

General Education Committee

Retreat – January 22, 2009
Lamson Tower Room

MINUTES

Present: Lourdes Aviles, Sam Brickley (left at 1:50 pm), Mary Campbell (non-voting), Wilson Garcia, Deborah John (2:35 pm), John Krueckeberg, Robert Miller, Evelyn Stiller, Eun-ho Yeo, David Zehr

Handouts:

Examining the Issue of “Double-Counting” (Lourdes Aviles)
General Education Faculty Survey Summary (Evelyn Stiller)
History and Philosophy of Current General Education Program (Robert Miller)
Some Possible Responses to Consider (Evelyn Stiller)
The Academic Program [NEASC] (David Zehr)

Power Point:

Comparing this program to our previous program (Wilson Garcia)

Charges:

- (a) From the Social Science Department, to cut the Directions by 50%
- (b) From the Provost, to cut the Directions and to look at double counting

Summary of Faculty Survey (posted on blackboard) and goal of report.

- Double counting
- Size
- Insufficient resources
- Paperwork
- Reduce Directions

50 responses (25% of the faculty); not a random sample. Would be good to have data. Have we diagnosed what the problem is? Enrollments: few in 3000/4000 courses; there is a need for Directions. Students who need Directions versus those who take Directions as electives. Assessment issues. Perception. Is General Education understaffed or not? David looked at similar general education programs at Arcadia University and Harvard University.

We have to respond to take the motion back to the faculty; either recommend or oppose the motion from the Social Science Department, or propose an alternative motion.

Comparing this program to our previous program. Wilson concluded that the new general education program is better, much stronger, students are better prepared. The new program reduced the breadth element.

NEASC requirements for general education. Core objective is to provide breadth. Cutting Directions is cutting the breadth part of our General Education program. The new program reduced the breadth from the old program; cutting the Directions would reduce the breadth even more. The primary savings in

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credits (the old program to the new) was realized by eliminating the upper-division/academic minor requirement. DICO is new. This program was designed to be just above the minimum that NEASC requires (the new program is similar to the old program except for the upper-division/academic minor requirement). NEASC mentions 'science' three times, so it would be difficult to reduce the Scientific Inquiry Direction (SIDI) to one and retain NEASC. Harvard requires two sciences; Arcadia requires two sciences. NEASC requires at least 40 credits of general education.

Look at double counting. Directions and double counting are related by the respondents to the faculty survey. Internal and external transfers were a significant issue for not allowing double counting. Double counting is friendly to those who do not change majors but it is outweighed by the unfriendliness to internal and external transfers. General Education courses have a different focus than majors-only courses. More streamlined than waiver. Could get rid of waivers. Identify two required courses in the major that could double count as a Direction. Don't want to get complicated like the old program became. Advising issues.

- a) Require two courses in the major that would be double counted?
- b) Allow substitutions of Directions for the major if they took Direction before they declared major?

Arcadia and Harvard allow double counting. How does Arcadia manage that?

Limit double counting to two courses. No major can require more than two Directions. Get rid of the waiver. Allow Direction to count toward major.

Consensus: against cutting Directions in half; have an alternative motion.

Report to the Faculty

- Share Robert's document with the full faculty
- Specific reasons why we oppose the Social Science Department motion
 - NEASC
 - waiver
- Alternative proposal and why we favor it
- Summary of the faculty survey
- Report before the end of the spring semester; March is the goal.

At the February 4th Faculty meeting, tell the faculty we met with a target of March for a response. The Committee can have an e-mail conversation about the draft report.

Curriculum Reform. No additional resources for General Education. English has been granted a reduced teaching load. The Provost told Health and Human Performance how to reduce its teaching load, e.g., collapse two courses into one. Reducing courses in the major that are not General Education may give more teachers for General Education. If simplify curriculum by reducing upper-level courses, fewer choices for major electives. Can the curriculum be simplified?

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Actions of the Curriculum Committee that affect General Education courses (October 17, 2008, November 21, 2008, December 19, 2008). The Committee approved the continuation of their General Education status for the courses named in the report.

Courses that were not submitted for renewal. The Committee voted to delete the General Education status, effective Fall 2009, for the courses that did not submit a renewal application:

BU 2500 International Management (GACO)

EN 3870 Literature in the Information Age (TECO)

PO 3640 Constitutional Law: Civil Liberties (WRCO)

GEDI 1400 Globalization and Diversity (PPDI)

ESDI 2600 Earth Systems Science: Managing the Earth's Resources (SIDI)

General Education Committee. Ezra Dalton has left the Committee. Wilson Garcia's term ends today because he was substituting for John Krueckeberg during John's sabbatical. The Committee thanked Wilson for his participation.

The fall CLA results are expected in February.

Respectfully submitted,

Mary E. Campbell, Scribe
Director of Curriculum Support

These minutes were approved March 9, 2009.