

GER Task Force  
Minutes of September 23, 2005

Members present: J. Ambrose, A. Barnes, M. Carter, T. Conway, A. Dupont, K. Esbenshade, J. Hankins, J. Hawkins-Morton, L. Hunt, M. Krotee, J. Lavelle, M. McCord, L. Severin, K. Wallace, C. Zelna. Guest: Samara Fleming Burnette.

The minutes of the September 9 GERTF meeting were approved.

Mike Carter introduced the Criteria for Implementation document that he had developed with input from Allen Dupont. The document is intended to guide our discussions of what a future general education program would actually look like. It provides, in effect, summaries of the mission/goals that we developed in addition to some features and constraints that have been previously discussed.

John Ambrose distributed a piece that also outlining four criteria we must consider: 1. GER must be assessed, 2. GER must consider transfer students and the NC Community College Articulation Agreement, 3. A transition plan must be mapped out, 4. There will be a general education program. The piece also contained details about our GER obligations for SACS and to the NC Community College Articulation Agreement.

Member were asked to comment on the discussion so far and the following comments were heard:

- perhaps we should start by comparing our current GER model against our new mission statements or against the pragmatic criteria in the "Criteria for Implementation" document to determine where our current models is working or is lacking.
- we could view our GER goals more as a common endpoint than a common experience and try to go with a more flexible rather than a more prescriptive model.
- faculty in CHASS would probably have a hard time accepting a GER model that did not contain at least six hours of humanities and six hours of social sciences.
- we would be remiss not to at least include some basic foundation in certain disciplines such as sciences, humanities, and social sciences.
- a foundation in disciplines such as sciences, humanities, and social sciences feels more like a curriculum for high school and does not excite today's students who are looking for a broader and more challenging view than rehashing areas they are already familiar with. Students want to explore unfamiliar disciplines and how those in them think.
- a suggestion for a 15 hour humanities and social science aspect that could be designed into thematic tracks where courses coalesce and support each other.
- humanities should stand alone from social sciences as a requirement because they really are different disciplines and have been lumped together on this campus in the past.
- would some experience in Agriculture or Engineering give students a connection to what it means to be part of NC State as a land grant institution.
- substituted experiential credit could be incorporated but would need to be managed by relevant faculty who could determine if students were meeting outcomes in an alternative way. As substituted experienced would by nature have to be individualized they would be messier to manage in terms of seeing that students meet GER criteria. This would place a heavier burden on our advising system but may be worth the effort.

As a result of these comments, Ambrose asked that the committee begin to think in terms of a blended model and develop scenarios to examine at the next meeting that would provide a course-based foundation that could provide alternatives.

The October 7 is canceled due to Fall Break and to allow members time to work on models to present at the next meeting.

Submitted by Kathy Wallace