

General Education Subcommittee

Minutes 8 September 2009

THC 310, 3:00

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

1. Decided on a meeting schedule for Fall Semester.
2. Handout circulated and approved for faculty/staff/student forums and for faculty groups.

General Education at UR

Present Requirements

- First -Year Core Course 2 units
- COM 1 (English 103) 0-1 unit
- COM 2 (Second Language) 0-4 units
- Fields of Study Courses 6 units
- Total = 8-13 units out of 35 (Note: Number of gen ed courses was not reduced when the switch was made to unit system)

Charge

Richmond Promise: Principle I

- Integrated Academic Enterprise
 - Seeks to ensure students appreciate different modes of inquiry
 - Engage in lifelong learning
 - Communicate effectively both orally and in writing
 - Develop skills in:
- Critical thinking
 - Problem solving
 - Leadership
 - Intercultural effectiveness
 - Ethical decision-making
- Revise general education curriculum and graduation requirements to include attention to local and international contexts
- Create greater opportunities for community engagement linked to academic coursework

SACS Requirements

General education must:

- be a substantial component of each undergraduate degree
- ensure breadth of knowledge
- be based on a coherent rationale
- consist of a minimum of 30 hours or equivalent
- include at least one course from each of the following areas:
 - Humanities/fine arts
 - Social/behavioral sciences
 - Natural science/mathematics

Points for Discussion

1. The proportion of units required for graduation that should be devoted to general education
2. The extent to which general education requirements should focus on incorporating competencies and skills, specifically:
 - a. Effective communication – both written and oral
 - b. Critical thinking
 - c. Problem solving
 - d. Leadership
 - e. Intercultural effectiveness, including second language facility
 - f. Ethical decision-making
 - g. Community engagement
 - h. Technology
 - i. Others?
3. How best to incorporate breadth into the curriculum, as well as making general education more inclusive with respect to schools, departments, and interdisciplinary programs.
 - a. Distributional model based on areas of knowledge, fields of study?
 - i. Appropriate types and numbers of categories/areas/fields?
 - b. Competencies/skills model based on writing, oral communication, critical thinking, etc. (see list in point #2), each of which could be fulfilled by taking appropriate courses within any school, department, or interdisciplinary program?
 - c. Combined model incorporating both distributional requirements and competencies/skills requirements?

3. Discussion of the content of a General Education website.