Faculty Senate Archives

Volume VI

General Faculty Meeting, October 20, 1992

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AGENDA

1. Call the Meeting to Order
2. Election of Secretary
3. Approval of Minutes
4. Report of Ad Hoc Committee on General Education *
5. As May Arise

* The meeting has been called for 3:00 p.m. to permit an extension to 5:00 if it is necessary.

The Faculty is under some necessity to act on this proposal at this time. It is recommended by the Committee and has the approval of the Faculty Senate. Establishing the General Education Program for the University is one of the primary responsibilities of the Faculty. Please read this material carefully and come to the meeting.
REPORT OF THE AD HOC COMMITTEE ON GENERAL EDUCATION

The following motion was passed by the WSU Faculty on November 21, 1991, and constituted the charge to the Ad Hoc Committee on General Education:

The General Faculty provisionally endorses the general education proposal submitted by the Task Force on the Undergraduate Experience.

This endorsement is subject to the following conditions:

(1) That the new General Education Committee called for in the proposal be created immediately and charged with continuing development of the proposal.

(2) That the Committee consult with departments, divisions, and colleges on the feasibility of the various elements in the proposal.

(3) That after consultation, the Committee report to the faculty for its approval any revisions in the proposal that it finds necessary.

(4) That the Committee develop a detailed implementation plan and report it to the faculty for its approval.

(5) That actual implementation of the proposal does not proceed until detailed planning and any necessary revisions in the proposal have been approved by the General Faculty.

(The Ad Hoc Committee's proposed core curriculum is found in Appendix A of this report. A summary of the current general education distribution requirements is contained in Appendix B and a summary of the Task Force Proposal is contained in Appendix C.)

Given the concerns expressed during departmental, college, and university faculty meetings and discussions with students regarding the original Force’s proposal and subsequent versions which the Ad Hoc Committee was considering, and given the concerns frequently expressed to individual Ad Hoc committee members, it became apparent that the Ad Hoc Committee needed to articulate the constraints on a general education curriculum at WSU. We identified seven types of constraints which fall into the following, sometimes overlapping, categories:

1. **Staffing constraints** of General Education Curriculum designated areas: The General Education Curriculum must function principally with the faculty available on campus—both the number of faculty and the expertise of the faculty. Approximately 80% of the current general education courses at WSU are taught by faculty. This is a very significant fact which distinguishes WSU from most other universities, which have general education courses staffed heavily by graduate students. The Ad Hoc Committee believes that this is a major benefit of WSU's program, and thinks it should be retained. The consequence of this, however, is that the General Education Curriculum must largely reflect the expertise and responsibilities of the faculty we have.

In particular, the Task Force recommendation for the option of 9 hours of fine arts cannot be met with current staffing levels in the fine arts; a rigid prerequisite structure (involving basic skills courses or introductory level courses) would in many areas force faculty into teaching courses outside of their areas of interest or expertise (this is especially true in smaller departments); the common curriculum integrative course would, as a matter of fact, often be taught by individuals without the requisite expertise; and the recommended hierarchy of a small number of courses will make it very difficult for a number of smaller departments in LAS/Fine Arts to staff general education courses and existing academic programs.

If in the future the faculty were to decide that particular content areas should be a mandatory part of the general education curriculum, the institution should ensure that we already have the faculty available to staff these courses, with minimum dislocation to existing academic programs. This would probably involve long-term planning and commitment with respect to hiring decisions, and should not be undertaken without full faculty and administrative support.

2. **Academic Program constraints**: General Education responsibilities should not interfere with offering departments' ability to provide the courses needed for academic programs within that department.

In particular, the General Education Curriculum should not require major shifting of staff out of courses needed for academic majors into courses which are for General Education credit only. In the absence of massive infusions of new
3. **Faculty positions**: This would be the result of requiring a particular course of all students for General Education purposes.

3. **Accreditation constraints**: The General Education Curriculum must work within frameworks mandated by a variety of professional accrediting agencies.

In particular, engineering faculty and students frequently reported that the Task Force recommendation of 21-27 hours in arts/humanities/social sciences places a great burden on engineering students.

4. **Student body constraints**: The General Education Curriculum must recognize the nature of our student body and the institutional setting.

The majority of our students are transfer students and requirements must be such that they can be met by students transferring to WSU. Furthermore, we have a very diverse student body, and general education requirements which even implicitly use a certain type of student (e.g. traditional) as a model will not meet the needs of our students. For example, to require "community involvement" of our large number of nontraditional students, who are already firmly rooted in the community, is of questionable value. Lastly, given the number of part-time students, it is clear that WSU must be able to offer courses required by the General Education at a wide range of times.

5. **Faculty attitude constraints**: The General Education Curriculum will only work with the cooperation of the faculty, and especially with the cooperation and endorsement of the faculty teaching the General Education Courses.

Although the faculty are united in their dissatisfaction with the present general education requirements, and most believe that it permits too many different courses and areas to count for general education credit, it is also clear that there are some deep disagreements within the faculty about general education, and even about the desirability and feasibility of a "common educational experience", with many faculty believing that it is at best an anachronism. There are significant worries about mandatory inclusion of certain topics in general education courses. The disagreement about the nature of the integrative courses proposed by the Task Force illustrates this, as does the faculty vote rejecting the required inclusion of gender/ethnicity issues in general education courses. Similar worries exist with respect to the community involvement and international components of the Task Force proposal, as well as its recommendation that all students and general education faculty "be expected to read a common assigned journal such as the New York Times and to apply information from it to their courses." These concerns cannot be dismissed as instances of faculty lethargy or conservatism; rather, they embody deeply held views about the nature of education and academic freedom.

5. **Disciplinary constraints**: The General Education Curriculum needs to recognize the differences between disciplines.

These differences include the actual aims and methods of different areas of study; the relevance of prerequisite structures (e.g. humanities and arts courses are often much less structured in terms of formal prerequisites than are the natural sciences); the variety of appropriate entry points into a discipline; the impact on courses of a requirement that particular issues be included when relevant (e.g. many humanities courses can be changed to contain a unit on community involvement, but at varying costs); and a recognition that the administrative structure of the institution may not reflect anything about the role certain areas have or do not have to play in general education.

6. **Other institutional constraints**: The General Education Curriculum must also work within general institutional constraints, including budgetary policies and practices, Regents' mandated review criteria, salary, tenure and promotion criteria, and long-term institutional goals.

In particular, the institution has limited resources to cover new General Education expenses. The General Education Curriculum should not be such that faculty teaching in the program are put at a disadvantage with respect to tenure, promotion, or salary recommendations, nor should a proposed curriculum require the use of graduate teaching assistants which WSU does not have and is not likely to have.

Taking these constraints into account, the Ad Hoc committee believes that:

1. **Goals for General Education**: The general goals for General Education articulated by the Task Force are appropriate, but the statement of objectives for these goals in the Task Force report were to varying degrees inappropriate. The general goals which the Ad Hoc Committee endorses are:

   Goal 1: To understand the humanities and how they explore the complexity of the human experience.

   Goal 2: To understand and appreciate various art forms.

   Goal 3: To understand human functioning and behavior in individuals, groups, institutions, and societies.
Goal 4: To understand the natural sciences, their application in technological innovation and development, and their impact on society.

Goal 5: To study and apply basic mathematical principles.

Goal 6: To study and apply principles of written and oral communication.

The Ad Hoc Committee found that many faculty in the affected areas believed the objectives statements for their areas to be distorting and inappropriate. (The objective that students, as part of their exposure to the fine arts, should “create works in various art forms”, and that as part of their exposure to the humanities, must “propose and critique solutions to current problems in a manner sensitive to historical and cultural contexts” were found to be especially inappropriate). The Ad Hoc Committee believes that any statement of objectives for the areas should be developed by the faculty teaching in these areas.

2. Locus of General Education: The Ad Hoc committee endorses the Task Force’s opinion that general education should be firmly based in (Liberal and Fine) Arts and Sciences, including Economics. Professional programs should not, in general, be offering general education courses. The Ad Hoc Committee extends this view to the professional programs based in LAS, and excludes courses offered by professional programs from the basic core areas.

3. Basic Skills: The Ad Hoc Committee concurs with the Task Force recommendation for basic skills requirements. However, instead of requiring completion of or concurrent enrollment in particular basic skills courses in order to take introductory level courses, the Ad Hoc Committee believes that it is more appropriate that departments institute basic skills course prerequisites as appropriate. The Committee also recommends that students be required to complete the basic skills requirement within the first 48 college hours. We further recommend that students who have not completed the basic skills requirements by the time they have completed 48 college hours must enroll in and complete appropriate basic skills courses each semester (fall and spring) until the Basic Skills requirements are completed. The Ad Hoc Committee has also added a requirement that students must receive a grade of C or better in basic skills courses.

The Ad Hoc Committee received a number of interesting suggestions for reshaping the basic skills requirement. We hope that the basic skills requirement may be reexamined in the future to determine whether some of these ideas might find a place in this part of the general education program.

4. Across-the-Curriculum Component: The Task Force’s recommendation that writing-speaking-mathematics-library components be required in all General Education courses, as appropriate, is in the abstract a worthy goal. However, faculty members raised two major concerns: in some cases, faculty believed that their professional judgment about how a course should be taught was being supplanted by this requirement; second, this requirement would require major, not to say massive, infusions of and shifts in resources in order to meet it adequately. Such a requirement is simply not feasible at this time. Were funding available to hire many new faculty and so to reduce class size, reality could be brought closer to the goal. Consequently, the Ad Hoc Committee recommends that writing-speaking-mathematics-library research be expected in General Education courses, where appropriate and feasible.

5. The Basic Curriculum: The Task Force proposal recommended that in each of four divisions of the curriculum (Fine Arts, Humanities, Social Sciences, Natural Sciences/Mathematics) students be required to take one introductory level course, and that they be required to take in three of the four areas an upper level course in the same discipline, and a “capstone” course which “integrated” all the (other) disciplines in that division.

The Ad Hoc Committee found that this feature of the Task Force proposal faced several major difficulties. For one, the Fine Arts programs do not have the necessary staff. Second, faculty in the areas expected to offer these courses were sharply divided over the soundness of the “integrative” courses: many were supportive, but many faculty found pedagogically defective the notion of an integrative course which would tie together many different disciplines for students who had been exposed to only one of these disciplines. Third, there were many profound doubts expressed over the pedagogical and intellectual soundness of the required common content in each division’s integrative course, to be taught by faculty who were not experts in all areas to be covered. Fourth, there was a significant concern that the Task Force proposal emphasized too much specialization within a division at the expense of breadth. And fifth, there was significant concern that transfer students would be significantly handicapped in meeting these requirements. (60% or so of WSU’s graduates are transfer students, and those who transfer in with degrees from state junior colleges are exempt from WSU’s general education requirements.)

The Ad Hoc Committee recommendation mandates that more breadth and less specialization be incorporated into the core curriculum, and the integrative component has been reconceived. The underlying intent of the introductory and
The second course requirement can be met by courses which are designated by the departments as appropriate for the Ad Hoc Committee's proposed General Education Curriculum. The Ad Hoc Committee's proposal recognizes these differences, while at the same time taking a particular second course. The Ad Hoc Committee believes that the judgment of faculty teaching in the discipline should be the determining factor in assigning prerequisites.

Over the years, the faculty as a whole has expressed its dissatisfaction with the enormous number of courses (approximately 190) and programs (47) satisfying the current General Education requirement. The Ad Hoc Committees proposal addresses this concern by limiting the departments which can offer General Education Core courses, and by its intention that the list of introductory core courses be held to about fifty in number. Students would have to take seven introductory core courses from this list. The final list itself should be compiled by requesting departments to submit course offerings to a faculty committee overseeing general education. Differences in the number of courses offered by particular departments will represent disciplinary variation and available faculty expertise. It is, for example, well-known that courses and programs in the humanities and fine arts especially do not have rigid prerequisite structures; in many of these areas, any of a number of a number of different courses are generally recognized as appropriate introductory or entry-level courses. Other disciplines and programs are far more structured, and have a typical single entry point. The Ad Hoc Committee's proposal recognizes these differences, while at the same time greatly reducing the number of courses which meet the introductory course requirement.

The second course requirement can be met by courses which are designated by the departments as appropriate second courses, or by "Issues and Perspectives" courses. Departments will be asked to indicate in their catalogue listing which courses should not be counted for credit as second courses in the General Education curriculum.

The Ad Hoc Committee has considered a number of questions regarding the "second" course requirement, and in particular, some different interpretations of the label. One reading is that it is the requirement that students take a further course in a discipline in which they have taken an introductory course. The further course might have, but need not have, the introductory course as a prerequisite. This option has associated with it certain costs: it will probably produce enrollment dislocations in some disciplines and may make it unlikely that programs would offer introductory courses which lack follow-up courses. (This seems to be the case with astronomy, for example). There are also some pedagogical concerns. At least for many disciplines in the humanities and fine arts, depth of knowledge and sophistication of understanding can be had by taking an upper division course in a discipline different from, but cognate to, disciplines in which the student has taken core introductory courses. Consequently, the Ad Hoc Committee recommends a more flexible reading of the "second" course requirement, which will permit students to take as a second course an advanced course in either a discipline in which they have taken a core introductory course or in a cognate discipline. Students would, of course, still need to meet any prerequisites associated with particular second courses.

Lastly, the Ad Hoc Committee believes that, in the case of two-course sequences such as Western Civilization Part I and Part II, or two course natural science sequences, that students may take the second part of the sequence as the "second" course, even if both courses in the sequences are on the core introductory course list. However, in such cases, students may not take only one of the two courses as a "second" course.

6. Integrative Courses: The Issues and Perspective Courses are conceived as a way of addressing the need for a component in General Education that exposes students to certain valuable but non-canonical subjects and methodologies. The Issues and Perspectives course requirement that students take at least one but no more than two Issues and Perspectives courses ensures that the students are exposed to academic treatments of issues or problems which have emerged as matters of concern from contemporary conditions of life and culture or to the combination of two or more disciplinary subjects which demonstrate the interdependence of knowledge, the interconnectedness of the world, and conditions of life. This requirement should help students to recognize that new problems and questions spark new solutions and approaches and stimulate the growth of new areas of knowledge.

It was very clear from discussions with faculty that the Task Force's integrative course proposal was very controversial, that the international and community components of courses were controversial, and that the gender/ethnicity component of courses was controversial. Concerns about the compromising of academic freedom have been at the
forefront of faculty objections to these components. It was also clear that many faculty believed that these topic areas should be recognized as having a legitimate role in general education. The Issues and Perspectives course requirement is an effort to address both these concerns. Additionally, the flexibility of the requirement directly recognizes the diversity of student interests and experiences.

We expect that most Issues and Perspectives courses will be upper division courses, but not necessarily be accompanied by a rigid prerequisite structure. There are already a number of courses in the catalogue which, on the basis of their catalogue descriptions, seem to be suited to the Issues and Perspectives requirement. The Ad Hoc Committee hopes that faculty will continue to develop courses of this type. Proposals for inclusion on the list of Issues and Perspectives courses would be decided by a faculty committee on general education.

Departments will be limited to offering at most two Issues and Perspectives courses. The Ad Hoc Committee expects that some Issues and Perspectives courses will be clearly departmental or division-based, and that others will span divisional or college boundaries. In the case of the latter, courses must have the participation of LAS or FA faculty. If a student elects to take a division-affiliated Issues and Perspectives course, that student cannot take another Issues and Perspectives course based in the same division for general education credit.

We expect that most Issues and Perspectives courses will be upper division courses, but not necessarily be accompanied by a rigid prerequisite structure. There are already a number of courses in the catalogue which, on the basis of their catalogue descriptions, seem to be suited to the Issues and Perspectives requirement. The Ad Hoc Committee hopes that faculty will continue to develop courses of this type. Proposals for inclusion on the list of Issues and Perspectives courses would be decided by a faculty committee on general education.

The Ad Hoc Committee has been assured by University College that the proposed curriculum would present no difficulties from the standpoint of advising. At least one UC paraprofessional student advisor has pointed out to the Ad Hoc Committee that she believed the proposed curriculum to be much easier to motivate and advise from than the current set of requirements.

7. Faculty Committee to Oversee General Education: The Task Force’s proposal recommended that the composition of the General Education Committee reflect aspects of their proposed curriculum. It is clear that the Ad Hoc Committee’s recommendations, if adopted, make that composition inappropriate. The Ad Hoc Committee requests that the Executive Committee of the Faculty Senate articulate a more appropriate structure and composition and charge for the faculty committee overseeing the General Education Curriculum.

The Ad Hoc Committee believes that the final judgment about the appropriateness of particular discipline-based courses for inclusion in the General Education Curriculum should rest with the faculty of the discipline in question. Similarly, we believe that the final judgment about the way in which particular courses are taught should rest with the faculty teaching the courses. The responsibility for determining inclusion on the Issues and Perspectives course list would belong to the faculty committee. The Ad Hoc Committee does, however, recognize the widespread concern that “turf” issues could overwhelm the faculty’s judgment on occasion. Consequently, the Ad Hoc Committee recommends each department offering core introductory courses will meet with the faculty committee and present its case for a desired number of courses to be included in the core introductory course list. The committee will be mandated by the faculty to listen to the arguments with two opposing goals in mind: a) The reduction of the number of courses on the list to an approximate maximum of 50-60 courses and b) an accommodation to the special and diverse structures of the many disciplines and the staffing of their classes in order to obtain what the faculty in these programs considers optimum educational conditions. After hearing the arguments and negotiating with the various departments the faculty committee will determine the number of courses allotted on the General Education Core Introductory Course list for each of the disciplines. If disciplines in the future develop new courses and wish to place them of the Core Introductory Course list they will be obliged to substitute courses rather than add them. The number of courses will remain constant for three years, after which a review will take place to determine the merits of the system.

The Task Force’s proposal also characterized the responsibilities of the coordinator of general education in ways which reflect aspects of their proposed curriculum or features of the current program. The Ad Hoc Committee believes that this position should be recharacterized appropriately by the Executive Committee of the Faculty Senate. We expect that the coordinator of general education would coordinate course offerings in general education, have primary responsibility for the collection and examination of material for assessment activities related to the general education program, and provide various forms of teaching improvement help. Since G courses will no longer be part of the curriculum, the Ad Hoc Committee sees no reason for the coordinator of general education to “review, evaluate, and approve or disapprove colleagues” as general education faculty.

We anticipate that the faculty committee and coordinator of general education will be open to considering changes in the general education curriculum. But we recommend that any major structural changes to the program in the future require the approval of the full faculty.

8. Implementation: The Ad Hoc Committee proposal, if adopted, should be implemented for the 1994-1995 academic year. (It is possible that the program could be in effect for the 1993-1994 academic year, but the long lead time needed
for changes in the catalogue may make the earlier date impractical. However, it may be possible for the 1993-1994 catalogue to contain a statement to the effect that details regarding course offerings for the new General Education Curriculum will be available in the General Education handbook.

During the remainder of 1992-1993, participating departments would be solicited for their statement of appropriate goals for their areas. Departments would prepare tentative lists of core introductory courses, and engage in serious discussion with the faculty committee to determine the maximum appropriate number of courses suited to that discipline. After determining the final list of introductory core courses, departments would indicate which of their other offerings are appropriate for second course credit, and faculty proposals for Issues and Perspectives courses would be solicited and evaluated by the faculty committee, resulting in an initial list of Issues and Perspectives courses to be offered beginning Fall, 1994.

During this time, the faculty committee will also consider petitions from programs with accreditation constraints which, together with the new curriculum, require a major of 127 hours or more. These programs may petition for a redistribution of 3 hours from the basic distribution requirement. Details of the redistribution should be worked out by the committee and petitioning department or program. It is hoped that any such redistributions would maximize educational opportunities for students, given the constraints of accreditation requirements.

Prior to fall, 1994 the faculty committee needs to work out a schedule for transfer students who do not enter WSU under the Articulation Agreement with state community colleges. University College informs us that the Ad Hoc Committee's proposed curriculum is consonant with courses that transfer students have taken, and that this should provide no special difficulties.

Given that the tentative lists of core introductory courses provided by the departments contain many existing G and Q courses, we anticipate that students entering under the current general education requirements should be able to complete their general education requirements without difficulty. However, the Ad Hoc Committee recommends that the faculty committee set a date by which the G and Q designations be deleted.

Nationwide, there has been a great deal of interest in general education, and most institutions have responded to the largely negative reports on the current status of general education. There is now some very recent literature available reporting on the effects of changes in general education. One of the most interesting is a report on an intensive empirical study by the Higher Education Research Institute.* The major finding of this research is that the primary factors in obtaining the desired outcomes for general education programs are the nature of the institution (public/private, residential/commuting, institutional size, diversity of the institution), and the involvement of students and faculty in the undergraduate experience. We strongly urge all faculty, regardless of discipline, to recognize the importance of their own participation in the undergraduate experience.

Paul Ackerman, Chair
Dorothy Billings
Deborah Soles
Steve Brady
Peter Sutterlin
Susan Huxman
Erach Talaty
Mira Merriman
Harold Veeser
Bob Rozzelle

APPENDIX A
AD HOC COMMITTEE PROPOSAL

BASIC SKILLS (12 Hours)
1. Require the following Basic Skills courses each passed with a grade of "C" or better.
   - English 100/101 and 102 (6)
   - Math 111 (3) or 112 (5)
   - Comm 111 (3)

   The following may serve as substitutes for Basic Skills Courses: ACT/AP/CEP credit; Credit by Exam; equivalent courses taken at WSU or elsewhere; and Mathematics courses requiring the Basic Skills course as a prerequisite.

HUMANITIES AND FINE ARTS (12 Hours)
2. Require two courses chosen from two of the following Humanities disciplines: Communication (non-professional courses only and excluding Basic Skills courses), English (excluding Basic Skills courses), History, Linguistics, Modern & Classical Language & Literature, Philosophy, Religion, and Women's Studies. (6)

3. Require one course chosen from the following Fine Arts Disciplines: Art History, Dance (history), Musicology-Composition, and Theatre. (3)

4. Require a second course in Communication (non-professional courses only and excluding Basic Skills courses), English, History, Linguistics, Modern & Classical Language & Literature, Philosophy, Religion, Women's Studies, Art History, Dance (history), Musicology-Composition, and Theatre; or in a Humanities or Fine Arts Issues and Perspectives course. (3)

SOCIAL SCIENCES (9 Hours)
5. Require two courses chosen from two of the following social science disciplines: Anthropology, Economics, Geography, Minority Studies, Political Science, Psychology, or Sociology. (6)

6. Require a second course in Anthropology, Economics, Geography, Minority Studies, Political Science, Psychology, or Sociology; or a Social Science Issues and Perspectives course. (3)

NATURAL SCIENCES & MATHEMATICS (9 Hours)
7. Require two courses chosen from two of the following Natural Science disciplines: Biology, Chemistry, Geology, Mathematics/Statistics (excluding Basic Skills courses), or Physics. (6)

8. Require a second course in Biology, Chemistry, Geology, Mathematics/Statistics (excluding Basic Skills courses), or Physics; or a Natural Science and Mathematics Issues and Perspectives course. (3)

RESTRICTIONS AND PROVISIONS
9. Where appropriate and feasible, instructors are expected to incorporate writing, speaking, mathematics, and library research as integral components in general education courses.

10. Courses within a student's major department shall not count in fulfilling core requirements. (This requirement applies to only one major for students with double majors, i.e. courses in the second major could count in fulfilling core requirements).

11. Students must complete the basic skills requirements by the time they have completed 48 college hours.

12. All LAS and Fine Arts departments and Economics may propose issues and Perspectives courses. A General Education Committee must approve all courses nominated by departments as I & P courses. I & P courses are separate and distinct from the list of courses that departments offer as core discipline courses. Students must complete at least one I & P course and at least eight discipline courses.

13. Studio, performance, techniques, creative writing, and beginning language courses are excluded from the core.

14. Core courses will be confined to LAS, Fine Arts, and the Economics Department.

15. Professional departments (Administration of Justice, Computer Science, Communication (except speech communication), Social Work, Art Education, Music Education, etc.) within LAS and Fine Arts will be confined to offering core courses in the issues and Perspectives category only.

16. All core courses must be courses of at least 3 credit hours.

17. Those degree programs whose external accreditation requirements already exceed 127 hours may petition the General Education Committee for a redistribution of one course (of at least 3 credit hours) in the required core curriculum. The redistribution will consist in a change of divisional distribution requirements.

September, 1992
Definition and Application of Issues and Perspectives Component of General Education

I. The category of courses identified as Issues and Perspectives is conceived as a way of addressing the need for a component in general education that exposes students to certain valuable but non-canonical subjects and methodologies.

In this category the committee thought to include the following types of courses.

1. Courses having as their focus issues or problems which have emerged as matters of concern from contemporary conditions of life and culture. e.g.,
   a. Problems concerning technology, ecology, and economics in relation to ethics, religion, politics, etc.
   b. Issues arising from diversity of cultures, nationalities, gender, race, ethnicity, class, ideologies, power, etc.
   c. Global concerns such as war and peace, nationalism, resource distribution, environment, etc.

2. Courses from traditional disciplines that combine two or more disciplinary subjects to demonstrate the interdependence of knowledge, as well as the connectedness of the world. e.g.,
   a. Religion, poetry, philosophy, and science in various pairings.
   b. The interrelationship of the arts.
   c. Synchronic viewing of an event or moment in history from the scientific, political, artistic, and religious points of view.
   d. Psychology, anthropology, and social studies.
   e. Mathematics, the language of many disciplines.

II. Considerations regarding the standing of Issues and Perspectives courses in the general education curriculum.

1. Proposals for inclusion on the List of Issues and Perspectives Courses would be decided by a faculty committee appointed by the senate.
2. Existing courses in the departments might be eligible for inclusion on the List of Issues and Perspectives Courses. LAS Interdisciplinary Courses may be nominated for inclusion on the List of Issues and Perspectives Courses by the faculty person or persons in LAS, FA, or Economics responsible for teaching them.
3. A course on the List of Issues and Perspectives Courses cannot be applied to fulfill disciplinary general education requirements.
4. Students are required to take one and no more than two courses on the Issues and Perspectives List.
5. Departments are limited to two courses on the Issues and Perspectives List.

Definition and Application of Core Introductory Component of General Education

1. The List of Core Introductory Courses would be restricted to courses numbered at the 100-200 level.
2. The Core Introductory List would be restricted to courses that have a disciplinary focus, i.e. not I&P type courses.
3. The number of courses on the Core Introductory List will be about 50. Some differences in the number of courses offered by disciplines will occur and be defensible on educational principles. In calculating the number of Core Introductory Courses sets of courses based on differing levels of preparation and of which only one can be taken for credit are regarded as a single course for purposes of reckoning the number of courses on the list.
4. It is the responsibility of each department or discipline to select courses for the Core Introductory List. Each department offering Core Introductory courses will meet with the Senate General Education Committee and present its case for a desired number of courses to be included in the Core Introductory List. The General Education Committee will be mandated by the faculty to listen to the arguments with two opposing goals in mind: a) The reduction of the number of courses on the List to an approximate maximum of 50-60 courses. b) An accommodation to the special and diverse structures of the many disciplines and the staffing of their classes in order to obtain what the faculty in these programs considers optimum educational conditions. After hearing the arguments and negotiating with the various departments the General Education Committee will determine the number of courses allotted on the General Education Core Introductory List for each of the disciplines. If disciplines in the future develop new courses and wish to place them on the Core Introductory List they will be obliged to substitute courses rather than add them. The number of courses will remain constant for three years, after which, a review will take place to determine the merits of the system.
5. Students would be required to take seven courses representing seven different disciplines from the Core Introductory List: two Humanities, one Fine Arts, two Social Sciences, and two Natural Sciences/Mathematics courses. In addition students would be required to take one (or two) Issues and Perspectives Courses and two (or one) Further Disciplinary Study Courses for a total of ten Core courses.
6. All courses in the core disciplines that are not on the Core Introductory List or the Issues and Perspectives List may be taken for Further Disciplinary Study credit subject to departmental approval.
APPENDIX B
CURRENT GENERAL EDUCATION PROGRAM

Basic Skills: (12 hours)
   English 101 and English 102
   Speech 111
   Math 111 or 112 (or any course for which this is a prerequisite)

Humanities/Fine Arts:
   9 hours in at least three departments (excluding performance, creative writing and beginning language courses)

Social and Behavioral Sciences:
   6 hours in at least two departments

Natural Sciences and Mathematics:
   6 hours in at least two departments

Electives:
   9 hours in any of the divisions

Limitations:
   Students must select from courses labeled "G" or "Q"
   Nine hours must be in courses labeled "G"
   Courses in the student’s major do not count
   No more than 6 hours may be counted in any one department
   The degree-granting colleges are free to place additional restrictions on which courses may be selected or additional requirements for their students.

Currently, forty-seven departments/programs offer courses for general education credit.
## APPENDIX C
### TASK FORCE PROPOSAL

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<th>College Math</th>
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<td>English Composition 2</td>
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<th>INTRODUCTORY COURSES</th>
<th>One introductory course in each area (One course per department/discipline)</th>
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<td>IN THE DISCIPLINES</td>
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<tr>
<th>FURTHER STUDY COURSES</th>
<th>One course in each area outside the student's major.&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN THE DISCIPLINES</td>
<td>ARTS</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Entry</td>
</tr>
<tr>
<td></td>
<td>Courses;&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Intro</td>
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<td></td>
<td>Course</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATIVE COURSES</th>
<th>One course in each area outside the student's major.&lt;sup&gt;b&lt;/sup&gt; (One course per area/division.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARTS</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Level 3</td>
</tr>
<tr>
<td>course in the area</td>
<td>course in the area</td>
</tr>
</tbody>
</table>

General education courses must provide, whenever appropriate, for writing, speaking, research, and math across the curriculum, and an international component. All students and faculty in the general education program will be expected to read a common, assigned journal such as the *New York Times* and to apply information from it to their courses.

<sup>a</sup>Concurrent or previous enrollment required.

<sup>b</sup>If a student's major is outside any of the areas, the student may take any three courses at this level so long as course prerequisites are met.