

General Studies Roundtable – Phase II
Notes—March 23, 2007

The roundtable began with a discussion of the unresolved issues identified at the 3/2/07 meeting. Once the group determined the number of hours assigned to the capstone course, the remainder of the revised program took the following shape:

Portal Course: 3 cr. hrs.

Core Curriculum: 12 cr. hrs.

Writing – 3 cr. hrs.

Wellness – 3 cr. hrs.

Math for the Educated Person – 3 cr. hrs.

Communications – 3 cr. hrs.

Foundations of Literate Society: 3 cr. hrs.

Foundations/Modes of Inquiry: 12 cr. hrs.

Natural Sciences – 3 hrs.

Social Sciences – 3 hrs.

Arts – 3 hrs.

Humanities – 3 hrs.

***Disciplinary Focus / Follow-Up to the Modes: 13 cr. hrs.**

Natural Sciences – 4 hrs. (lab course)

Social Sciences – 3 hrs.

Arts – 3 hrs.

Humanities – 3 hrs. (includes Foreign Language as an option in this category)

****Capstone Course: 1 cr. hr.**

Total: 44 cr. hrs.

* The disciplinary focus courses are existing courses housed in specific departments. Transfer students can bring in courses from these areas.

** Though the capstone is a one-hour course, much is expected of students between meetings. The roundtable recognizes the need for flexibility in the scheduling, content, and perhaps even medium of delivery of these courses. It is most likely that students will be allowed to take the capstone after they have accumulated a certain number of hours toward graduation. However, assessment will be linked to General Studies requirements rather than disciplinary standards.

Issues of globalization and diversity will be integrated throughout the program rather than addressed in separate courses.

Next meeting: March 30, 2007. At this meeting we will review the work of the task forces assigned to developing each of the GS components listed above. Please see the following page for those assignments:

General Studies Roundtable Assignments

Assignment: In each of the areas below

Fully describe what criteria must be met by a course in that category, including type of texts, level of instruction, amount and type of required writing, title for the section, etc.

Give a rationale for requiring the course as it relates to the goals of a general education program with specific reference to the Phase I goals and outcomes. (This will enable us to see if any of the goals of Phase I are missed.)

Create a description that would be suitable for the undergraduate catalog for this category of course.

Overall, we should think about this work as creating a draft that GSC might build on in creating the requirements for approval of courses in each section. In addition to clarifying our own thoughts with respect to each course or section, we are creating the first pieces of a work that will sell the program to campus.

The following assignments were accepted at the 3/2/07 meeting. (Jim, Don, Lynne, and Nita: please let Martha or Scott know which one(s) would you like to work on.

Task Groups:

Core:

Writing Course: Martha Kruse

Wellness Course: Greg Brown

Math for the Educated Person: Mary Rittenhouse

Communications Course: Aaron Dimock

Foundations of Literate Society Course: Vern Volpe, Mary Barton

Portal Course: Daryl Kelley, George Lawson, Chuck Peek

Modes of Knowing Courses:

Social Science Perspective: Ed Walker, Rick Miller, Mary Rittenhouse

Natural Science Perspective: Scott Darveau, Janet Trewin

Humanities Perspective: Mary Barton, Aaron Dimock, Chuck Peek

Arts Perspective: Mark Hartman, Sonja Kropp, Janet Trewin

Capstone: John Anderson, Jeanne Stolzer, Sylvia Asay