

General Education Subcommittee

Minutes 30 April 2009

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

1. General education models à la Duke of varying types and amounts of requirements. No consensus arrived at favoring one of the other.

General Education “middle ground” Model A

Fields of Study	Modes of Inquiry ^a							Units required
	Cross-Cultural Inquiry	Ethical Inquiry	Community Based Learning	Science, Technology, and Society	Writing ^b	Speaking	Foreign Language ^c	
Historical Studies (FSHT)								1
Literary Studies (FSLT)								1
Natural Science (FSNB, FSNC, FSNP)								1
Social Analysis (FSSA)								1
Symbolic Reasoning (FSSR)								1
Visual and Performing Arts (FSVP)								1
Units required	1	1	1	1	2 + 1	1	0-4	

^aAny one course may satisfy up to two modes of inquiry and one field of study.

^bThe required first-year experience will include two writing intensive courses. Students must then take one additional writing intensive course to fulfill this requirement.

^cProficiency through the intermediate level is required. The requirement may be satisfied by demonstration of proficiency upon entrance to the University without carrying credit toward a degree. In practice, then, students will take 0 (if they “place out” of the requirement by demonstrating proficiency) to 4 (if they begin a language at the elementary level) units of foreign language.

Assuming that most fields of study courses would also satisfy at least one modes of inquiry requirement, a reasonable estimate of the maximum number of units (courses) needed to fulfill the requirements in this model is 12. More would be required if students choose to take courses

that fulfill modes of inquiry requirements but not fields of study requirements. For example, a student taking 12 courses could fulfill the requirements as shown below. This example assumes that the two first-year experience courses do not satisfy fields of study requirements and that the student is beginning at the elementary level of foreign language. Each course is identified by a different letter in the grid.

Fields of Study	Modes of Inquiry ^a							Units required
	Cross-Cultural Inquiry	Ethical Inquiry	Community Based Learning	Science, Technology, and Society	Writing ^b	Speaking	Foreign Language ^c	
Historical Studies (FSHT)	a							1
Literary Studies (FSLT)					b			1
Natural Science (FSNB, FSNC, FSNP)			c					1
Social Analysis (FSSA)		d						1
Symbolic Reasoning (FSSR)				e				1
Visual and Performing Arts (FSVP)						f		1
					g, h (First year experience)		i, j, k, l	
Units required	1	1	1	1	2 + 1	1	4	

General Education “middle ground” Model B

An alternative model that includes fewer fields of study requirements and more modes of inquiry requirements might collapse several of our existing fields of study. By taking advantage of courses that satisfy two modes of inquiry requirements, students could still take a moderate number of courses to fulfill their general education requirements. In the example below, the student takes 11 courses (including the first-year experience and 4 units of foreign language). Each course is indicated by a different letter. For example, the student takes one history course (labeled “a” below) that satisfies the humanities field of study requirement as well as one of the cross-cultural inquiry and one of the ethical inquiry requirements.

Fields of Study	Modes of Inquiry ^a							Units required
	Cross-Cultural Inquiry	Ethical Inquiry	Community Based Learning	Science, Technology, and Society	Writing ^b	Speaking	Foreign Language ^c	
Humanities (FSHT, FSLT, FSVP)	a	a						1
Natural Science (FSNB, FSNC, FSNP)			b	b				1
Social Science (FSSA)	d	c			c	d		1
Quantitative Reasoning (FSSR)				e				1
					f & g (First year experience)		h, i, j, k	
Units required	2	2	1	2	2 + 1	1	4	

General Education Requirements (“intensive model”)

Fields of Study (One unit each)	Modes of Inquiry¹						
	Global Inquiry ²	Science, Technology and Society	Ethical Inquiry	Second Language ³	Writing ⁴	Speaking ⁵	Civic Engagement ⁶
Historical Studies (FSHS)							
Literary Studies (FSLT)							
Natural Science (FSNS)							
Social Analysis (FSSA)							
Quantitative Reasoning (FSQR)							
Visual and Performing Arts (FSVP)							
Minimum Units	2	2	2	3	3	1	1

¹At least one Mode of Inquiry course must be interdisciplinary (I) and at least one Mode of Inquiry course must be taken outside the School of Arts and Sciences. These requirements may be satisfied by a single course.

²One unit of this requirement may be satisfied by a semester or summer abroad.

³Proficiency through the intermediate (200) level and one more course, which may be a 300 level course in the target language, a course selected from Modern Literatures and Cultures (MLC) or four courses carrying Languages Across the Curriculum (LAC) credit. Second language courses below the intermediate level cannot be used to satisfy the requirement. The Intermediate-level language requirement may also be satisfied by a demonstration of proficiency upon entrance to the University without carrying credit towards a degree.

⁴Two semesters of the Core Course are required of all first-year students. A third writing course (W) must be taken before the end of the sophomore year.

⁵This requirement may be satisfied by enrollment in a speech-intensive course (S) or by membership in Debate.

General Education Model 280Z

Requirement			
	Units Required	Writing	Speaking
Traditional CORE	1	√	
Plus-1 Inquiry Seminar (Cross Cultural, Ethical, CBL, or STS)	1	√	√
Humanities	1	√	
Natural Sciences	1		
Social Sciences	1		√
Quantitative Reasoning	1		
Foreign Language	0-4		
Total Units required	6-10		

2. Discussion of Mock trial program and oral competency. Terry will investigate.
3. Consideration of the Business School's participation in general education. They are willing but faculty and funds will be an issue.
4. Consensus reached on limiting general ed requirements to 9-11 units.
5. COM2 requirement. Consideration of data from the Registrar and Language Lab. From the Registrar: 2006 – 20.3% were exempt from COM2; 2007 – 21.8% were exempt; 2008 – 21.7% were exempt. Concern was expressed about the size of the present second language requirement, which ranges from 0-4 units. Perhaps it should be limited to 2 units by allowing 100-level (beginning) courses count towards the requirement for students who have minimal or no second language background (or who wish to begin study of a third language). Those with a language background could satisfy the requirement with a 200-level (intermediate) course, but not a 100-level course. Perhaps MLC courses, LAC courses, or study abroad (in a non-English speaking country) could also satisfy or partially satisfy the requirement. Rather than be exempted from further language study, perhaps those who test or proficiency out should be required to take one-unit or its equivalent that includes a language course at the intermediate (300) level, MLC or LAC courses or study abroad.
6. Study Abroad and COM2

N. B. Foreign language requirements at our selected peer institutions are as follows: None—Amherst (at Bucknell and Williams foreign language courses are included as choices among distribution requirements); elementary-level proficiency—Carnegie Mellon, Elon, Emory (“completing one year of college-level language study in a single foreign language beyond the student’s level of preparation

upon entering college”), Stanford, Swarthmore, Vanderbilt; intermediate-level proficiency—Claremont McKenna, Villanova, W&L, W&M, Wake Forest, Wellesley, Willamette; beyond intermediate-level—Duke.