SCHOOL Cores - Is there a possible concentration of courses that would satisfy 95% of college cores... Perhaps we need to look at Upper Division CORE proposal....? We have UCC CORE which seems targeted at lower level classes. Upper Division Core would cut across all colleges/ schools....thus making it easier for dual degree students.

I have never noticed the core to be a particular stumbling block to my students double majoring. VPA only get one class on core that counts on their major, but they get special dispensation on some other core classes (it's either art or art ed, I don't remember) so allowances are made to allow timely graduation and completion of core in a fair and ethical way.

Global Perspectives, Western Heritage and Aesthetic Awareness for non-Art and Design Majors

none I can think of

Math and Science.

NONE

NA
Q17 - FINAL QUESTION. What areas of the CLA Core provide specific difficulties to students attempting dual degrees (one major in CLA and one outside of CLA)?

With most other colleges making the change to adopting the UCC requirements as their core, this makes a dual major with us more difficult. I think there are several advantages to adopting the UCC as our core. It would make coding smoother and increase 5 year graduation rates. Those switching between colleges would be in a much better position to finish the new degree in a shorter time since they would already have most of their core requirements complete. Adopting the UCC core would allow for more freedom to choose electives that relate directly to a student's interest or allow for much more exploration without getting behind on degree requirements. Having two sets of core requirements is more confusing than it has to be. An argument can be made for the value of the language requirement. Personally I would be in favor of adopting the UCC as our core while keeping the Language requirement as it stands. Overall the two main difficulties with our core in its present state is two fold: - the Natural Science requirements trip up too many students and force them to take additional science courses - the enormity of the core at 57 credit hours is simply too large of a percentage of the overall degree requirements. My suggestion is to condense the core in some way. Either by adopting the UCC as our core. Or, combining the cultural heritage areas (Western Heritage, US Tradition, and Other Cultures) to 3 credit hours rather than 9. I would also suggest doing the same with the Contemporary Issues areas (Gender Issues, Race and Ethnic Diversity, Social Ethics) and combining the Individual and Society and Global Perspectives areas into 3 credits. The 57 credit hour core that we have now looks to me like a solid foundation for a General Liberal Arts Major (if we chose to adopt such a thing) but is simply too large as a set of general education requirements.

See previous question/response... Also, some colleges do not require foreign language...this is of concern to some students... But....foreign language is important.... maybe three semesters if dual degree and study abroad/internship experience? There is discussion about Computer Science Plus options.....I think this will cause CLA to look at its CORE and what is appropriate to maintain integrity of Liberal Arts degree.

There are no difficulties, there are just things they do not WANT to complete, but do need to complete, the same as for CLA students. That is the nature of the beast when one does a dual degree. If you are doing TWO DEGREES, you should not be surprised that there are additional requirements--you get out what you put in!--and that it might take longer.

I think that essentially all areas of the CLA Core make it particularly difficult to dual major in CLA and in a different college. Having so many specific requirements does not allow for very much flexibility for students. I would imagine that it would be extremely difficult to fulfill all of the CLA requirements in addition to outside requirements unless a student is extremely ambitious or comes in with a year's worth of AP credits. I think it could really benefit the college to make this more flexible. For example, it would be much easier to turn Spanish minors into Spanish majors, etc. I understand the concept behind the Core in creating well-rounded Liberal Arts graduates, but I fear that the specificity in each category makes it difficult on our students. Is there a different way to group the Core areas that allow for more flexibility? And for students to pursue their own interests within the Core areas? Something I think should be considered. For example: Math & Science, History, Culture & Society

Not Sure

na

The CORE itself- too many categories

MGMT 200 AND POL 101
I can see streamlining the core somewhat as regards a couple of categories and as to approved courses, but mostly I like the way it is. This is not out of inertia or stubborn intransigence, but rather because it makes a lot of sense knowing it well and having worked with it intimately for so long. You have your how to read and write courses (ENGL and COM) plus MA (and stat?) and a couple of Sciences and foreign language, which is a must for any self-respecting CLA! Then the area requirements: WH (foundations of our Western Society), OC (non-West) and US (which I think we can do without at this point since we get so much of it elsewhere, but it does make a nice unit); then there are the topical requirements: Ethics, R&E Diversity & Gender Issues & Global Persp. Individual & Society is a Social Science necessity and I forgot the Art class which is needed to round out the education and feed the soul. Boom! Bases covered. It's really not that bad.

Thank you for considering our input.

I think we need more Social Ethics classes.

The CORE has too many categories and credit hours toward a degree. Cut by 1/3?