

Progress Report—General Education Taskforce

January 24, 2014

General Education Taskforce Members

- Gloria Jones, Chair
- John Bird
- Alice Burmeister
- Gina Jones
- Malayka Klimchak
- Jo Koster
- Frank Pullano
- Marilyn Sarow
- Gale Teaster-Woods
- Will Thacker
- Jonatha Vare

Problems

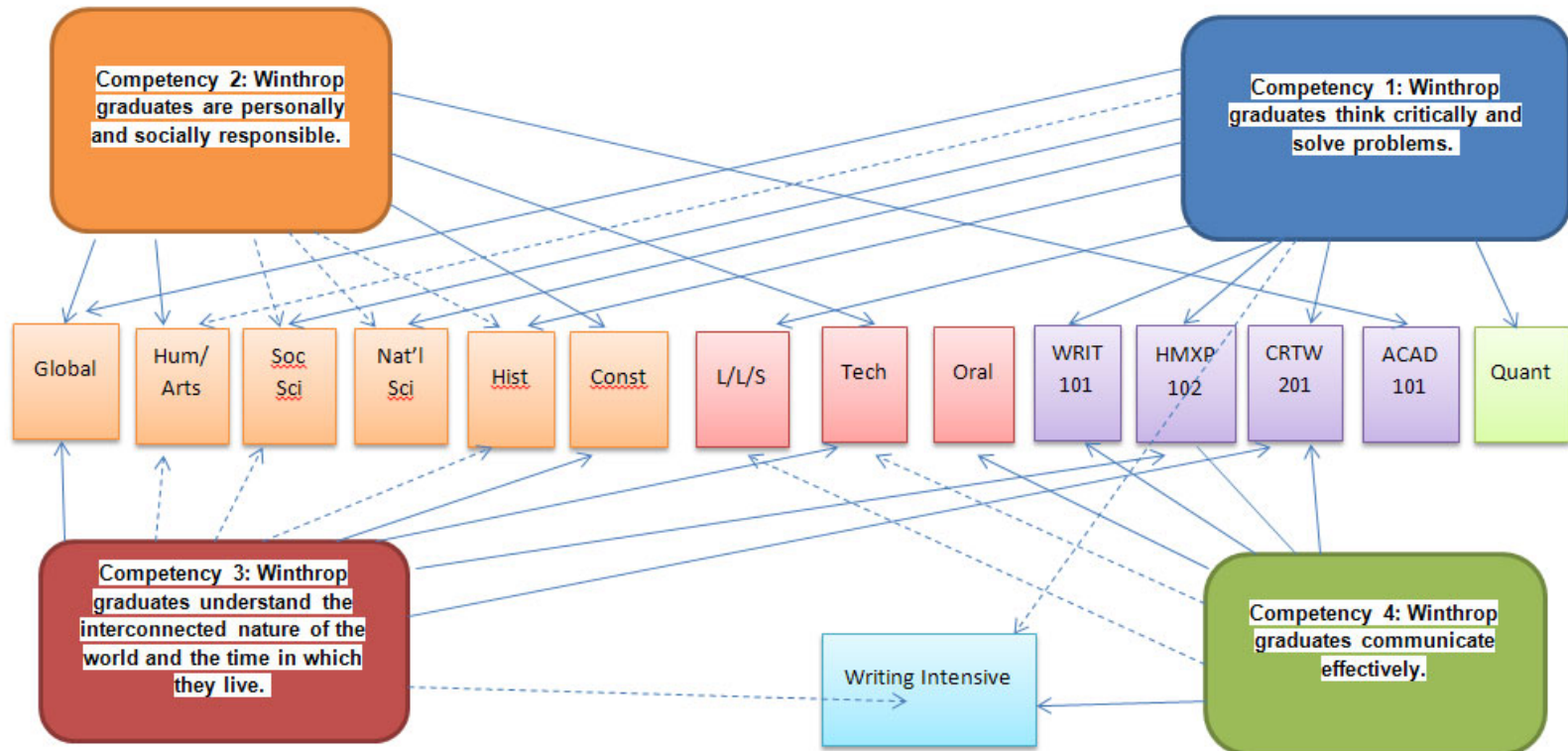
1. Need an updated definition of general education.
2. Need to make sure the current general education program maps to the ULCs.
3. Perceived major creep; majors and programs specifying particular courses, which limits flexibility for students.
4. The limited number of hours transfer students can apply to Winthrop degree programs given the prescriptive nature of General Education within certain degree programs.
5. The difficulty some students face when changing their majors within or across colleges.
6. The number of hours required in our General Education program is too great.

Solutions

Draft definition:

General Education builds a broad knowledge base, develops critical thinking skills, fosters innovation, and prepares students to become responsible, informed, and effective citizens in a changing and complex world.

Mapping the ULCs to the General Education Program



General Education Principles (Under Development)

1. Majors should only specify specific courses in general education categories if they are bound by accreditation or an outside agency.
2. Majors may recommend a specific course for discipline or pedagogical reasons, but they must accept other courses that qualify if students take them (or have previously taken them).
3. If a student changes majors, he or she may use previously-taken courses to satisfy general education requirements, except in the case of accreditation issues.
4. Majors are encouraged to fulfill the writing intensive and oral requirements within the major.
5. There should be limits on how much of general education can be met within the major; departments should be asked to make changes in their programs to avoid exceeding that limit.
6. Overall, to fulfill general education requirements, we should try to focus on competencies rather than specific courses as much as possible.
7. Majors should not be so rigid in the way they interface with general education that students can't complete the major within four years if they do not start in the major from the first semester.

Recommendation #1

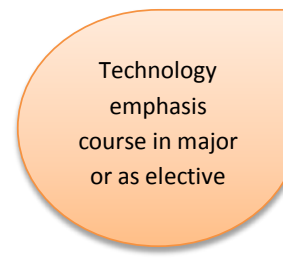
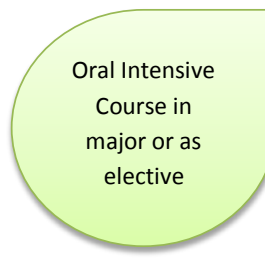
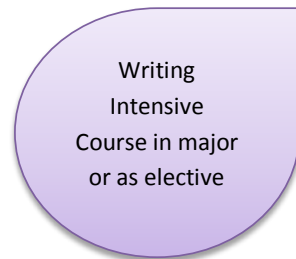
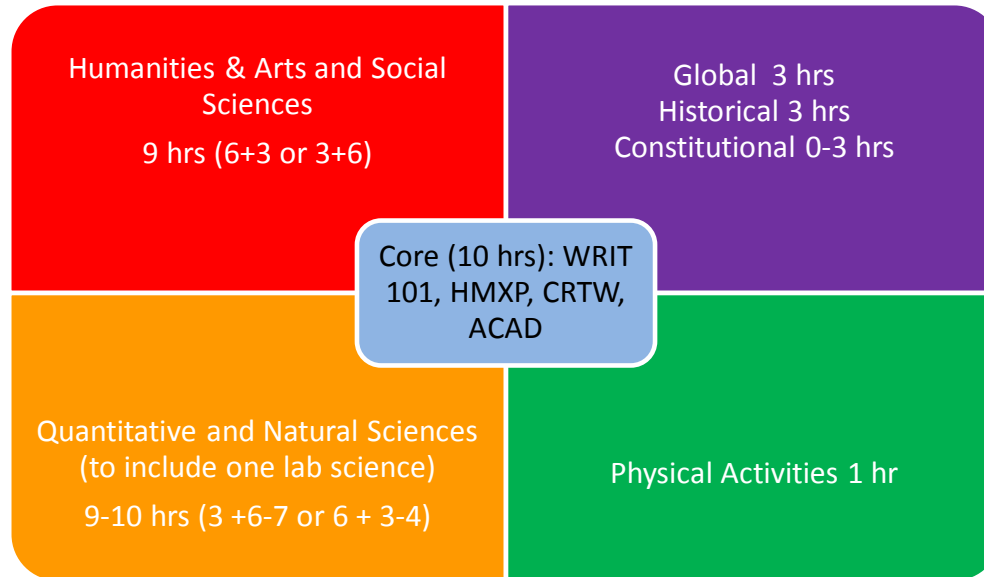
- Majors and programs should examine their programs of study in relationship to general education
- Majors and programs should follow the general education principles to make changes in requirements
- We must all work together to provide our students a clear and workable plan

Recommendation #2

- The number of hours in general education should be reduced
- SACCS requires a minimum of 30 hours of general education
- We currently have a program that requires 46-59 hours

**Possible Models for Winthrop GNED: 35-36 hours,
not counting Writing Intensive, Oral Intensive, or Technology (total: 35-45)**

Based on 11/2013 and 1/2014 Discussions



Programs will be strongly encouraged to have Writing Intensive, Oral Intensive, and Technology fulfilled in the major (though not necessarily in the major designator).

Students will be allowed to use 6 (possibly 9) hours in their major programs of study to fulfill General Education requirements (“double-dipping”).

Majors should only specify particular courses in General Education categories if they are bound by accreditation or an outside agency.