

GERTF Meeting

January 6, 2006

Members Present: John Ambrose, Sarah Ash, Mike Carter, Allen Dupont, Ken Esbenshade, Karen Helm, Louis Hunt, Chris Kessler, March Krotee, Jerome Lavelle, Marian McCord, Jacqui Hawkins-Morton, Jose Picart, Dan Robison, Laura Severin.

Associate Dean John Ambrose called the meeting to order at 8:05 a.m. Ambrose moved to approve the Dec. 16, 2005 minutes. Motion was approved.

Associate Dean Ambrose then passed out a handout, “NC State University Strategic Plan – Draft,” for committee members to review. He pointed out a few of the goals included in the draft to compare with the ideas of several proposals for GER on the table at the moment. These included page 3’s point of “Broadening our commitment to the liberal arts and sciences,” as well as page 4’s point of “Apply multicultural and global perspectives to all functions.” This is a good indicator the taskforce is moving in the right direction with GER proposals.

- 1- Committee continued discussion of “Proposal E.”
- 2- Committee will begin discussion revised “Proposal C.”

1). The committee picked up from the Dec. 16, 2005 meeting with discussing “Proposal E.” Dan Robison briefly summarized the components of the proposal and opened up discussion according to the Qualities of GER rubric.

Discussion:

- This proposal provides a framework structure open to more possibilities depending on the nature of the sequenced courses.
- The 4-course sequence would provide a way to develop multicultural & integrative experiences across disciplines.
- One major concern by members is that this sequence structure may not allow for a strong quadrangle “Foundational” discipline knowledge.
- Course sequence could be modified to include core disciplines.
- Proposal has the potential to be manageable and portable, but could also lead to the challenges of the “double-counting” effect in regards to courses.
- This proposal could work well as a sequence at the junior/senior level.
- How would this proposal work with summer school?
- How would credits transfer in regards to a student transferring from outside with credits? (How would this proposal be compatible with the Articulation Agreement?)
- Would these sequences be a set of courses with multiple sections offered every semester and would the students’ needs be met?
- To what extent would student demand drive the GER responsibility through colleges?
- What would be the best method for assessing this GER sequence?

Some other issues discussed with this proposal included the idea of providing “excellent courses” by drawing from the best instructors on campus. However, this also brought up the issue of building in the university’s research component and allocation of its resources.

Committee members also discussed the idea of a General Education College and asked questions about the First Year College's mission and structure in relation to this proposal. Creating a "General Education College" could have the potential to be an excellent place of faculty and students, forums, events, experiences, and community that would help achieve some of the integrative, multicultural, leadership type experiences members have discussed in past meetings.

2). Sarah Ashe provided handouts of the most recent revised version of "Proposal C," now called "Proposal C.3" for record purposes and future discussion. "Proposal C" features a freshman experience, capstone experience, and core requirements as part of the GER.

- The GER requirements would be built around a TBD number of GER thematic concentrations, with the hopes to have a few residential options.
- Freshman Experience: Would require students to attend a TBD number of lectures & events focusing on the themes. Students would also attend campus events addressing diversity, global knowledge, STS, and the arts. Part of the experience would be to write reflective essays to help with critical thinking, speaking, and writing skills.
- Capstone Experience: This experience would be based on the track the students are engaged in through their GER program and would include discussions and papers, and provide the opportunity to assess the GE outcomes.
- Core Requirements: 35 credit hours that may also be double-counted to meet disciplinary requirements. Also lists the proficiencies students will be expected to take and the way courses will be developed into themes' groups.
- This revision of "Proposal C" includes a Comparison of "C" with the Qualities of GER rubric filled in by Proposal C's Group.
- Committee members noted the Foreign Language Requirement listed in Proposal C might cause some problems.

3) Next time, the committee will pick up with discussing "Proposal C.3."

Minutes respectfully submitted by Melissa McConnell.