

General Education at Union for the 21st Century

Union College can take considerable pride in the serious attention it has always given to graduation requirements beyond the major. And our faculty should be commended for always taking our General Education program as seriously as we do our departments and majors. We debate it, we disagree about it, and we regularly revise it – but no one at Union argues that a “liberal arts education” stops with a major. The College has long recognized that preparing bright minds for leadership roles in the generations to come requires more than disciplinary knowledge in a major. Whether it has been called “Comprehensive Education”, “Liberal Learning”, or “General Education” at Union, for the past fifty years we have explicitly maintained a continued dedication to what has been defined as “a philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility.”*

During 2004-05, Union College and its faculty have reached another juncture in our commitment to General Education. With a tenure-track faculty that is 40% newly appointed in the past decade, with a current Gen Ed program that has been in place for over 15 years, and with a rapidly changing global context, the time has come update our Gen Ed program.

The AAC has unanimously endorsed and approved the proposal given to us by the General Education Revision Sub-council. We encourage you to read carefully the statement written by Prof. Brison for the sub-council to the AAC as they transmitted their report to us. We believe that this proposal will benefit students in three principal ways: (1) they will be empowered to act effectively in our common future; (2) they will be liberated from preconception and narrowness; and (3) they will understand the increasing inter-connectedness of the world.

The General Education Revision Sub-council spent more than a year in developing its set of recommendations, and we wish to thank them for their efforts. Their proposals make use of existing College resources without requiring more, open the door to fuller faculty participation in Gen Ed, and draw on the interests and training of new faculty colleagues. Above all, the proposal of the Gen Ed sub-council constitutes an endorsement of the importance of General Education in undergraduate education. We again affirm what is centrally important about a liberal arts college education.

Academic Affairs Committee
Approved, March 31, 2005

* http://www.aacu-edu.org/advocacy/what_is_liberal_education.cfm

SECTION I: THE CURRICULUM

Total: 10-13 courses; students can **double count** courses taken in Part B with Part C but are required to take at least 10 courses total to complete general education (see attached sample worksheet on page 11 for explanation of double counting). Students cannot satisfy general education requirements with AP credits.

NOTE: Students may satisfy any of the requirements in Parts B and C with appropriate courses taken on Terms Abroad.

Part A: Core: (2 courses)

Promotes skills in reading, writing, research, analyzing texts, and reflecting on the interpretive move from primary sources to secondary texts; prompts students and faculty to consider how various disciplines come together to promote understanding of “the human condition.”

- 1) **First Year Preceptorial**
- 2) **Sophomore Seminar**

Part B: Distribution requirements: (8 courses)

Promotes breadth of knowledge about the social and natural world, and key skills in analysis, literacy, and numeracy. Students should be encouraged to take several of these courses in their first year in order to accumulate prerequisites, and disciplinary backgrounds, necessary to complete the clusters in Part C.

1. **1 Social Science:** this category includes: psychology, anthropology, history, sociology, economics, and political science.
2. **2 Humanities courses** (includes studio and performing arts courses), one of which must be a literature course
3. **2 course in Linguistic and Cultural Competency.** This category includes courses in any discipline covering:
 - Term Abroad courses that deal with a cultural tradition outside the US
 - cross-cultural comparison and theories about cultural complexity
 - one or more cultural traditions outside of the US
 - one or more “minority” cultural tradition within the United States
 - a sequence of 2 courses in a foreign language at level 12 or higher.
4. **3 courses in quantitative and mathematical reasoning (QMR), natural and applied science, engineering, and the impact of science and technology on society.**
 - one course in natural sciences, with lab

- one course in quantitative and mathematical reasoning (QMR): includes courses in math or those offered in a number of departments, listed under QMR GenEd
- one a course selected from the following categories:
 - i) same as in first bullet, but need not have a lab
 - ii) a course from engineering (includes CS), to foster understanding of technology
 - iii) a team-taught ID course (including at least one faculty from Div 3 or 4), with significant science or engineering content, about the impact of science and/or technology on the human world: includes Converging technologies courses listed as CT GenEd.

Part C: Making Connections across Disciplines (3 courses)

Prompts awareness of interdisciplinary connections by requiring students to take 3 courses in an approved cluster, from at least 2 different departments. Possibilities would include 3 courses in any of the existing ID programs and/or clusters of courses proposed by faculty groups and approved by the General Education Board such as “Ancient studies,” “Globalization,” or “Media Studies.” The committee envisions that the list of approved clusters would change over time with new clusters being proposed and older ones, if no longer a focus of interest, disappearing over time.

SECTION II: EXPLANATION AND DISCUSSION

Part A: Core:

- i) **First Year Preceptorial:** will remain as it is now; classes are capped at 16, with special 10 person precepts for Union Scholars. The focus is on reading, writing, discussion, and analysis. Professors select their own reading and topics but these classes do not count for the major, and should not be introductions to particular disciplines. Faculty bring texts from different disciplines, eras, cultures and genres to bear on some common issue of importance to the "human condition."
- ii) **Sophomore Seminar:** these will be small courses, capped at around 20, in the sophomore year. These courses can count for the major but should not be merely an introduction to the discipline in question. They must be open to all students, regardless of background, and can carry no prerequisite. The proposed sophomore seminar should not be an introduction to a particular discipline, both because it must be open to all Union sophomores, regardless of their previous studies or expertise, and because these students will not necessarily go on to major in this discipline.

Instead the instructor or instructors should use their discipline or disciplines to give their students a basic introduction to how to do research. This should include: how to pose a good research question; how to draw upon secondary literature in order to situate this research question in our existing knowledge (and along the way to acquire a familiarity with the research tools available at Union, including JSTOR, etc.); how to use primary sources (depending on the discipline these might be documents, interviews, published data, experimental results, etc.) to create new knowledge.

This research experience will inevitably have to be "scripted research," whereby the instructor or instructors provide a considerable amount of assistance to the student, but will also provide a good foundation for the students' next, more independent research project.

These seminars could be a very productive place in the curriculum for interdisciplinary teaching and research, including, but not limited to CT. Such interdisciplinary team-teaching could be maintained in the following way: two faculty members, ranging from two members of the same department to two representatives of very different disciplines, could teach two sections of the same seminar during the same term, whereby they would have forty students and forty sets of assignments, but only one class preparation per day.

This seminar will be open to any department, with the History Department normally teaching roughly half of the sections, several would be offered by the Classics department and the remaining sections would be open to any department.

Contributions from all disciplines are welcome (but not required) and the GenEd Board will work with any department that wants to offer a sophomore seminar to come up with a plan feasible for that discipline.

Discussion of core:

- Large history/classics surveys are replaced with small courses focusing on skills in reading, writing, discussion, analyzing texts, and reflecting on the process of analysis in moving from primary texts to analysis;
- Sophomores will get early exposure to library and primary research to prepare them for larger research projects later in their academic career.
- The current emphasis in the first year on “Western heritage” is replaced by a focus on key analytical skills and the process of analysis, with a topical focus on a variety of geographical areas, disciplinary approaches, and thematic issues.
- This formulation also fosters greater awareness of the world community by moving away from a binary opposition of “Western” and “non-Western” societies and allowing for greater opportunities to take courses in areas of the world outside of the US and Europe and to focus on common processes/issues affecting people everywhere in our increasingly interconnected world community such as: the relationship of humans and the environment; the impact of the mass media; globalization; the impact of technology on society and the ways that social and cultural values affect technological developments, and so on
- students choose among many options so there are fewer disgruntled “conscripted” students who are predisposed to be disengaged from the subject matter.
- Opens up the core of general education to many disciplines and approaches, thus potentially spreading student enrollments more evenly
- Opens up the first year so students can explore the curriculum; students are encouraged to take a broad array of courses in the first year by the distribution requirements in Part B. This could also push students out of the “check box” mentality, where they take courses just to satisfy requirements, and prompts them to actively engage in their course selection.
- inter-disciplinary sophomore classes would prompt students and faculty to reflect on disciplinary paradigms and on the ways various disciplines contribute to topics of general interest. Team taught sophomore classes would also provide a niche for CT classes in GenEd.

Part B: Distribution Requirements:

This section preserves our existing emphasis on breadth of exposure to the disciplines of the college and prompts students to accumulate a foundation in various disciplines necessary to make inter-disciplinary connections in Part C. A few key changes have been made from our existing requirements:

- a) **social science requirement:**
 - history has been added to the menu of options since there is no longer a required history course in the core.

- The category has been broadened to include any social science course instead of being restricted to an introductory level course. This will give the various social sciences autonomy to decide on how best to introduce students to their discipline; E.G. some may choose to develop thematic courses, that introduce key disciplinary ways of knowing but fit with thematic clusters in Part C; others may retain their current structure of requiring an introductory survey courses as a pre-requisite for other courses in the discipline.
- b) **2 Humanities courses, one of which must be a literature course:**
- broadens the definition of humanities courses that can count for general education by breaking the connection with the history surveys and by no longer requiring surveys.
 - allows greater autonomy for departments to define ways of introducing students to their disciplines.
 - includes studio and performing arts, which have no place in our current general education program.
 - allows students greater breadth in exploring multiple areas of the world, as well as thematic approaches to disciplines, and courses in creative expression.
 - includes new faculty doing comparative studies, courses on globalization and post colonialism and thematic courses that do not fit into the existing lit/civ rubric
- c) **2 course in Linguistic and Cultural Competency:**
- Courses in cross-cultural comparison, in international relations, and in theoretical understandings of cultural and social complexity
 - Term Abroad courses are an option here if these courses deal with cultural traditions outside the US. Other term abroad courses can count toward other general education requirements.
 - The requirement is reduced to two courses because students can now take courses in cultural complexity in Part A, B and C. This requirement serves the function of making sure that students who take no such courses in other sections take at least one course prompting them to consider social and cultural diversity.
 - moves away from the “West” “non-West” formulation in order to prompt reflection on diversity within US society, the interconnected nature of our world community, and complexity/diversity within any cultural tradition.
- d) **3 courses in Science, Engineering and Quantitative Reasoning:**
- The expanded definition recognizes the importance of understanding the human environment of technology and its impact on the social and natural world and includes engineering and computer science courses
 - This also allows for courses prompting students to reflect on the social and cultural forces shaping scientific research.
 - Quantitative and mathematical reasoning is defined here in the following way, so as to include certain designated courses outside the mathematics department. These courses will normally be offered within Div 3 and 4 but departments in other divisions can also apply if they are deemed by the GenEd Board to satisfy the following criteria.

Definition: The primary focus of the course should normally include at least three of the following goals for its students:

- (1) to be able to reason quantitatively (to be numerate)
- (2) to develop an appreciation for the elegance of mathematics and the beauty and utility of math as a language for expressing certain types of problems and their solutions
- (3) to be able to think logically, solve problems that require multiple steps, and understand and adapt non-trivial algorithms
- (4) to develop the ability to deal with symbolic and abstract representations.

Part C: Interdisciplinary Connections: This section preserves our current emphasis on inter-disciplinary connections but opens up more options for ways of making such connections (and the disciplines included) by moving from the current 3 tracks in Section I to a menu of tracks.

Course clusters encourage students to develop coherence in their general education curriculum instead of taking a hodge-podge of unrelated courses. But the cluster concept recognizes that there are a number of ways of drawing meaningful interdisciplinary connections and moves to make our focus more international by including a range of options that address issues of concern to humans everywhere.

We hope and expect that clusters will encourage students and faculty to discover additional points of coherence and complementarity, within and across disciplines and divisions.

Course clusters help develop key intellectual skills by fostering the ability to bridge disciplines and to understand how various disciplines contribute to the understanding of some larger issue. Such as exercise prompts awareness of the key assumptions and paradigms of various disciplines and thus promotes ability to critically read and assess new information.

Like FYP, clusters should enhance students' ability to be concerned citizens of the world community by bringing different disciplines to bear on a common topic of importance to understanding our social and natural world. Such topics might include (but not be confined to): the relations between humans and their natural and technological environment; the diversity of religious belief and the impact of religion on society; ways of understanding the mass media and popular culture and their impact on the global community; particular historical traditions, such as that stemming from Ancient Greece and Rome and their continuing impact on our society today ; sources of inequality in society such as gender, class, race; the appreciation of cultural and social difference; an understanding of global relations and the extent to which we belong to an interconnected world community.

The committee has discussed a couple of options (not mutually exclusive):

- I) Students could take 3 courses in any of the existing ID programs as long as these courses came from at least 2 different departments (Science, Medicine and Technology in Culture; American Studies; Gender Studies; Religious Studies; Environmental Studies; American Studies; Russian and Eastern Europe Studies; Africana Studies; East Asian Studies; Latin American and Caribbean Studies; Biochemistry; Bioengineering). This both takes advantage of existing programs and encourages faculty, administrative, and student interest in these programs. In some cases, (E.g. SMTC and Environmental Studies), ID programs will have to come up with lists of courses appropriate for students doing a thematic cluster. Faculty involved in a particular cluster may also designate one or more courses as foundational to that cluster and strongly encourage students to take that course before taking other cluster courses. Cluster coordinators are also free to declare some courses to be prerequisites to others if it is strongly felt that students must move through the cluster in a particular order. In such cases, cluster coordinators must ensure that the foundational courses be offered at least once a year. Students majoring in one of the ID programs would have to take a cluster different from their major (e.g. a Biochemistry major would not be able to satisfy this part of GenEd by taking a cluster in Biochemistry). Students can double-count one course between their major and their cluster.
- II) Faculty could instead of, or in addition to, the above, propose thematic clusters to be approved by the Gen Ed Board and the AAC, and based on guidelines in the final proposal. Some suggestions that have already been made are: "Ancient studies," "Globalization," and "Media Studies." The onus would be on faculty to propose clusters, and to suggest the courses that would count for the cluster. The list of clusters would be dynamic and could be modified over time.

Members of the faculty wishing to propose clusters will write statements that indicate how the courses will be linked, and how the linkages can be expected to benefit students. These statements will be submitted to the chairs of the relevant departments, who will then submit the statement to the GenEd board and/or AAC. Each cluster should have a cluster coordinator (similar to the chairs of ID programs) who will inform the registrar of offerings in the cluster each term and will work to ensure that courses are offered regularly and do not conflict with each other. In most cases, clusters must demonstrate that there will be at least one offering in that cluster in each term and normally clusters will include at least 8 courses spanning 3 departments; several of these courses should carry no prerequisite.. However, we also envision that some high-level clusters (e.g. bioengineering) may be developed open only to students in appropriate majors who have accumulated the appropriate prerequisites. In such cases, clusters may consist of fewer courses (3-4), and may involve fewer departments as long as the faculty involved demonstrate that they have consulted with appropriate department chairs to ensure that enough

courses will be available for students to complete the cluster. The subcommittee hopes that clusters will be developed across the curriculum; the GenEd board will work with interested groups of faculty to facilitate the development of clusters in science and engineering disciplines that involve fewer courses and where courses in the clusters carry pre-requisites.

Discussion of Clusters:

- Students have greater choice of disciplines within these tracks than under current tracks.
- opens up a broader range of ways of making connections between disciplines, some thematic (e.g. SMTC) and some geographically focused (e.g. EAS).
- fosters greater awareness of the world community as discussed above by moving away from the West/non-West distinction
- requires students to spread general education throughout their college career instead of “getting it out of the way” in their first year. It does this by requiring students to move beyond introductory courses in disciplines (taken as part of the distribution requirements) to upper level courses needed to make thematic connections.
- building ID clusters in to general education requirement would encourage faculty interest in exploring inter-disciplinary connections and administrative support for interdisciplinary studies.
- Clusters provide a place for Converging Technologies in general education through including CT options such as Environmental Studies and SMTC and through encouraging the development of other CT clusters such as Information Technology and Society, and so on.

SECTION III: POSSIBLE CONSEQUENCES ON DEPARTMENTS, PROGRAMS AND STAFFING

- Possibly, staffing these classes could make it more difficult to recruit first year preceptors. This could be offset by the fact that these courses can count for the major and thus staff could still be spared to teach precept. Several departments have already expressed willingness to regularly offer sophomore seminars. There will be faculty who currently are reluctant to teach FYP, but will be eager to teach sophomore seminars
- About 900 first year enrollments will now be released from required history/classics surveys. However, about 560 sophomore enrollments will be absorbed into sophomore level seminars, thus reducing the effect of the above.
- Overall, replacing required surveys with 50+ enrollments with required sophomore courses capped at 20 will cause an increase in enrollments in other courses, and increased pressure on particularly popular departments in social

sciences and elsewhere. There will be an increased demand for first year electives (see below).

A few things will potentially offset the effects of releasing first year students:

- In winter and spring terms, some of these enrollments can be absorbed into sophomore level courses (since first term freshmen will have acquired some prerequisites). The burden on sophomore enrollments will, in turn, be decreased by the 560 enrollments of sophomores absorbed into sophomore seminars.
- history and classics intend to recreate some of their first year surveys as electives, and can also offer other first year or sophomore level courses, thus absorbing some of the students released from the first year surveys; at present, for instance, freshmen do not usually take history electives because they take History general education surveys; without these surveys, freshmen might well enroll in history electives.
- some of the sophomore seminars could potentially replace courses that are now, in fact, smaller than 19

Detailed Analysis of Impact of Sophomore Seminar and Removal of History/Classics Surveys

Since we have the same number of students taking the same number of courses, average class size will stay the same. Since we are adding about 28 smaller enrollment courses (averaging 20), it is inevitable that there will be slight increases in class size elsewhere. This is likely to occur in intros, but it is also likely that low enrollment classes will see desired gains. What follows is a term-by-term analysis.

FALL

In the Fall there were 235 History enrollments. If History offers one class and Classics one that are of relatively large size (40) and accessible to first years, that will take care of some of these enrollments.

Otherwise, the existing courses offered should be able to accommodate all, if some appropriate combination of the following is exercised:

1. one takes into account existing unused seats in typical first-year courses
2. some courses allow for slightly larger numbers of students, e.g. intro social sciences go to 40 instead of 35

If one were to do the above 2 for Fall 2004, there are about 170 seats available, in other words, enough.

In addition, one could:

3. have more seats saved in advance for first-year students, e.g. in Gen Ed science courses. In some of the intro social sciences there were close to 50% of students, who are upper-class students. Other colleges place stricter limits on such enrollments.

The combination of all of these should address the issue of changing to sophomore seminars completely.

WINTER

There are 272 History enrollments. Similar remarks to the above apply. There appear to be enough openings in intro type courses that these students should be accommodated as above.

SPRING

We are also assuming that a change in Gen Ed will cause departments to alter their current pattern of offering certain courses, because enrollments will be shifting from Fall of sophomore year to spring of first year.

Now the issue is about 500 seats. However, students will now be taking courses that would otherwise be taken Fall of sophomore year and there will at least 200 sophomores doing a sophomore seminar and hence freeing up this number of seats. If History offers several first-year courses and Classics another (perhaps Mythology can save 50 seats for first-years), this will also absorb students released from the current surveys.

Appendix: DOUBLE COUNTING
(Students are not allowed to triple count courses)

Students are required to take a minimum of 10 different courses under the envisioned Gen Ed program. Unlike the current program, there is significant opportunity for double counting.

Here is an example : suppose we develop an ID cluster on Media Studies and a student takes Philosophy 23, Philosophy in Film; Anthropology 11, Ethnographic Film; Chinese 13, Asian-American Film and Performance.

This student's Gen Ed profile might look as follows (recall they need 10 courses so it limits the extent of double counting).

There are obviously other variations, for example if the student also took a foreign language, let's say Chinese, he/she may wish to double count Anthropology 11 as his/her Social Science and Chinese 13 in the Humanities category instead use Chinese language in the Cultural Competency section. But he/she CANNOT triple count ANT 11 for Media studies, social sciences, and cultural competency.

Part A: Core

FYP _____
 Sophomore Seminar _____

Part B: Distributions

Social Science

1.

Humanities

1. Philosophy 23
2. (lit)

Cultural Competency:

1. Anthropology 11
2. Chinese 13

Natural Science, Quantitative Reasoning etc.

1. Science with Lab _____
2. Quantitative Reasoning _____
3. Third course: _____

Part C: ID Cluster: Media Studies

1. Philosophy 23
2. Anthropology 11
3. Chinese 13

Appendix 2: Gen Ed Implementation, Designations and Worksheet

Implementation: The subcommittee discussed how courses would be approved should the proposal passed. Some of us were in favor of increasing the GenEd board by adding 2 at-large representatives to cope with the requirements of approving new courses to fit the new categories established in the proposal. We also envisioned that the special task of reviewing cluster proposals, particularly in the beginning stages, might require a separate board, consisting of elected representatives of the 4 divisions. There was some discussion of establishing special, appointed, subcommittees of the GenEd board to deal with particular areas such as QMR and Cultural Competency. These subcommittees would have representatives from the GenEd Board and also representatives from concerned departments. Some members of the subcommittee were in favor of this. But other members of the subcommittee thought that it was important that each area of the curriculum be reviewed by elected representatives of the four divisions, in keeping with past practice. Certainly, however, members of the GenEd board might want to consult with people from relevant departments.

Special Note on Clusters: Every proposed Cluster must come with a formal proposal from a faculty group consisting of faculty from several different departments with a designated Cluster Coordinator. It will have to include information about courses in the cluster, as well as schedules of frequency of offerings, projected enrollments etc. There will need to be information guaranteeing the accessibility to courses for students declaring the cluster. Precise guidelines for clusters will be laid out by the Gen Ed Board in Spring 2005, if any new Gen Ed program includes the idea of Clusters.

Designations and Worksheet:

(Recall: Students are allowed to double count, but not triple count courses for Gen Ed purposes)

Students are required to take a minimum of 10 different courses under the envisioned Gen Ed program.

Course Notation:

L – satisfies Literature requirement. As currently, however simpler.

Sci/Lab – Science with Lab, as currently

QMR – quantitative reasoning (replaces Math)

SET – Science, Engineering or Technology (third course in Science category, if not a Sci or Sci/Lab)

CC – Cultural competency

Clusters – Each cluster will receive a designation and courses will then be denoted by this in the course listing. For example, Religion in the Pagan World, might be designated Classics 32, An/Rel, to denote that it fulfills both the Ancient Studies and Religious Studies clusters.

Students will be asked to declare their Cluster by the end of the sophomore year, similar to declaring their major. This, of course, can be changed but it should not be the responsibility of the Registrar to decide from among numerous possible clusters.

Students majoring in a program must do a cluster in a different area for Gen Ed, e.g. a Biochemistry major can not use three Biochemistry courses for their ID cluster.

Sample Worksheets:

Gen Ed Worksheet (sample for Mechanical Engineering major, taken from the transcript of a junior who has yet to do his literature or his science elective)

First-Year Preceptorial _____

Sophomore Seminar _____

Social Science

1. Sociology 10

Humanities

1. English 34B, Nature and Environmental Writing
2. English 22

Cultural Competency:

1. Czech Culture
2. Prague Term Abroad

Natural Science, Quantitative Reasoning etc.

1. Science with Lab Chemistry 10
2. Quantitative Reasoning Math 13
3. Third course: Physics 17

ID Cluster: STMC

1. History of Technology (on Prague term)
2. English 34 B, Nature and Environmental Writing
3. Env. Studies 10 (also serves as Science elective for ME major)

Gen Ed Worksheet (taken from the transcript of a Biochemistry major)

First-Year Preceptorial _____

Sophomore Seminar _____

Social Science Psychology 10

Humanities

1. AMU 20, Chant to Mozart
2. Eng 31A, How to Read Poetry

Cultural Competency:

1. Spanish 120
2. AMU 35, Music of Latin America

Natural Science, Quantitative Reasoning etc.

1. Science with Lab Chem 10
2. Quantitative Reasoning Math 10
3. Third course: Chem 12

ID Cluster: Environmental Studies

1. Chem 10
2. Geo 50A, Geology of Australia and New Zealand (Australia)
3. Bio 50A, Terrestrial Ecology Abroad (Australia)

Nationalism and Nation-States: examines the process of forming national identity and national political structures

Eng 71, 72, 73

German 41 Forging and nation

Ger 42: Identity after the Holocaust

Russian 70

GER 30

(probably many history and political science courses could also count here)

“The Other”: Investigates the ways cultures define “self” in relation to “other” by stereotyping other groups

ANT 47: The Pacific in Literature and Film

Classics 48: Greeks Romans and Barbarians

ENG 31c Gothic

ENG 34c Women Savages and Myths in the Civilizing process

ENG 39 Science Fiction

Russian 66, 69

FR 139

SPN 149c

Information Technology and Society: examines communications and information technology systems and their impact on society

ANT 40 Culture and Technology

CS 15: Working with the Web

CS100 History of Computing

ECO 16: Engineering’s impact on society

Eco 130: E Commerce Economics

Many EE and CS courses?

SPN 149

PHL 49 The Self in Cyberspace

Genre Studies: Drama

Classics 143 Roman Drama

ENG 25 Intro to Shakespeare

ENG 46: Modern Drama

ENG 47 Contemporary Drama

ENG 54, 55, 56, 59

FR 145

GER 133

SPN 135, 136

Many theatre courses

**Revisions to the Faculty Manual Section IV to aid in implementing the new
General Education Program**

1) Replace the 1st paragraph of IV.IV.C with the following (changes are in bold):

C. STANDING SUB-COUNCIL OF THE AAC

The AAC shall form two standing sub-councils: a Sub-council on the Standing of Students and **the General Education Board**. Unless the recommendations of these standing sub-councils are deemed by the AAC to be in conflict with the objectives of the College's academic policy, they will normally be sustained by that Council and forwarded to the General Faculty and the Dean of the Faculty.

2) Replace the 3rd paragraph of IV.IV.C with the following (changes are in bold):

The General Education Board shall oversee the general education program and shall formulate plans and policies relating to it. The board may form additional standing sub-councils relating to specific aspects of general education. The membership of the General Education board shall be the Dean of Undergraduate Education, four faculty members and two students. Each of the four divisions of the faculty shall elect one representative, and the faculty shall serve staggered three-year terms. The two students shall be selected by a process determined by the Student Forum and shall serve staggered two-year terms. The Director of the Writing Center and the Dean of Faculty (or his/her designee) shall serve ex-officio. The Dean of Undergraduate Education shall serve as the Director of the General Education Board and shall be responsible for the administration of the program.

3) Delete section IV.IV.E