

General Education Subcommittee

Minutes 23 February 2009

Jepson Faculty Lounge, 2:00 PM

Present: Anderson, Bagwell, Hodges, Lawson, Marquardt, Price, Williams

1. Review of TFUGE Report of 26 September 2005 regarding general education, particularly the following statement:

“The committee next decided to explore whether revisions to the current general education curriculum would be able to help address this perceived weakness at our institution. In the course of this investigation the committee first identified a set of six specific educational aims or priorities that may be viewed as essential to the development of our students’ intellectual vitality and rigor. These include:

- The development of basic critical, analytical, quantitative, and communication skills
- An understanding of the relationship of human beings to the natural world
- An understanding of the various modes and functions of aesthetic representation and creative expression
- An understanding of the grounds for and consequences of values, beliefs, and choices.
- An understanding of the cultural and historical contexts within which knowledge, ideas, and values are produced
- An understanding of the relations between theory and practice.”

2. And the following conclusion:

“The current distributional requirements may not be the best means by which to foster a culture of intellectual inquiry on campus. The courses in this category tend to focus more on specific disciplines and content areas rather than on engaging in systematic fashion the different modes of inquiry delineated above. Moreover, the offerings are so disparate that they tend to yield a somewhat diffuse general education experience for the student. The common sentiment seems to be that these are simply requirements to be checked off a list over the course of four years. Though it is of course desirable that students in college investigate courses in a variety of areas during their college career, the committee felt more could be done to foster in our students a stronger sense of the common concerns that often link very different courses.”