

AMERICAN UNIVERSITY

# The General Education Program at American University

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## Task Force Summary Report and Recommendations

**7/10/2010**

Submitted by

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# **The General Education Program at American University**

## **Task Force Summary Report and Recommendations**

**July, 2010**

### **I. Introduction**

#### **A. Task Force Guiding Principles**

The Provost's Task Force on General Education (hereafter referred to as "the task force") met biweekly throughout the 2009-2010 academic year. Charged with assessing American University's General Education Program, the task force aligned its work with the Strategic Plan's transformational goals and, in particular, with the goal of providing an unsurpassed undergraduate education and experience. American University's General Education Program is the common curriculum for all undergraduates and, as such, embodies our unique mission and vision along with our values for a broad foundation in the liberal arts. Furthermore, recognizing our deep institutional commitment to interdisciplinary inquiry and to international understanding, the task force also sought to determine how our General Education Program should prepare AU students to engage in integrative learning and to understand the complex dynamics of an increasingly connected global environment. And, in recommending the overall organization of a program that would be academically rigorous and challenging, the task force sought to understand how different ways of knowing across disciplines is crucial to the development of intellectual resources and skills.

As part of its assessment procedures, the task force benchmarked general education programs at leading liberal arts colleges and research universities, and studied national curriculum trends. Task force members also consulted several recent professional reports that focused on liberal studies and the role of general education in the twenty-first century. (Selected general education program models and other materials are included in the appendices to this summary report.) The task force analyzed historic and current data on course offerings and classification of faculty teaching those courses. In addition, the task force assessed the relationship of current general education courses to each approved AU undergraduate major. Finally, the task force sought to engage the campus community through various means that included focused discussions during undergraduate education sessions at the October 2009 faculty retreat (see notes in the appendices), a general education faculty engagement breakfast at the Ann Ferren Teaching Conference in January 2010, feedback from faculty at various academic and teaching unit meetings in spring semester 2010, and student meetings and focus groups.

#### **B. Members of the General Education Task Force 2009-2010**

Philip Brenner, Professor, School of International Service

David Culver, Professor, Environmental Science, College of Arts and Sciences

Larry Engel, Associate Professor, School of Communication

Rob Hradsky, Dean of Students, Campus Life

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John Swasy, Associate Professor, Kogod School of Business

### **C. General Findings of the Task Force**

American University's General Education Program was developed and implemented twenty years ago. Unique among similar sized institutions with professional schools, our program has an intellectual framework, rather than a disciplinary one. That latter framework, popular among medium and large sized research institutions, functions well in providing a broad spectrum of choice and access to undergraduates, while ensuring that students had the requisite coursework in literature, the arts, the sciences, social sciences, etc. that prepared them to move on in their major fields of study. However, this very broad discipline bound design also has been characterized by a "cafeteria style" selection of courses, from which students filled their undergraduate educational trays. American University's program, now more akin to those offered at small liberal arts colleges, at the time of its inception was both an anomaly and groundbreaking as it linked courses within disciplines, across disciplines, and even beyond the boundaries of schools and colleges.

The General Education Review Committee of 2000-2001, chaired by Professor Roberta Rubenstein of the Department of Literature, found General Education to be a "strong and vital program, the heart of undergraduate education at American University," with an "appropriate and effective structure for providing the foundation of a liberal education for American University undergraduates." That review recommended changes to strengthen the existing program, particularly in the areas of structure, goals, objectives, and values. Additional recommendations sought to improve teaching and courses, and to enliven the curriculum. The "Executive Summary of Recommendations and Conclusions" of the 2000-2001 review is appended to this present report.

A decade later, the General Education Task Force of 2009-2010, began its work through an inquiry of how American University should educate undergraduates who will be working, interacting, and, in short, living in the twenty-first century. Beyond merely recommending a set of required courses, the task force envisioned an undergraduate education that would cultivate intellectual resources such as information literacy, symbolic reasoning, and innovative thinking, among others. The task force also debated on ways to introduce undergraduates to various approaches to knowledge and modes of inquiry within foundational areas that are essential to the development of analytic capacities. We also were mindful of the strong value that American University places on understanding the complexities of human diversity and acquiring global knowledge and experience. Finally, the task force raised important questions about how students could integrate learning and knowledge within the General Education program components, to their major field(s) of study, and to other significant undergraduate experiences.

In benchmarking American University's program against those of numerous other liberal arts and research institutions, the 2009-2010 task force found our current program still to be a leader in general education with many of its principles to be sound and relevant. The task force's recommendations are meant to revitalize and update key aspects of the university's General Education Program.

In regard to the programmatic organization, the task force recommends maintaining the five curricular areas with significant changes to the ways in which students complete the requirements overall and within those areas. As detailed below, those revisions would provide more curricular flexibility and options for teaching units, faculty, and students still within the intellectual framework of the program. In this vein, the task force recommends the elimination of current area categories and tiers, while ensuring the integrity and vitality of the program's relevant principles through an overall structure of three interrelated components: (1) Intellectual Resources; (2) Foundational Areas; and (3) Integrative Learning. These three components articulate ways of thinking, knowing, and learning. This structure reinforces the notion, outlined above, of general education as a key integrative part of a liberal education that provides a wide exposure to a variety of broad areas of knowledge and develops important intellectual skills. The task force cautions, however, that if the program is to continue to secure its place as the "heart of undergraduate education at American University," the current full-time faculty, particularly tenure-line faculty, must vigorously re-engage in the development, teaching, and oversight of the general education curricula. Such re-engagement should entail not only the revision of existing courses and the creation of new ones, but also the remapping of learning goals and objectives associated with foundational areas and intellectual resources. It is only through such deep and continual faculty engagement that American University's General Education Program will be dynamic, meaningful, and relevant.

## **II. Summary Recommendations**

### **A. Recommendation: Overall Organization of the General Education Program**

The General Education Program would incorporate three interrelated components – Ways of Thinking and Learning; Ways of Knowing; and Integrative Learning.

#### **1. Intellectual Resources – Ways of Thinking and Learning**

These modes of thinking and learning help undergraduates to cultivate intellectual resources. The current General Education Program lists a set of overall program goals that include (a)

competence in written and oral communication, (b) critical thinking, including information literacy, (c) ethical awareness, (d) aesthetic sensibility, (e) diverse perspectives, including race, class, culture, gender, and academic discipline, and (f) a global point of view. The task force builds on these programmatic goals, but redefines them as intellectual resources developed through American University's General Education curriculum. The task force recommends that each General Education course should focus on at least **two** of the following interrelated ways of thinking and learning.

**Aesthetic sensibilities** – Critical reflections on the nature and history of beauty and art

**Communication skills** – Interchanging ideas and information through writing, speech, and visual and digital media

**Critical inquiry**– Systematic questioning and analysis of problems, issues, and claims

**Diverse perspectives and experiences** – Acquiring knowledge and analytical skills to understand a variety of perspectives and experiences, including those that have emerged from the scholarship on age, disability, ethnicity, gender and gender identity, race, religion, sexual orientation, and social class.

**Innovative thinking** – Venturing beyond established patterns of thought in imaginative and creative ways

**Ethical reasoning** – Assessing and weighing of moral and political beliefs and practices, and their applications to ethical dilemmas

**Information literacy**- Locating, evaluating, citing, and effectively using information

**Quantitative literacy and symbolic reasoning** – Applying mathematical, statistical, and symbolic reasoning to complex problems and decision making

## **2. Foundational Areas - Ways of Knowing (10 courses – a minimum of 31 credits)**

Corresponding to the “Curricular Areas” in the current General Education program, the Foundational Areas introduce undergraduates to different modes of inquiry and approaches to knowledge. **The task force recommends that undergraduates complete two courses in each of the foundational areas.**

FA1. Creative Arts
FA2. Traditions that Shape the Western World
FA3. Global and Cross-Cultural Perspectives
FA4. Social Institutions and Behavior
FA5. Natural Sciences and Mathematics – one

of the courses in FA5 must include a lab

### 3. Integrative Learning

The General Education program would incorporate options that introduce undergraduates to approaches to learning and knowledge beyond traditional classroom and disciplinary boundaries.

Options would include:

- An interdisciplinary or multi-disciplinary Sophomore Seminar – Distinct from the more common “first semester” or “freshman seminar” topics model at many liberal arts and research universities, the Sophomore Seminar would provide undergraduates with opportunities to integrate approaches and methods from two or more disciplines. Students would be exposed to multiple modes of thinking about subjects, concepts, and problems, and would engage in evaluating complementary and competing ways of knowing. As appropriate, Honors colloquia could count as “Sophomore Seminars.” For instance, in spring 2010, the colloquia on “Tourism and Development,” or “War and Personal Responsibility” might well have fit the inter- or multi-disciplinary model that the task force envisions for the Sophomore Seminars.
- Courses offered through learning communities – current options include University Honors, University College (currently for first year students), and Learning Communities.
- Interdisciplinary and multi-disciplinary courses
- Linked and sequential thematic course clusters –For example, two current General Education courses on the Renaissance period could be linked in one semester– ARTH 250, Art of the Renaissance and HIST 110, Renaissance and Revolution with some faculty collaboration to define common learning activities.
- Courses with experiential components such as community-based research and learning
- Education/Study Abroad as appropriate and particularly in the American University programs (formerly known as the “enclave programs”).

#### **B. Recommended changes to the current General Education program:**

- **Clusters and tiers within the current curricular areas would be phased out. Pre-requisites for individual General Education courses would be determined by the faculty in each of the teaching units and foundational areas in coordination with the General Education program.** The current organization of clusters and tiers was intended to provide more focused learning with foundational

and second level components. Both faculty and students, however, noted that the 100 level courses in particular clusters did not necessarily prepare undergraduates for the second level classes. Faculty and students described many of the cluster pre-requisites as arbitrary, particularly when that pre-requisite was solely General Education specific. In such instances, students, then, who were not enrolled in the second level course for General Education credit would not have necessarily taken any of the foundational requirements. Additionally, many students found the cluster and tier organization to be constraining, particularly when they believed that certain foundational courses did not prepare them well for their 200 level choice. Finally, some faculty, including several members of the task force, argued that the arbitrariness of the cluster and tier organization of the current General Education program owed itself more to enrollment management needs than best educational practices. The task force recognizes the need for prerequisites for individual 200 level general education courses and recommends that such requirements be determined by faculty in conjunction with the General Education program.

- **Up to one Sophomore Seminar would meet one foundational area requirement.** The task force believes that a seminar at the sophomore level would afford students with some foundational background an opportunity to approach a topic, issue, or “problem,” from an inter- or multi-disciplinary perspective. Appropriate Honors colloquia would be included in this category. The task force strongly believes that a Sophomore Seminar could be a key component of AU’s General Education program and originally envisioned this as a requirement. Since we are cognizant of the resources that would be needed to develop and implement seminars for approximately 1500 students each year, this is an option, not a requirement. However, the task force recommends that, as a pilot for 2012-2013, a minimum of 5 sophomore seminars be available each semester and that students may enroll in one only that would count in the appropriate foundational area for General Education credit. The foundational designation would be based on the affiliation of the instructional faculty. The task force recommends that all units be expected to contribute to offering Sophomore Seminars beginning in fall 2012 and that following the pilot offering, a robust schedule of sophomore seminars, at least 10 per semester, be offered in subsequent academic years.
- **Students could count up to one *intermediate or advanced* level foreign language course, as appropriate, and specifically designed to meet learning goals in foundational area 2 or 3.** This is an option, not a requirement.
- Up to one pre-approved study abroad course may apply to the appropriate foundational area requirement. This is an option, not a requirement.
- **Eliminate the cap of 150 courses,** while ensuring faculty oversight for the curriculum and for General Education administration coordination with teaching units to provide adequate access to courses within the foundational areas. While the task force recognizes the importance of having a body of courses that constitute the General Education program, the exact number appears arbitrary, particular in light of



the task force's recommendation to phase out the area clusters and tiers.

- In accordance with task force recommendations and campus-wide consideration and implementation, **all teaching units would review their current General Education course offerings and, as appropriate, propose revisions that will revitalize the program and engage faculty.**
- **All (undergraduate) teaching units should explore partnerships to link General Education courses in thematic and/or sequential clusters beginning in Fall 2011.**
- **The process for approval of General Education “wild card” courses should be made more efficient with one time administrative approval by the General Education director with a report to the Senate committee.** Subsequent offerings of the “wild card” course would warrant full committee consideration and approval. This process would ensure faculty oversight for the curriculum while providing a degree of flexibility and dynamism to the programmatic offerings.

**Recommended changes, once approved, will go into effect in Fall 2011 for incoming American University students. Current AU students who have not completed General Education requirements may switch to the revised General Education program without losing any credit for any coursework completed as the current program falls entirely within the requirements of the recommended revisions.**

#### **C. Current General Education regulations that will continue:**

- Students may use up to two courses per discipline (as indicated by the “discipline designator”) to meet General Education requirements. The task force believes that that breadth is foundational to a strong liberal arts curriculum.
- In accordance with the current Academic Regulations, only grades of D or above, or P for a course taken Pass/Fail, will count towards fulfilling the General Education requirement.
- Courses completed for university requirements may not (double) count for general education.
- In-coming freshmen and transfer students may apply credit earned for up to four General Education courses through Advanced Placement, International Baccalaureate, German Abitur, CLEP, or other appropriate exams as defined in American University's Academic Regulations.
- Current General Education regulations for transfer students will continue.
- The General Education curriculum is intended for completion by the time a student earns sixty credits at American University (60 earned credits). While the task force recognizes that progression in some majors may inhibit the completion of all General Education requirements prior to the start of the junior year, academic advisors/counselors should continue to work closely with students and faculty to

ensure timely completion of the program.

#### **D. The Task Force considered but did not recommend:**

- A (universal) foreign language requirement as part of the General Education Program – The task force noted that many of our “benchmark institutions” require varying levels of foreign language competency for all of their undergraduates regardless of their major course of study. Given the value that American University places on international understanding and engagement, the task force discussed at length whether requiring foreign language competency at least the intermediate level would be beneficial. While we agree that this would enhance undergraduate education at American University, the task force recognizes other factors, such as the resources necessary to ensure that all AU undergraduates have access to courses to complete such a requirement. The task force recommends, however, that the question of a universal foreign language requirement be revisited in the very near future.
- Inclusion of University Requirements in writing and mathematics within the administration and overall requirements of the General Education Program. Discrete general education courses may require college writing or specified levels of mathematics/statistics as pre-requisites. The task force discussed at length the feasibility of “writing-intensive” courses or a program that emphasized “writing across the curriculum.” Several task force members pointed out that American University’s writing requirement consists of lower level courses only and that the undergraduate mission would be better served by the inclusion of an upper level writing course. The task force recommends that this question be revisited in the very near future.
- Setting a limit on the number of credits that students could count towards both General Education and their majors. Given that the current restriction of taking only two courses per discipline will continue, the task force believes that this will deter too much coincidence between General Education and major program courses.
- The Sophomore Seminar as a required component of General Education (not recommended due to resource considerations – see earlier discussion).
- Allowing students to take General Education courses at other institutions, other than through approved study abroad venues, once they have matriculated at American University. The task force affirms the uniqueness of AU’s general education program and its central role in undergraduate education.

#### **E. Faculty Oversight of and Engagement in the General Education Program**

The 2001-2002 Review Committee recommended that the cap on adjunct faculty teaching general education courses be reduced from 30% to 25%. At the time that review was underway, the percentage of sections offered by adjunct faculty well exceeded the

recommended cap; indeed, it exceeded the cap in effect at the time. In Fall 2000 and Spring 2001, adjuncts taught approximately 34% and 38% respectively of general education course sections. That percentage significantly decreased by Fall 2004 (16%) and prior to Fall 2008 consistently stayed below the 25% cap. Conversely, the percentage of General Education course sections taught by full-time faculty increased from 68% in Fall 2001 to over 82% in Fall 2004 and 75.8% in Fall 2007. The increase in the first year class in Fall 2008 and 2009 (1500+ fall freshmen) resulted in an increase in the number of sections offered (335 and 339 respectively, up from 286 in Fall 2007).

A more precise indicator of faculty oversight of and engagement in the General Education Program would be the percentage and number of sections taught by tenure-line faculty. While full-time faculty teaching of general education courses consistently has been over 70%, even in the past few semesters of increased course sections, both the percentage and number of course sections taught by tenure line faculty has decreased from 46.7% (129 sections) and 50% (125 sections) in Fall 2004 and 2005, respectively, to 30.7% (103 sections) and 30.9% (105 sections) in Fall 2008 and 2009. That percentage decrease correlates to the increase in course sections, while the decrease in the number of tenure-line faculty taught sections corresponds to revisions in instructional workload. Finally, it is important to note that increases in tenure-line positions, and particularly in the conversion of a temporary line to a tenure one, results in a net decrease in the overall course pool given the distinct full-time workloads of temporary and tenure-line faculty.

**Recommendation:** The 2009-2010 General Education Task Force underscores that to ensure the integrity of the curriculum, tenure-line faculty should be engaged actively in the development, teaching, and oversight of the General Education Program. The task force recognizes, however, that staffing issues are extremely complex, and that units and faculty must balance instructional responsibilities among various constituencies, including the General Education Program. While not formally proposing either a cap on adjunct faculty teaching of General Education sections or setting a minimum target for tenure-line or full-time faculty, the task force strongly recommends that, whenever possible, primary staffing of the program should be first by tenure-line faculty and then by full-time faculty.

### **III. Implementation Time-Line**

July 2010 – Summary Report of the 2009-201 General Education Task Force delivered to the Provost.

August 2010 –Faculty foundational area groups meet for a one day retreat to discuss curricula and goals.

August 2010 – Once accepted by the Provost, the report and proposed recommendations go to the Senate (Executive Committee and JCCAP for consideration by the latter.)

Fall 2010 – Senate and Presidential approval

Fall 2010 – Faculty foundational area groups refine goals and learning outcomes

Fall 2010– Teaching units begin the review of their general education courses and, in conjunction with the faculty foundational area groups propose pre-requisites for general education courses, as appropriate.

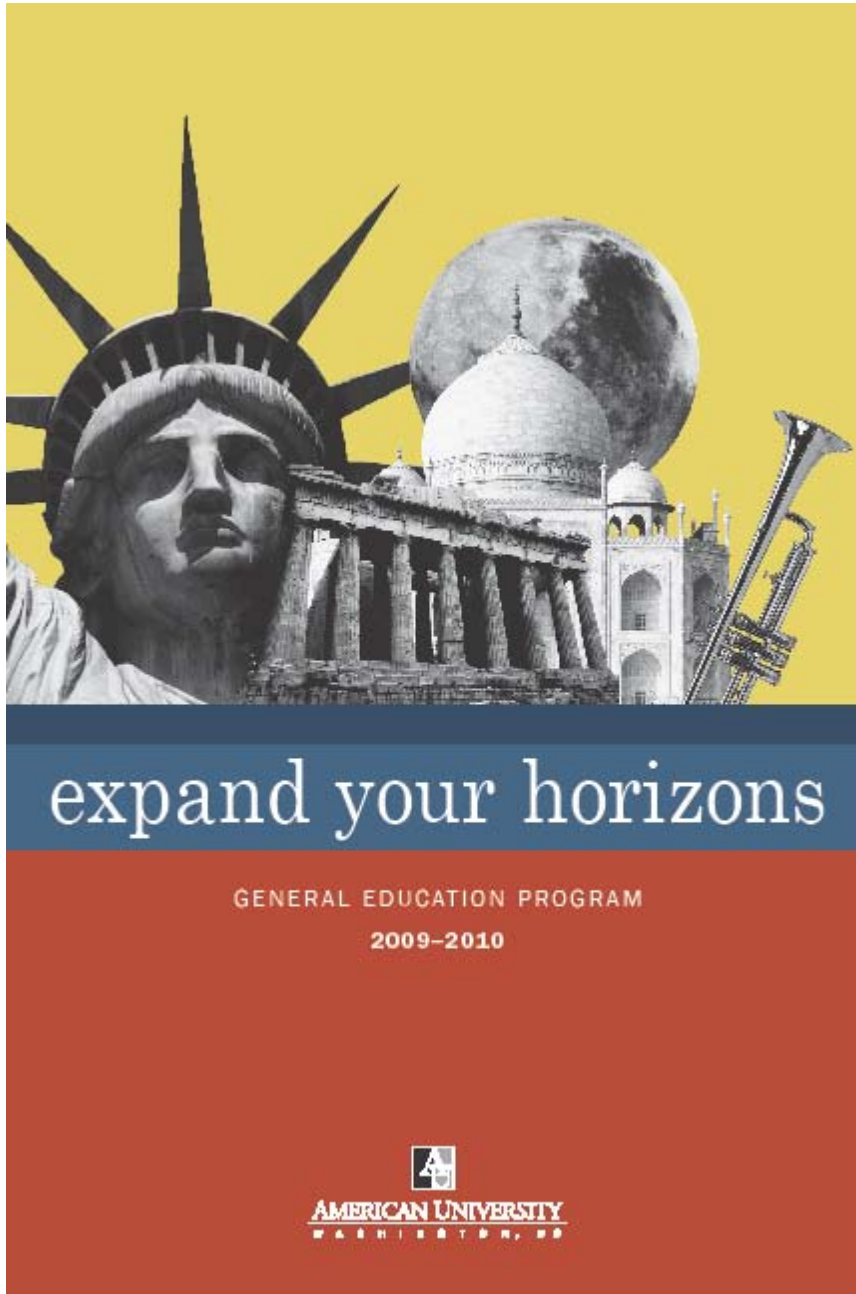
Late Fall 2010 – Inform current AU undergraduates (in advising sessions, student portal, General Education website) of changes impending changes to the program.

Early Spring 2011 – Develop new materials for incoming fall 2011 students; hold sessions with the advising community, New Student Programs, University Honors, etc.

### **Appendices:**

1. *2009-2010 AU General Education Brochure*
2. Major and Current General Education overlap tables
3. General Education Offerings Summer 2005-2010
4. General Education Course Sections by Faculty Type Fall 2000-Spring 2010
5. General Education Programs at Other Institutions
6. Notes from Faculty Retreat Curriculum Sessions, October 2009
7. Review of the General Education Program at American University: Executive Summary of Recommendations and Conclusions
8. *Report on the Task Force for General Education, Harvard University, 2007*
9. AACU, LEAP project, *College Learning for the New Global Century*, Executive Summary, 2008.

Appendix 1. General Education Brochure 2009-2010





# expand your horizons

GENERAL EDUCATION PROGRAM

**2009–2010**



AMERICAN UNIVERSITY  
WASHINGTON, DC

# ABOUT THE GENERAL EDUCATION PROGRAM

## Program Goals

- competence in written and oral communication
- critical thinking, including information literacy
- ethical awareness
- aesthetic sensibility
- diverse perspectives, including race, class, culture, gender, and academic discipline
- a global point of view

Welcome to AU's General Education Program. With this booklet, we aim to describe the program, how it works, and why we think it will be a valuable part of your education. We'll also provide information about the courses being offered and a sense of how those courses relate to one another. That's one of the distinctive features of our program: not only do we offer you a menu of high-quality courses from which to choose, but we also ensure that those courses relate to one another in ways that produce an integrated learning experience.

AU's General Education Program consists of 150 courses arranged into five curricular areas. These curricular areas represent the best efforts of numerous scholars to divide human knowledge and intellectual activity into manageable pieces: the creative arts, traditions that shape the Western world, global and multicultural perspectives, social institutions and behavior, and the natural sciences. All of the curricular areas contain puzzles and challenges that we feel all educated people should grapple with on their way to developing a firm and mature sense of themselves.

In the end, this is what general education is all about: helping you to find yourself by engaging in dialogue with great scholars, artists, poets, and philosophers. The General Education Program allows you to test your ideas against theirs and grapple

with tricky ethical and political issues in the company of your classmates and under the guidance of a teacher whose main goal is to produce a space in which real learning can take place. You may discover a hidden aptitude for, or a love of, a subject area that you'd never considered before or learn to appreciate an area of human knowledge that you'd previously thought irrelevant. And through it all, you'll be finding out who you are.

The philosopher Friedrich Nietzsche once wrote that you should "become who you are." This strikes us as a neat, concise definition of what we are about in the General Education Program. To us, Nietzsche's admonition means both that you should find out who you are already and that you should become more intentional about crafting yourself along those lines, so that your decisions and actions reflect the person you most want to be. It is our feeling that the best way for you to learn how to do this is to engage in a deliberate effort to work through the implications of various positions, trying things out and seeing how they fit together. That's our overarching goal: to provide you with a solid foundation on which to build your career and, ultimately, your life as a generally educated person.



## Guidelines for Completing the Program

**General Education courses are grouped into five curricular areas:**

**Area 1:** The Creative Arts

**Area 2:** Traditions That Shape the Western World

**Area 3:** Global and Multicultural Perspectives

**Area 4:** Social Institutions and Behavior

**Area 5:** The Natural Sciences

Each curricular area offers a choice between two course clusters that include several foundation courses and a larger number of second-level courses. You choose two courses in each curricular area—one foundation course and one second-level course in the same cluster (6 credit hours in areas 1, 2, 3, and 4 and 7 credit hours in area 5). General Education foundation courses differ from traditional survey courses by integrating perspectives and skills essential to a complete education.

**To successfully complete the program, you will need to follow these guidelines:**

- Select two courses from one of the two clusters in a curricular area, a foundation course followed by a more specialized second-level course.
- Register for your selected courses in sequence, the foundation first followed by the second-level in a subsequent semester.
- Do not take more than two courses in any one discipline. A discipline is defined by the subject designator in the course number, such as "HIST" or "ANTH."
- Do not count courses that fulfill the college writing or university mathematics requirements in the two-course limit for a discipline.
- If you have placed at or below Finite Mathematics, be sure to satisfy the university mathematics requirement before enrolling in a foundation course in curricular area 5, the Natural Sciences.
- Pass courses with a grade of D or higher to gain General Education credit, or opt to take the course for a pass/fail grade—but note that courses taken for major or minor credit in addition to General Education credit might require different grade standards.
- Once registered at American University, take all your General Education courses here. After that point, you may not transfer courses from another institution or substitute any courses outside the program.



CURRICULAR AREA

1

## LEARNING OBJECTIVES

- examine the nature of creativity, especially imaginative and intuitive thinking
- situate creative works, and judgments about those creative works, in their appropriate social and historical context
- develop your own creative and expressive abilities, so that you can better understand the qualities that shape an artist's work

# The Creative Arts

The creative arts celebrate the human capacity to imagine, to create, and to transform ideas into expressive forms, such as paintings, poems, and symphonies. The arts provide us with a rich record of human cultures and values throughout time. They enable us to understand and enjoy the experiences of our senses and to sharpen our aesthetic sense—that human quality through which we comprehend beauty. To appreciate the relationship between form and meaning is to realize that the creative arts, regardless of their medium of expression, share important principles.

Courses in this curricular area have varied emphases: the process of creativity, the analysis of the artistic imagination, or the relationship between artists, their works, and the societies in which their works are produced. You may choose a hands-on experience and paint, draw, design, or write. Alternatively, you may study both classic and recent works of literature, art, music, dance, or theatre. All courses in this area challenge you to understand creativity and the distinctive intellectual process of the human imagination.



## CURRICULAR AREA 1 COURSES

### Cluster 1: Understanding Creative Processes

#### FOUNDATION COURSES

- ARTS-100** Art: The Studio Experience  
**LIT-105** The Literary Imagination  
**PERF-110** Understanding Music  
**PERF-115** Theatre: Principles, Plays, and Performance

#### SECOND-LEVEL COURSES

- ARTS-205** The Artist's Perspective: Drawing  
**ARTS-210** The Artist's Perspective: Painting  
**ARTS-215** The Artist's Perspective: Sculpture  
**ARTS-235** The Artist's Perspective: Multimedia  
**LIT-215** Writers in Print/in Person  
**PERF-200** Dance and Society  
**PERF-205** Masterpieces of Music  
**PERF-210** Greatness in Music  
**PERF-225** The African American Experience in the Performing Arts

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-210** Selected Topics in General Education

### Cluster 2: Understanding Creative Works

#### FOUNDATION COURSES

- ARTH-105** Art: The Historical Experience  
**COMM-105** Visual Literacy  
**LIT-120** Interpreting Literature  
**LIT-135** Critical Approach to the Cinema

#### SECOND-LEVEL COURSES

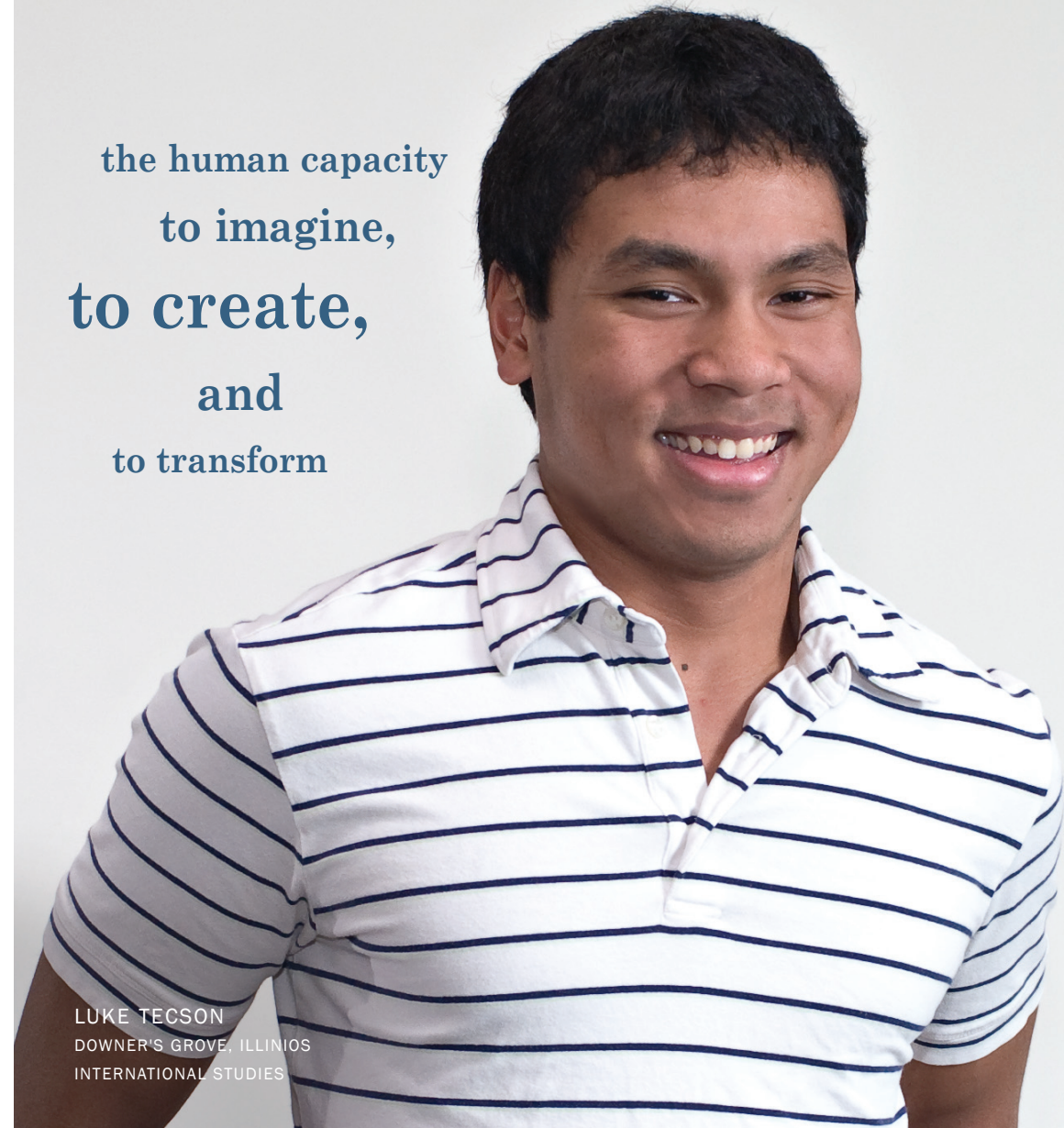
- ANTH-225** Language and Human Experience  
**ARTH-210** Modern Art: Nineteenth and Twentieth Centuries  
**GDES-230** Graphic Design History: Visual Culture, Commerce and Propaganda  
**LIT-225** The African Writer  
**LIT-245** The Experience of Poetry  
**LIT-270** Transformations of Shakespeare  
**PERF-215** Opera on Stage and Film  
**PERF-220** Reflections of American Society on Stage and Screen  
**PHIL-230** Meaning and Purpose in the Arts

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-210** Selected Topics in General Education

the human capacity  
to imagine,  
to create,  
and  
to transform



LUKE TECSON  
DOWNER'S GROVE, ILLINOIS  
INTERNATIONAL STUDIES



CURRICULAR AREA

2

## LEARNING OBJECTIVES

- explore the diverse historical and philosophical traditions that have shaped the contemporary Western world
- read and discuss fundamental texts from those traditions, situating the texts in their appropriate intellectual contexts
- develop your ability to critically and comparatively reflect on religious and philosophical issues, in dialogue with others both past and present

# Traditions That Shape the Western World

The rich traditions that shape the Western world convey ideas, visions, and cultural practices that are shared, lasting, and tenacious. Whether prevailing values that many people of Western countries share or the folk traditions that grow out of small communities, these deeply rooted phenomena help us make choices about identity and affinity with family, community, history, values, and place.

Some courses in this curricular area examine powerful visions that philosophers, political theorists, historians, religious thinkers, scientists, and social critics have of the Western experience. Others explore competing ideas about human nature, liberty and

equality, and the consequences of social change. Finally, some uncover those traditions growing out of the unique experiences of women, ethnic groups, and indigenous peoples as they express and preserve their own principles of social organization and cultural expression.

All courses in this area emphasize chronology and share a close attention both to the substance of the past and the ways to study it. Through direct engagement with primary texts, you learn to ask questions, debate ideas, and come to understand the ways that we experience the events and ideas of the past in our own lives.

## CURRICULAR AREA 2 COURSES

### Cluster 1: Cultures of the West

#### FOUNDATION COURSES

- HIST-100** Historians and the Living Past
- HIST-110** Renaissance and Revolutions: Europe, 1400–1815
- LIT-125** Great Books That Shaped the Western World
- WGST-150** Women's Voices through Time

#### SECOND-LEVEL COURSES

- ANTH-235** Early America: The Buried Past
- ARTH-205** Art of the Renaissance
- HIST-205** American Encounters: 1492–1865
- HIST-215** Social Forces That Shaped America
- JWST-205** Ancient and Medieval Jewish Civilization
- JWST-210** Voices of Modern Jewish Literature
- LIT-235** African American Literature
- LIT-240** Asian American Literature
- LIT-265** Literature and Society in Victorian England

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-220** Selected Topics in General Education

### Cluster 2: Western Heritage and Institutions

#### FOUNDATION COURSES

- GOVT-105** Individual Freedom vs. Authority
- HIST-115** Work and Community
- JLS-110** Western Legal Tradition
- PHIL-105** Western Philosophy
- RELG-105** The Religious Heritage of the West

#### SECOND-LEVEL COURSES

- COMM-270** How the News Media Shape History
- HIST-235** The West in Crisis, 1900–1945
- JLS-225** American Legal Culture
- LFS-230** The Modernist Explosion: Culture and Ideology in Europe
- PHIL-220** Moral Philosophy
- PHIL-235** Theories of Democracy and Human Rights
- PHYS-230** Changing Views of the Universe
- RELG-220** Religious Thought
- SOCY-215** The Rise of Critical Social Thought

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-220** Selected Topics in General Education

human nature,

liberty and equality,

and

the consequences of

social change



AMANDA SILVA  
STATEN ISLAND, NEW YORK  
LITERATURE



CURRICULAR AREA

3

## LEARNING OBJECTIVES

- explore those habits of thought and feeling that distinguish regions, countries, and cultures from one another
- discuss, in comparative and cross-cultural perspective, the concepts, patterns, and trends that characterize contemporary global politics
- develop your capacity to critically analyze major issues in international and intercultural relations, especially how categories of difference are organized within and across cultures and how they affect political systems

# Global and Multicultural Perspectives

Global interdependence is a powerful fact. Through an exploration of societies in Asia, Africa, the Middle East, Latin America, and Europe, this curricular area opens the doors into varied cultures and issues that challenge a parochial understanding of the world.

You may select courses that focus on the major issues of contemporary world politics, including management of conflict, economic competition, and environmental threats to the quality of life. Other courses emphasize either a comparative or cross-cultural examination of societies, polities, and belief systems and acknowledge the importance of recognizing and overcoming cultural barriers.

Finally, some courses focus on the dilemma of the global majority—the three-quarters of the world's population who live in countries striving for national identity as well as economic and political development.

All courses in this area encourage a better understanding of the dimensions of experience and belief that distinguish cultures and countries from one another and, conversely, the commonalities that bind human experience together. The courses stimulate awareness of the need for enhanced international and intercultural communication.

## CURRICULAR AREA 3 COURSES

### Cluster 1: Global Perspective

#### FOUNDATION COURSES

- ECON-110** The Global Majority
- GOVT-130** Comparative Politics
- HIST-120** Imperialism and Revolution
- SIS-105** World Politics
- SIS-110** Beyond Sovereignty

#### SECOND-LEVEL COURSES

- COMM-280** Contemporary Media in a Global Society
- EDU-285** Education for International Development
- GOVT-235** Dynamics of Political Change
- HIST-225** Russia and the Origins of Contemporary Eurasia
- IBUS-200** The Global Marketplace
- LFS-200** Russia and the United States
- SIS-215** Competition in an Interdependent World
- SIS-220** Confronting Our Differences/ Discovering Our Similarities: Conflict Resolution
- SIS-255** China, Japan, and the United States
- SOCY-225** Contemporary Arab World

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-230** Selected Topics in General Education

### Cluster 2: Multicultural Experience

#### FOUNDATION COURSES

- ANTH-110** Culture: The Human Mirror
- LIT-150** Third-World Literature
- RELG-185** Forms of the Sacred: Religions of the East
- SIS-140** Cross-Cultural Communication
- SOCY-110** Views from the Third World

#### SECOND-LEVEL COURSES

- ANTH-210** Roots of Racism and Interracial Harmony
- ANTH-215** Sex, Gender, and Culture
- ANTH-220** Living in Multicultural Societies
- ANTH-230** India: Its Living Traditions
- HIST-250** Civilization and Modernization: Asia
- LFS-210** Latin America: History, Art, Literature
- RELG-210** Non-Western Religious Traditions
- SIS-210** Human Geography: Peoples, Places, and Cultures
- SIS-245** The World of Islam
- SIS-250** Civilizations of Africa
- SOCY-235** Women in the Third World

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNED-230** Selected Topics in General Education

varied cultures  
that challenge  
a parochial  
understanding  
of the  
world



ANA ALVAREZ  
WINTER PARK, FLORIDA  
BUSINESS ADMINISTRATION



CURRICULAR AREA

4

## LEARNING OBJECTIVES

- study the institutions, systems, and patterns of governance and of economic and social organization that underlie contemporary societies
- place policy options and their consequences in their appropriate social and political context, drawing on classic and contemporary theories of human organization
- develop your capacity to critically reflect on the organization of societies and the relationship between the individual and the society, using the distinctive methods of inquiry appropriate to the study of social institutions

# Social Institutions and Behavior

Studying the foundations of contemporary American society reveals the elements of complex social systems, the way individuals function in varied social settings, and the root causes of social behavior. In comprehending the mechanisms and rules that give shape to complex societies, we gain strength to influence institutional processes. Through reflection on principles that explain human behavior, we create understanding of our interpersonal experiences.

Courses in this curricular area are of several kinds: those that use one of the traditional social science disciplines to provide an overview of the interaction of individuals and the institutions that

shape our economic, political, and social experience; those that focus on a single institution and the complex ways in which it affects our lives; and those that use a societal dilemma as the entry point for discovering the ways in which the quality of individual life is protected or challenged in various settings.

The many and distinct disciplines that contribute to this area are united by a self-conscious dedication to the modes of inquiry of contemporary social science, as applied to the American experience. As strongly as it emphasizes the substance of knowledge, this curricular area emphasizes how we create knowledge and arrive at understanding.

## CURRICULAR AREA 4 COURSES

### Cluster 1: Institutions

#### FOUNDATION COURSES

COMM-100	Understanding Media
ECON-100	Macroeconomics
GOVT-110	Politics in the United States
SOCY-150	Global Sociology

#### SECOND-LEVEL COURSES

AMST-240	Poverty and Culture
COMM-275	Dissident Media: Voices from the Underground
ECON-200	Microeconomics
FIN-200	Personal Finance and Financial Institutions
GOVT-210	Political Power and American Public Policy
GOVT-215	Civil Rights and Liberties
PHIL-240	Ethics in the Professions
SOCY-210	Inequality: Class, Race, Ethnicity
WGST-225	Gender, Politics, and Power

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

GNE-240	Selected Topics in General Education
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### Cluster 2: Social Behavior

#### FOUNDATION COURSES

ANTH-150	Anthropology of American Life
PSYC-105	Psychology: Understanding Human Behavior
SOCY-100	American Society
WGST-125	Gender in Society

#### SECOND-LEVEL COURSES

EDU-205	Schools and Society
HFIT-245	Gender, Culture, and Health
HIST-210	Ethnicity in America
HIST-220	Women in America
IDIS-210	Contemporary Multi-ethnic Voices
JLS-200	Deprivation of Liberty
JLS-215	Violence and Institutions
JLS-245	Cities and Crime
PSYC-205	Social Psychology
PSYC-215	Abnormal Psychology and Society
PSYC-235	Theories of Personality
SOCY-205	The Family

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

GNE-240	Selected Topics in General Education
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mechanisms  
and rules  
that give shape to  
complex  
societies



BERCEM YEMAN  
BAKU, AZERBAIJAN  
BIOLOGY



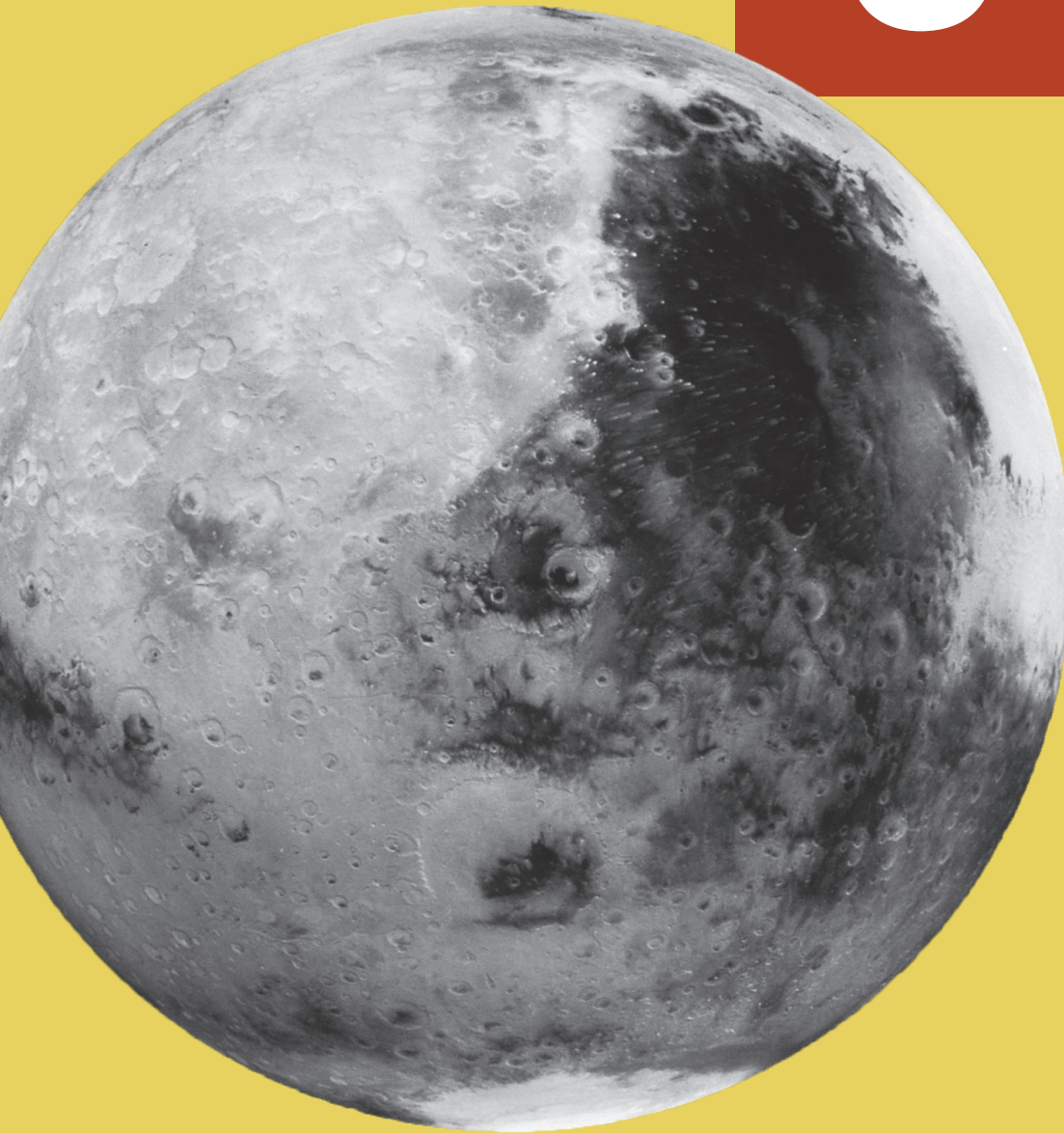


CURRICULAR AREA

5

## LEARNING OBJECTIVES

- investigate the natural world and the living forms that inhabit it by studying the systems and processes that occur at scales from the atomic to the cosmic
- develop problem-solving skills and utilize the scientific method to describe, explain, and predict natural phenomena through laboratory experiences
- analyze the role of science in public discourse and in addressing societal problems



# The Natural Sciences

Through observation and analysis of the physical and biological world, scientists discern basic principles that explain natural phenomena and unravel many mysteries. Whether chemist, biologist, physicist, or experimental psychologist, scientists rely on theory and experimentation to test and refine understanding of our bodies, our complex environment, and the universe.

All courses in this curricular area focus on the nature of scientific reasoning, discovery, and invention through systematically exploring basic concepts within their historical context. Foundation courses unite hands-on scientific experimentation, inductive reasoning, and deductive

analysis with the study of such basic principles as the structure of matter, biological evolution, human behavior, and thermodynamics. The second-level courses include both traditional advanced study in each discipline as well as integrative courses, such as oceanography, earth sciences, astronomy, and human biochemistry and health. This curricular area conveys a respect for the natural world, extends scientific literacy, and refines the modes of thought that characterize scientific inquiry.



## CURRICULAR AREA 5 COURSES

### Cluster 1: The Living World

#### FOUNDATION COURSES

- BIO-100 Great Experiments in Biology  
BIO-110 General Biology I  
PSYC-115 Psychology as a Natural Science

#### SECOND-LEVEL COURSES

- ANTH-250 Human Origins  
BIO-200 Structure and Function of the Human Body  
BIO-210 General Biology II  
BIO-220 The Case for Evolution  
CHEM-205 The Human Genome  
ENVS-240 Oceanography  
ENVS-250 Living in the Environment  
PSYC-200 Behavior Principles  
PSYC-220 The Senses  
PSYC-240 Drugs and Behavior

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNE-250 Selected Topics in General Education

### Cluster 2: The Physical World

#### FOUNDATION COURSES

- CHEM-100 The Molecular World  
CHEM-110 General Chemistry I  
PHYS-100 Physics for the Modern World  
PHYS-105 College Physics I  
PHYS-110 University Physics I

#### SECOND-LEVEL COURSES

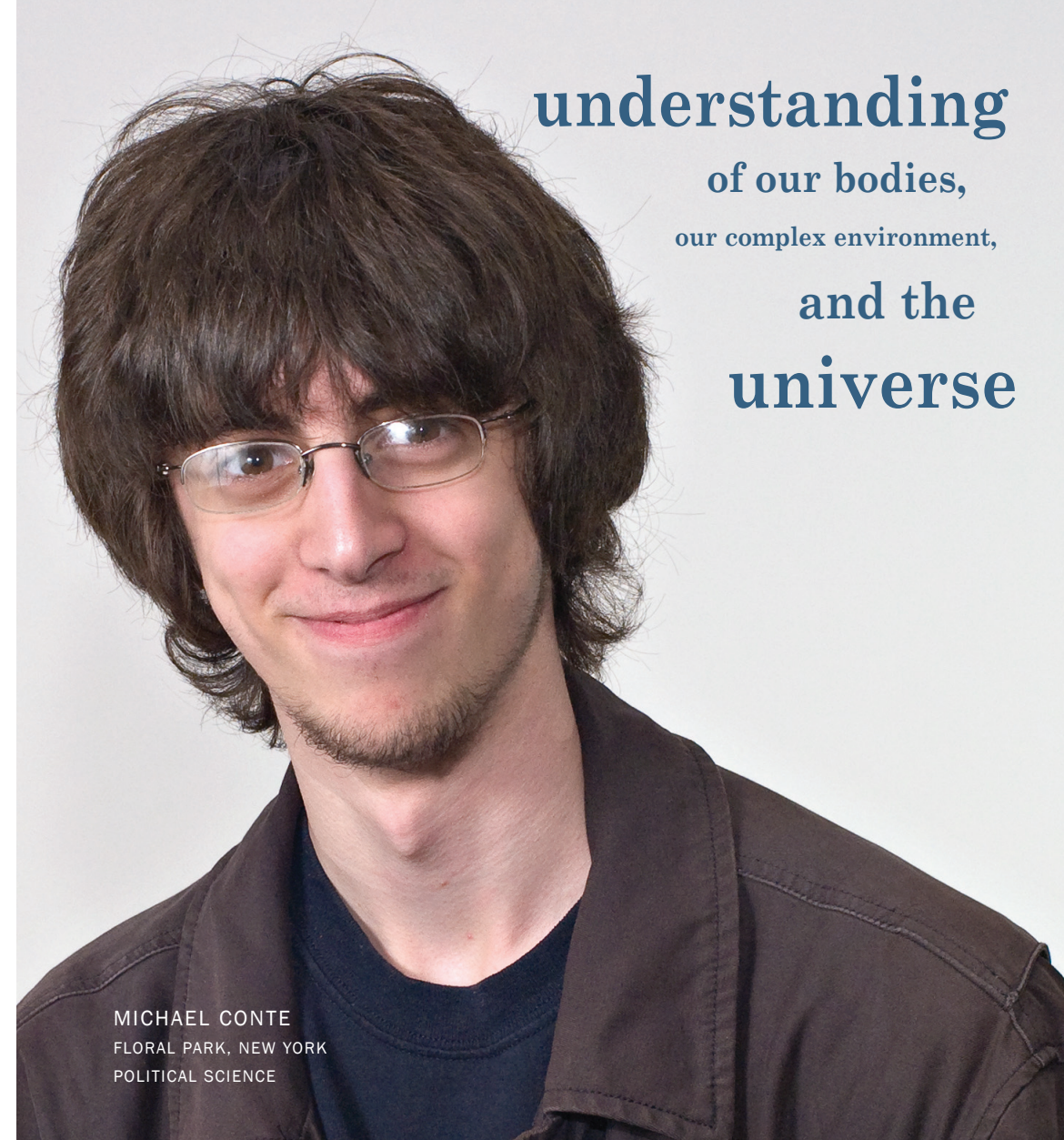
- CHEM-205 The Human Genome  
CHEM-210 General Chemistry II  
CHEM-220 Environmental Resources and Energy  
CHEM-230 Earth Sciences  
CHEM-250 Criminalistics: Crime and Society  
ENVS-240 Oceanography  
HFIT-205 Current Concepts in Nutrition  
PHYS-200 Physics for the New Millennium  
PHYS-205 College Physics II  
PHYS-210 University Physics II  
PHYS-220 Astronomy

#### WILD-CARD COURSES

*(Consult the Schedule of Classes for specific listings. Topics change every semester.)*

- GNE-250 Selected Topics in General Education

understanding  
of our bodies,  
our complex environment,  
and the  
universe



MICHAEL CONTE  
FLORAL PARK, NEW YORK  
POLITICAL SCIENCE



## Frequently Asked Questions

### Who must take General Education courses at American University?

All AU undergraduate students, regardless of major or program, must fulfill the General Education Program requirements prior to graduation. This has been the case since the implementation of the General Education Program in 1989.

### How many General Education courses must I take?

You must take two courses in each of the five curricular areas (for a total of ten courses and 31 credit hours). First you take a foundation course and then follow it with a second-level course that appears in the same cluster. This sequencing is essential to the concept of the program, as each second-level course links in content to a particular foundation course. Consult the *Schedule of Classes*, the *University Catalog*, or the *Freshman Guide to Academic Programs and Registration* for a complete listing of course clusters.

### May I take a second-level General Education course first?

Sorry, no. If you are taking the courses for General Education credit, the foundation course serves as a prerequisite for the second-level course. So if you take a second-level course before the foundation course, or take the two concurrently, you will not receive General Education credit for the pair, even if they are in the same cluster. However, if you take the courses for any other purpose, you may take them in any sequence as long as routine prerequisites are met.

### What if the course section I want to take is closed?

It happens sometimes! Almost all courses are offered at least once a year, so wait until the next semester and see if the course

fits into your schedule. Many courses, especially foundation courses, are offered in multiple sections. Perhaps a different course will be compatible with your current semester schedule. Remember, if you choose an alternative second-level course, be sure it's in the cluster of the foundation course you've taken. Your academic advisor and the General Education office can help you locate an available section, but we cannot override carefully planned enrollment limits in course sections.

### Is there a limit on the number of courses I can take in a single academic discipline?

Yes. The idea is a *general* education. Although some academic departments have courses in several curricular areas, you may not take more than two General Education courses in a discipline. For example, you may take only two sociology courses (with the course designator beginning with "SOCY") out of your ten General Education courses. Look at the course designator to determine the academic discipline.

### What is the minimum grade that merits General Education credit in a course?

You must earn a D or better to get General Education credit for a course. You may also elect to take a General Education class on a pass/fail basis. However, if you are taking a General Education class to fulfill major or minor requirements, a D or a pass/fail grade might not be sufficient. Check with the appropriate academic department or your advisor to be sure about grading options and standards.

### How long does it take to finish the General Education Program?

The program is designed to be completed in your first two years. You should try to finish your General Education requirements as soon as possible to keep your last years open for off-campus opportunities such as internships and study abroad. If you have not yet completed your mathematics requirement, it is essential that you speak

to your advisor about the exact nature of its connection to area 5, the Natural Sciences.

### May I be exempted from General Education or some curricular area in which I have prior experience?

No, all undergraduate students at American University are required to complete the General Education Program. You must also complete the college writing and university mathematics requirements. If you have experience in a curricular area, consider the broad range of disciplines represented in the area. For example, area 1, the Creative Arts, offers courses in literature, communications, the fine arts, and the performing arts. This affords you the opportunity of breadth and context for areas in which you already have knowledge.

### May I take General Education courses at another school?

Due to the unique nature of General Education courses, how they're taught, and their connection to the learning objectives and values of the university, once students are enrolled at American University, they must complete all 31 hours of General Education courses here. You may not substitute courses at other institutions or other American University courses. Special exceptions, however, apply to transfer students and entering students who have approved advanced placement credentials.

### May I take General Education courses during the summer?

Certainly. Many General Education courses are offered during the summer, and special care is taken to make sure that foundation and second-level sequences are offered in consecutive sessions. It is therefore possible to complete entire curricular areas in a single summer. Fulfilling General Education requirements in summer courses at AU is perfectly acceptable and often more convenient.

### Do advanced placement examinations count for General Education credit?

Yes, but specific articulations apply. Students presenting a 4 or 5 on the advanced placement exam; 75 percent on the CLEP exam; or grades for which they have gotten credit from the British A-level, CEGEP, IB, or German Abitur may be able to apply the credit for up to four General Education courses. This applies only to courses taken prior to entering American University. See your academic advisor or consult our table of examinations and their approved articulations at [www.american.edu/gened](http://www.american.edu/gened).

### I am a transfer student. Do I get General Education credit for courses I have taken before coming to American University?

First, welcome to AU. You've made a smart choice! While transfer students must still fulfill the 31 hours of General Education, academic advisors will match courses taken prior to entering AU with General Education courses to determine whether they qualify for credit in the program. It is technically possible for all 10 hours to be transferred with approval of the student's dean. Also, if a student transfers 6 hours in one curricular area, the sequencing requirement is waived. But, once enrolled at AU, no further courses may be taken elsewhere.

### For More Information

General Education Program  
Leonard Hall, First Floor  
[www.american.edu/gened](http://www.american.edu/gened)  
[gened@american.edu](mailto:gened@american.edu)  
202-885-3839



By using environmentally friendly paper and processes for this brochure, American University saved the following resources:

TREES PRESERVED	WASTEWATER FLOW SAVED	ENERGY SAVED	SOLID WASTE NOT GENERATED	GREENHOUSE GASES PREVENTED
3.67	1,560 gallons	2.5 million BTUs	173 pounds	340 pounds

sources: [www.epa.gov](http://www.epa.gov) and [www.environmentaldefense.org](http://www.environmentaldefense.org)

## General Education Program

American University  
4400 Massachusetts Avenue, NW  
Washington, DC 20016

[www.american.edu/gened](http://www.american.edu/gened)  
[gened@american.edu](mailto:gened@american.edu)

Appendix 2.1 Major and Current General Education overlap tables

Major/General Education requirement overlap					
CAS - SETH					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
Elementary Education	74	Required: EDU-205	EDU-205	Schools and Society	7
		Art concentration - choose from: ARTS-100, 205, 210, 215; ARTH-105, 210;	ARTS-100	Art: The Studio Experience	
			ARTS-205	The Artist's Perspective: Drawing	
			ARTS-210	The Artist's Perspective: Painting	
			ARTS-215	The Artist's Perspective: Sculpture	
			ARTH-105	Art: The Historical Experience	
			ARTH-210	Modern Art: 19th and 20th Centuries	
		Biology concentration - choose from: BIO-110, 200, 210, 220; ENVS-250	BIO-110	General Biology I	
			BIO-200	Structure and Function of the Human Body	
			BIO-210	General Biology II	
			BIO-220	The Case for Evolution	
			BIO-250	Oceanography	
			ENVS-250	Living in the Environment	
		History concentration - choose from: HIST-100, 110, 120, 205, 210, 215, 220, 225, 235, 250	HIST-100	Historians and the Living Past	
			HIST-110	Renaissance and Revolutions: Europe, 1400-1815	
			HIST-120	Imperialism and Revolution	
			HIST-205	American Encounters: 1492-1865	
			HIST-210	Ethnicity in America	
			HIST-215	Social Forces that Shaped America	
			HIST-220	Women in America	
			HIST-225	Russia and the Origins of Contemporary Eurasia	
		Literature concentration - choose from: LIT-105, 120, 125, 225, 235, 240, 245, 265, 270	LIT-105	The Literary Imagination	
LIT-120	Interpreting Literature				
LIT-125	Great Books that Shaped the Western World				
LIT-225	The African Writer				
LIT-235	African-American Literature				
LIT-240	Asian American Literature				
LIT-245	The Experience of Poetry				
LIT-265	Literature and Society in Victorian England				
LIT-270	Transformations of Shakespeare				
Mathematics concentration: none			9		
Music concentration: none			9		
Secondary Education	37	Required: EDU-205 Other overlap dependent on second major	EDU-205	Schools and Society	depends on second major
Health Promotion	58	Required: BIO-110; HFIT-205, 245; PSYC-105	BIO-110	General Biology I	6
			HFIT-205	Current Concepts in Nutrition	
			HFIT-245	Gender, Culture and Health	
			PSYC-105	Psychology: Understanding Human Behavior	

Appendix 2.2 Major and Current General Education overlap tables

Major/General Education requirement overlap					
Literature and Language					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
Language and Area Studies	51	Required: SIS-105, 140	SIS-105	World Politics	at least 8
			SIS-140	Cross-Cultural Communication	
		Choose from: GOVT-130 plus area-specific courses	GOVT-130	Comparative Politics	
			HIST-225	Russia and the Origins of Modern Eurasia	
			LFS-200	Russia and the US	
			LFS-210	Latin America: History, Art, Literature	
Literature	42	Required: LIT-105 or 120	LIT-105	The Literary Imagination	8
			LIT-120	Interpreting Literature	
		Choose from: LIT-150, 215, 225, 235, 240	LIT-150	Third World Literature	
			LIT-215	Writers in Print/in Person	
			LIT-225	The African Writer	
			LIT-235	African-American Literature	
			LIT-240	Asian-American Literature	
Language Studies (French, German, Russian, or Spanish Studies)	36-39	Optional: ANTH-225	ANTH-225	Language and Human Experience	9

## Appendix 2.3 Major and Current General Education overlap tables

Major/General Education requirement overlap					
CAS - Math and Science					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
Audio Technology	61	Required: PHYS-100 or 105, 200 or 205  Choose from: COMM-105	PHYS-100	Physics for the Modern World	at least 7
			PHYS-105	College Physics	
			PHYS-200	Physics for the New Millenium	
			PHYS-205	College Physics II	
			COMM-105	Visual Literacy	
Biology	72	Required: BIO-110, 210; CHEM-110, 210; PHYS-110-210	BIO-110	General Biology I	8
			BIO-210	General Biology II	
			CHEM-110	General Chemistry I	
			CHEM-210	General Chemistry II	
			PHYS-110	University Physics I	
			PHYS-210	University Physics II	
Biochemistry	72	Required: BIO-110, 210; CHEM-110, 210; PHYS-110;210	BIO-110	General Biology I	8
			BIO-210	General Biology II	
			CHEM-110	General Chemistry I	
			CHEM-210	General Chemistry II	
			PHYS-110	University Physics I	
			PHYS-210	University Physics II	
Chemistry	68	Required: BIO-110, 210; CHEM-110, 210; PHYS-110, 210	BIO-110	General Biology I	8
			BIO-210	General Biology II	
			CHEM-110	General Chemistry I	
			CHEM-210	General Chemistry II	
			PHYS-110	University Physics I	
			PHYS-210	University Physics II	
Computer Science	55	none			10
Environmental Studies	69	Required: ECON-100, 200; GOVT-110; SIS-105; BIO-100, 110, 210; ENV5-250; CHEM-100, 110, 210, 220  Choose from: BIO-250; PHYS-105, 110, 205, 210	ECON-100	Macroeconomics	5
			ECON-200	Microeconomics	
			GOVT-110	Politics in the US	
			SIS-105	World Politics	
			BIO-100	Great Experiments in Biology	
			BIO-110	General Biology I	
			BIO-210	General Biology II	
			ENV5-240	Oceanography	
			ENV5-250	Living in the Environment	
			CHEM-100	The Molecular World	
			CHEM-110	General Chemistry I	
			CHEM-210	General Chemistry II	
			CHEM-220	Environmental Resources and Energy	
			BIO-250	Environmental Biology	
			PHYS-105	College Physics I	
			PHYS-110	University Physics I	
PHYS-205	College Physics II				
PHYS-210	University Physics II				
Marine Science	70	Required: BIO-110, 210; CHEM-110, 210; ECON-100, 200	BIO-110	General Biology I	6
			BIO-210	General Biology II	
			CHEM-110	General Chemistry I	
			CHEM-210	General Chemistry II	
			ECON-100	Macroeconomics	
			ECON-200	Microeconomics	
Mathematics	52	none			10
Applied Mathematics	57	Required: PHYS-110, 210	PHYS-110	University Physics I	8
			PHYS-220	University Physics II	
Physics	57	Required: PHYS-110, 210 Chemical Physics: CHEM-210 Traditional Physics: PHYS-220, 230	PHYS-110	University Physics I	8
			PHYS-210	University Physics II	
			CHEM-210	General Chemistry II	
			PHYS-220	Astronomy	
			PHYS-230	Changing Views of the Universe	
Statistics	47 (Mathematical)	none			10
	54-55 (Applied)	Courses in related field could conceivably be GenEd courses			Depends on related field

## Appendix 2.4 Major and Current General Education overlap tables

Major/General Education requirement overlap					
CAS - Social Sciences & Humanities					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
American Studies	39	21 hours of courses, focusing on Washington, DC, the United States, or the United States and the world, selected from at least three departments or programs including American Studies, Anthropology, Art History, History, or Literature, with no more than 9 credits taken in the same department	HIST 205	American Encounters: 1492-1865	9
Anthropology	48	Core courses: ANTH-250 Optional: ANTH-210, 215, 220, 225, 230, 235	ANTH-250	Human Origins	9
			ANTH-210	Roots of Racism and Interracial Harmony	
			ANTH-215	Sex, Gender and Culture	
			ANTH-220	Living in Multicultural Societies	
			ANTH-225	Language and Human Experience	
			ANTH-230	India: Its Living Traditions	
Economics	37	Required: ECON-100, 200	ECON-100 ECON-200	Macroeconomics Microeconomics	8
History	39	Choose from: HIST-100, 110, 115, 120, 205, 210, 215, 220, 225, 235, 250; JWST-205	HIST-100	Historians and the Living Past	7
			HIST-110	Renaissance and Revolutions: Europe, 1400-1815	
			HIST-115	Work and Community	
			HIST-120	Imperialism and Revolution	
			HIST-205	American Encounters: 1492-1865	
			HIST-215	Social Forces that Shaped America	
			HIST-210	Ethnicity in America	
			HIST-220	Women in America	
			HIST-225	Russia and the Origins of Contemporary Eurasia	
			HIST-235	The West in Crisis, 1900-1945	
			HIST-250	Civilization and Modernization: Asia	
Jewish Studies	39	Required: JWST-205 Choose from: JWST-210	JWST 205 JWST-210	Ancient and Medieval Jewish Civilization Voices of Modern Jewish Literature	8
Philosophy	39	Required: PHIL-105, 220, 230, 235; RELG-220	PHIL-105	Western Philosophy	7
			PHIL-220	Moral Philosophy	
			PHIL-230	Meaning and Purpose in the Arts	
			PHIL-235	Theories of Democracy and Human Rights	
			RELG-220	Religious Thought	
Psychology	41	Required: PSYC-105, 115 Choose from: PSYC-240 Choose From: PSYC-200, 220 Choose from: PSYC-205, 215, 235	PSYC-105	Psychology: Understanding Human Behavior	8
			PSYC-115	Psychology as a Natural Science	
			PSYC-240	Drugs and Behavior	
			PSYC-200	Behavior Principles	
			PSYC-220	The Senses	
			PSYC-205	Social Psychology	
Sociology	43	Required: SOCY-150 Choose from: SOCY-205, 210, 225, 235	SOCY-150	Global Sociology	8
			SOCY-205	The Family	
			SOCY-210	Inequality: Class, Race, Ethnicity	
			SOCY-225	Contemporary Arab World	
			SOCY-235	Women in the Third World	
Women and Gender Studies	39	Required: WGST-125, 150 Choose from: ANTH-215; SOCY-205, 235; HIST-220; HFIT-245; WGST-225	WGST-125	Gender in Society	7
			WGST-150	Women's Voices through Time	
			ANTH-215	Sex, Gender and Culture	
			SOCY-205	The Family	
			SOCY-235	Women in the Third World	
			HIST-220	Women in America	
			HFIT-245	Gender, Culture and Health	
			WGST-225	Gender, Politics and Power	



Appendix 2.5 Major and Current General Education overlap tables

Major/General Education requirement overlap					
CAS - Visual and Performing Arts					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
Studio Art	54-55	Core courses: ARTH-105, 210; ARTS-205, 210, 235	ARTH-105	Art: The Historical Experience	8
			ARTH-210	Modern Art: 19th and 20th Century	
			ARTS-205	The Artist's Perspective: Drawing	
			ARTS-210	The Artist's Perspective: Painting	
			COMM-100	Understanding Media	
			COMM-105	Visual Literacy	
			PHIL 230	Meaning and Purpose in the Arts	
Fine Arts	72-73	Core courses: ARTH-105, 210; ARTS-205, 210	ARTH-105	Art: The Historical Experience	8
			ARTH-210	Modern Art: 19th and 20th Century	
			ARTS 205	The Artist's Perspective: Drawing	
		Optional: COMM-100, 105; PHIL-230; PERF-110, 115	210	The Artist's Perspective: Painting	
			COMM-100	Understanding Media	
			COMM-105	Visual Literacy	
			PHIL 230	Meaning and Purpose in the Arts	
			PERF-110	Understanding Music	
			PERF-115	Theatre: Principles, Plays and Performance	
Art History	54	Core courses: ARTH-105, 210	ARTH-105	Art: The Historical Experience	8
			ARTH-210	Modern Art: 19th and 20th Century	
		Optional: ARTH-205; ARTS-100, 205, 210, 215	ARTH-205	Art of the Renaissance	
			ARTS-100	Art: The Studio Experience	
			ARTS-205	The Artist's Perspective: Drawing	
			ARTS-210	The Artist's Perspective: Painting	
			ARTS-215	The Artist's Perspective: Sculpture	
Graphic Design	54	Core courses: ARTH-105	ARTH-105	Art: The Historical Experience	8
			ARTH-205	Art of the Renaissance	
		Optional: ARTH-205, 210, 215; ARTS-100, 205, 210, 215	ARTS-100	Art: The Studio Experience	
			ARTS-205	The Artist's Perspective: Drawing	
			ARTS-210	The Artist's Perspective: Painting	
			ARTS-215	The Artist's Perspective: Sculpture	
Music	53	Arts Management: ECON-100, 200	ECON-100	Macroeconomics	at least 8
			ECON-200	Microeconomics	
		Composition: none			
		Jazz studies: none			
		Performance: non History, Literature, Anthropology of Music: HIST-100, other HIST or ANTH courses Theory: none	HIST-100	Historians and the Living Past	
Performing Arts: Musical Theatre	48	none			
Performing Arts: Theatre	48	Performance: none			at least 9
		Design/Production: ARTH-105, ARTS-100	ARTH-105	Art: The Historical Experience	
			ARTS-100	Art: The Studio Experience	
		Arts Management: ECON-100	ECON-100	Macroeconomics	
	Theatre Arts: none				
Audio Production	59	Communication specialization: COMM-	COMM-100	Understanding Media	at least 8
		Music specialization: none	COMM-105	Visual Literacy	

**Appendix 2.6 Major and Current General Education overlap tables**

<b>Major/General Education requirement overlap</b>					
<b>Kogod School of Business</b>					
<b>Major</b>	<b>Total # of required credits for major</b>	<b>Major requirements that can be fulfilled by a GenEd course</b>	<b>Course number</b>	<b>Course name</b>	<b>GenEd courses that MUST be taken outside of major</b>
Business Administration	60	Required: ECON-100, 200; 6 credits of international/cross-cultural courses (4 courses from Area 4 total)	ECON-100	Macroeconomics	8
			ECON-200	Microeconomics	
Business, Language and Culture Studies	86	Required: ANTH-225; ECON-100, 200; LFS-210 (if Spanish track)	ECON-100	Macroeconomics	6 or 7
			ECON-200	Microeconomics	
			LFS-210	Latin America: History, Art, Literature	
Business and Music	86	Required: ECON-100, 200, PERF-110	ECON-100	Macroeconomics	6
			ECON-200	Microeconomics	
		Choose from: PERF-205, 210	PERF-110	Understanding Music	
			PERF-205	Masterpieces of Music	
	PERF-210	Greatness in Music			

**Appendix 2.7 Major and Current General Education overlap tables**

Major/General Education requirement overlap					
School of International Service					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
International Studies	64	Required: SIS-105, 140; ECON-100, 200	SIS-105	World Politics	4
	Up to 18 may count toward fulfillment of GenEd requirement		SIS-140	Cross-Cultural Communication	
			ECON-100	Macroeconomics	
			ECON-200	Microeconomics	
		GOVT-110	Politics in the US		
		GOVT-210	Political Power and American Public Policy		
		GOVT-215	Civil Rights and Liberties		
	Western Traditions: overlaps with Area 2				
	Non-Western: overlaps with Area 3				
	Depending on language and region chosen, may overlap with Area 3, Level 2				
Language and Area Studies	51	Required: SIS-105, SIS-140, GOVT-130	SIS 105	World Politics	at least 8
		Depending on language and region chosen, some courses from Area 3, Level 2 may satisfy a major requirement			

Appendix 2.8 Major and Current General Education overlap tables

Major/General Education requirement overlap						
School of Communication						
Note: most SOC majors require a second major or minor outside of SOC, increasing the potential for overlap between GenEd and the chosen course of study.						
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major	
Communication Studies	36-40	Required: COMM-100, 105	COMM-100	Understanding Media	6	
			COMM-105	Visual Literacy		
		Choose from: HIST-205, 210, 220, 235; ECON-100, 110, 200	HIST-205	American Encounters: 1492-1865		
			HIST-210	Ethnicity in America		
			HIST-220	Women in America		
			HIST-235	The West in Crisis: 1900-1945		
			ECON-100	Macroeconomics		
		Choose from: COMM-270, 275, 280	COMM-270	How the News Media Shape History		
			COMM-275	Dissident Media: Voices from the Underground		
			COMM-280	Contemporary Media in a Global Society		
Communication: Journalism	36-40	Required: COMM-100	COMM-100	Understanding Media	6	
			Choose from: ECON 100, 110 or 200			
		Related courses: HIST-205, 210, 220, 235		HIST-205		American Encounters: 1492-1865
				HIST-210		Ethnicity in America
			HIST-220	Women in America		
		Choose from: COMM-270, 275, 280	HIST-235	The West in Crisis: 1900-1945		
			COMM-270	How the News Media Shape History		
			COMM-275	Dissident Media: Voices from the Underground		
			COMM-280	Contemporary Media in a Global Society		
		Communication: Public Communication	39	Required: COMM-100, 105		COMM-100
COMM-105	Visual Literacy					
Choose from: 1 US history course, 1 ECON course	HIST-205			American Encounters: 1492-1865		
	HIST-210			Ethnicity in America		
	HIST-220			Women in America		
	ECON-100			Macroeconomics		
	ECON-110			The Global Majority		
	ECON-200			Microeconomics		
Foreign Language and Communication Media	57	Required: COMM-100, ANTH-225	COMM-100	Understanding Media	5	
			ANTH-225	Language and Human Experience		
		Choose from: most area 3 courses; COMM-105	COMM-105	Visual Literacy		
Communication: Film and Media Arts	39-42	Required: COMM-100, 105	COMM-100	Understanding Media	6	
			COMM-105	Visual Literacy		
		Related courses: HIST-205, 210, 220, 235; ECON-100, 110, 200	HIST-205	American Encounters: 1492-1865		
			HIST-210	Ethnicity in America		
			HIST-220	Women in America		
			HIST-235	The West in Crisis: 1900-1945		
			ECON-100	Macroeconomics		
			ECON-200	Microeconomics		

Appendix 2.9 Major and Current General Education overlap tables

Major/General Education requirement overlap					
School of Public Affairs					
Major	Total # of required credits for major	Major requirements that can be fulfilled by a GenEd course	Course number	Course name	GenEd courses that MUST be taken outside of major
Political Science	58	Required: GOVT-105, 110, 130	GOVT-105	Individual Freedom vs. Authority	4
		Choose from: SIS-105, 110	GOVT-110	Politics in the US	
		Major-related social science courses could be GenEd			
Communications, Law, Economics and Government (CLEG)	57	Required: ECON-100, 200; GOVT-110	GOVT-110	Politics in the US	6
			ECON-100	Macroeconomics	
			ECON-200	Microeconomics	
		Choose from: GOVT-105, 215	GOVT-105	Individual Freedom vs. Authority	
	GOVT-215	Civil Rights and Liberties			
	COMM and JLS courses could be GenEds				
Justice	51	Required: JLS-110, 225	JLS-110	Western Legal Tradition	8
			JLS-200	Deprivation of Liberty	
		Choose from: JLS-200, 215, 245	JLS-225	American Legal Culture	
			JLS-215	Violence and Institutions	
			JLS-245	Cities and Crime	
Law and Society	54	Required: JLS-110, 200, 225, 245	JLS-110	Western Legal Tradition	5
			JLS-200	Deprivation of Liberty	
			JLS-225	American Legal Culture	
			JLS-215	Violence and Institutions	
			JLS-245	Cities and Crime	
		Choose from: ECON-100, 200; ANTH-215; PHIL-105; PSYC-205, 240	ECON-100	Macroeconomics	
			ECON-200	Microeconomics	
			ANTH-215	Sex, Gender and Culture	
			PHIL-105	Western Philosophy	
			PSYC-205	Social Psychology	
			PSYC-215	Abnormal Psychology and Society	
			PSYC-240	Drugs and Behavior	

**Appendix 3.1. General Education Offerings Summer 2005-2010**

# Summer 2005 General Education Course Offerings

Area	Course number & section	Course Title	Instructor
4	AMST-240-C01	Poverty and Culture	Ernst, Kelly
3	ANTH-110-B01	Culture and the Human Experience	Androus, Zachary
3	ANTH-110-F01	Culture and the Human Experience	Prince, Sabiyha
3	ANTH-210-C01	Roots of Racism	Watkins, Rachel
3	ANTH-215-C01	Sex, Gender & Culture	Watkins, Rachel
3	ANTH-215-F01	Sex, Gender & Culture	Leap, William
5	ANTH-250-D01	Human Origins	Dent, Richard
1	ARTS-100-B01	Art: Studio Experience	Holder, Kristin
1	ARTS-100-H01	Art: Studio Experience	Van Kirk, Seth
1	ARTS-205-H01	Artist's Perspective: Drawing	Van Kirk, Seth
1	ARTS-210-B01	Artist's Perspective: Painting	Holder, Kristin
1	ARTS-215-C01	Artist's Perspective: Sculpture	Zoller, Guy
5	BIO-100-C01	Great Experiments in Biology	De Cicco-Skinner, Kathleen
5	BIO-100-C02	Great Experiments in Biology	De Cicco-Skinner, Kathleen
5	BIO-100-H01	Great Experiments in Biology	MacAvoy, Stephen
5	BIO-100-H02	Great Experiments in Biology	MacAvoy, Stephen
5	BIO-110-B01	General Biology I	Tudge, Christopher
5	BIO-110-B02	General Biology I	Tudge, Christopher
5	BIO-210-H01	General Biology II	Santiago-Blay, Jorge
5	BIO-240-H01	Oceanography	Santiago-Blay, Jorge
5	BIO-250-B01	Criminalistics: Crime & Society	Tate, James
5	CHEM-110-C01	General Chemistry I	Shahu, Milena
5	CHEM-110-C02	General Chemistry I	Shahu, Milena
5	CHEM-210-F01	General Chemistry II	Armstrong, John
5	CHEM-210-F02	General Chemistry II	Armstrong, John
5	CHEM-230-F01	Earth Sciences	Kutina, Jan
4	COMM-100-F01	Understanding Media	King, Deidre
1	COMM-105-C01	Visual Literary	Laitsch, Melissa
2	COMM-270-H01	How the News Media Shape History	Olmsted, Jill
4	ECON-100-C02	Macroeconomics	Dimmerman, Aimee
4	ECON-100-F01	Macroeconomics	Willoughby, John
4	ECON-200-B01	Microeconomics	Husted, Thomas
4	ECON-200-C01	Microeconomics	Feinberg, Robert
4	ECON-200-F01	Microeconomics	Dimmerman, Aimee
4	GOVT-110-F01	Politics in the U.S.	Palmer, Barbara
4	GOVT-210-C01	Political Power & American Public Policy	Williams, Thomas
4	GOVT-215-H01	Civil Rights & Liberties	Titus, Timothy
5	HFIT-205-C01	Current Concepts in Nutrition	Snelling, Anastasia
2	HIST-110-A01	Renaissance & Revolutions: Europe 1400-1815	Luciani, Raffaella
2	HIST-205-F01	American Encounters: 1492-1865	Clavin, Matthew
2	HIST-215-N01	Social Forces that Shaped America	Gueli, Cynthia

**Appendix 3.2. General Education Offerings Summer 2005-2010**



## Summer 2006 General Education Course Offerings

Area	Course number & section	Course Title	Instructor
4	AMST-240-C01	Poverty and Culture	Prince, Sabiyha
3	ANTH-210-C01	Roots of Racism	Watkins, Rachel
3	ANTH-215-C01	Sex, Gender & Culture	Watkins, Rachel
3	ANTH-215-F01	Sex, Gender & Culture	McDonic, Susan
1	ANTH-225-C01	Language & Human Experience	Leap, William
2	ANTH-235-D01	Early America: The Buried Past	Dent, Richard
5	ANTH-250-D01	Human Origins	Dent, Richard
1	ARTS-100-B01	Art: Studio Experience	Anderson, John
1	ARTS-100-B02	Art: Studio Experience	Van Kirk, Seth
1	ARTS-100-H02	Art: Studio Experience	Ferry, Benjamin
1	ARTS-205-B01	Artist's Perspective: Drawing	Ferry, Benjamin
1	ARTS-205-H01	Artist's Perspective: Drawing	Colbert, Billy
1	ARTS-210-B01	Artist's Perspective: Painting	Johnson, Tendai
1	ARTS-210-H01	Artist's Perspective: Painting	Haner, Lee
1	ARTS-215-B01	Artist's Perspective: Sculpture	Williams, Christopher
1	ARTS-215-H01	Artist's Perspective: Sculpture	Williams, Christopher
5	BIO-100-C01	Great Experiments in Biology	Tudge, Christopher
5	BIO-100-C02	Great Experiments in Biology	Tudge, Christopher
5	BIO-100-H01	Great Experiments in Biology	MacAvoy, Stephen
5	BIO-100-H02	Great Experiments in Biology	MacAvoy, Stephen
5	BIO-110-A01	General Biology I	Chen, Alice
5	BIO-210-H01	General Biology II	Ferguson, Jane
5	BIO-240-B01	Oceanography	Porter, Elka
5	BIO-240-H01	Oceanography	Porter, Elka
5	BIO-250-B01	Criminalistics: Crime & Society	Hardwick, Matthew
5	CHEM-110-C01	General Chemistry I	Shahu, Milena
5	CHEM-110-C02	General Chemistry I	Shahu, Milena
5	CHEM-210-F01	General Chemistry II	Shahu, Milena
5	CHEM-210-F02	General Chemistry II	Shahu, Milena
5	CHEM-230-F02	Earth Sciences	Kutina, Jan
4	COMM-100-F01	Understanding Media	Olmsted, Jill
1	COMM-105-C01	Visual Literary	Gilbert, Charlene
2	COMM-270-H01	How the News Media Shape History	Olmsted, Jill
4	ECON-100-C01	Macroeconomics	Messier, John
4	ECON-100-C02	Macroeconomics	Engozogo Mba, Leopold
4	ECON-100-F01	Macroeconomics	Hinds, Camille
4	ECON-100-F02	Macroeconomics	Robertson, Mari
4	ECON-200-C01	Microeconomics	Feinberg, Robert
4	ECON-200-F01	Microeconomics	Messier, John
4	ECON-200G-B01	Microeconomics	Husted, Thomas
4	ECON-200G-F02	Microeconomics	Todd, Jessica
4	GOVT-110-F01	Politics in the U.S.	Palmer, Barbara
4	GOVT-210-C01	Political Power & American Public Policy	Jennings, Jay
4	GOVT-215-H01	Civil Rights & Liberties	Titus, Timothy
2	HIST-110-C01	Renaissance & Revolutions: Europe 1400-1815	Isaacson, Kathleen
2	HIST-115-F01	Work and Community	Kane, Frank
2	HIST-205-C01	American Encounters: 1492-1865	Marisic, Anne
2	HIST-215-F01	Social Forces that Shaped America	Thelen, Sarah

CRS#	CRS Title	CRS Description	CRS Faculty
2	JLS-225-B01	American Legal Culture	Dreisbach, Daniel
4	JLS-235-B01	<i>cannot find course</i>	Dreisbach, Daniel
3	LFS-210-B01	Latin America: Hist, Art, Lit	Harshe, Shelley
1	LIT-225-H01	The African Writer	Bady, Aaron
1	LIT-245-H01	The Experience of Poetry	Berry, Amanda
1	PERF-110-C01	Understanding Music	Benadon, Fernando
1	PERF-220-F01	Reflections of American Society on Stage	Williams, Kristen
1	PERF-225-N01	The African American Experience in the Performing Arts	Smith, William
2	PHIL-105-C01	Western Philosophy	Erfani, Farhang
2	PHIL-220-D01	Moral Philosophy	Feder, Ellen
2	PHIL-235-F01	Theories of Democracy	Erfani, Farhang
5	PHYS-110-N01	University Physics I	Segnan, Romeo
5	PHYS-210-H01	University Physics II	Segnan, Romeo
5	PHYS-220-C01	The Senses	Berendzen, Richard
5	PHYS-220-F01	The Senses	Berendzen, Richard
5	PSYC-115-B02	Psychology as Natural Science	Busse, Gregory
5	PSYC-115-C01	Psychology as Natural Science	Fantie, Bryan
5	PSYC-115-F02	Psychology as Natural Science	Juliano, Laura
5	PSYC-200-H01	Behavior Principles	Kearns, David
4	PSYC-205-F01	Social Psychology	Busse, Gregory
4	PSYC-235-C01	Theories of Personality	Yates, Brian
5	PSYC-240-C01	Drugs and Behavior	Gomez, Maria
5	PSYC-240-F01	Drugs and Behavior	Busse, Gregory
2	RELG-105-B01	The Religious Heritage of the West	Greenberg, Gershon
3	RELG-210-H01	Non-Western Religious Traditions	Greenberg, Gershon
3	SIS-140-A01	Cross-Cultural Communic	Venturelli, Shalini
3	SIS-140-H01	Cross-Cultural Communic	Persaud, Randolph
3	SIS-215-N01	Competition in an Interdependent World	Masis, Daniel
3	SOCY-110-B01	Views from the Third World	Macharia, Kinuthia
3	SOCY-225-B01	Contemporary Arab World	Fay, Mary Ann
3	SOCY-235-H01	Women in the Third World	Weadock, Briana

**Appendix 3.3. General Education Offerings Summer 2005-2010**

# Summer 2007 General Education Course

Distance Learning Courses					
Area	Course No.	Course Title	Section	Session	Professor
5	CHEM-250	Criminalistics, Crime & Society	NO1L	2	Girard,J

Traditional Classroom Courses					
Area	Course No.	Course Title	Section	Session	Professor
1	ANTH-225	Language and Human Experience	CO1	1	Leap, W
1	ARTS-100	Art: Studio Experience	NO1	1	Welchaar, M
1	ARTS-100	Art: Studio Experience	NO3	2	Welchaar, M
1	ARTS-100	Art: Studio Experience	NO2	Cancelled	
1	ARTS-205	Artist's Perspective: Drawing	NO1	1	Colbert, B
1	ARTS-205	Artist's Perspective: Drawing	NO2	2	Ferry, B
1	ARTS-210	Artist's Perspective: Painting	NO1	1	Bunnell, T
1	ARTS-210	Artist's Perspective: Painting	NO2	2	Haner, L
1	ARTS-215	Artist's Perspective: Sculpture	NO1	1	Williams, C
1	ARTS-215	Artist's Perspective: Sculpture	NO2	Cancelled	
1	COMM-105	Visual Literacy	CO1	1	Gilbert,C
1	LIT-120	Interpreting Literature	BO1	Cancelled	
1	LIT-245	The Experience of Poetry	HO1	2	Berry,A
1	PERF-110	Understanding Music	CO1	1	Benadon,F
1	PHIL-230	Meaning & Purpose in Arts	HO1	2	Greenberg,G
2	ANTH-235	Early America: The Buried Past	DO1	Cancelled	Dent, R
2	COMM-270	How News Media Shape History	HO2	2	Beck,T
2	COMM-270	How News Media Shape History	FO1	Cancelled	
2	COMM-270	How News Media Shape History	HO1	Cancelled	
2	HIST-110	Renaiss & Rev: Eur 1400-1815	CO1	1	Mikaelian,A
2	HIST-115	Work and Community	FO1	Cancelled	Parmar, P
2	HIST-205	Amer Encounters:1492-1865	CO1	1	Marisic,A
2	HIST-215	Soc Forces Shaped Amer	FO1	2	Kane, F
2	HIST-235	West in Crisis,1900-1945	FO1	2	Nelson,K
2	JLS-225	American Legal Culture	BO1	Cancelled	Epps, C
2	PHIL-105	Western Philosophy	CO1	1	Erfani,F
2	PHIL-220	Moral Philosophy	FO1	2	Erfani,F
2	PHIL-235	Theories of Democracy	FO1	2	Erfani,F
3	ANTH-110	Culture the Human Mirror	BO1	1	McDonic, S
3	ANTH-110	Culture the Human Mirror	FO1	2	McDonic, S
3	ANTH-210	Roots of Racism	CO1	1	Watkins, R
3	ANTH-215	Sex, Gender, and Culture	FO1	2	McDonic, S
3	ANTH-215	Sex, Gender, and Culture	CO1	1	Rhone, M
3	GOVT-235	Dynamics of Pol Change	FO1	2	Schmidt,M
3	IBUS-200	The Global Marketplace	BO1	Cancelled	Allee,J
3	LFS-210	Latin Amer: Hist, Art, Lit	BO1	1	Tamayo,M

3	SIS-140	Cross-Cultural Communications	HO1	2	Persaud,R
3	SIS-215	Compet in Interdep World	AO1	1	Masis,D
3	SOCY-110	Views from the Third World	BO1	1	Stone,R
3	SOCY-235	Women in the Third World	BO1	1	Haltinner,K
4	AMST-240	Poverty and Culture	CO1	1	Ture, K
4	COMM-100	Understanding Mass Media	FO1	Cancelled	
4	ECON-100	Macroeconomics	CO1	1	Dorsainvil,K
4	ECON-100	Macroeconomics	FO1	2	Pacitti,A
4	ECON-100	Macroeconomics	CO2	1	Willoughby,J
4	ECON-200	Microeconomics	FO1	2	Boumbouya,R
4	ECON-200	Microeconomics	CO1	1	Feinberg,R
4	ECON-200	Microeconomics	BO1	1	Husted,T
4	GOVT-110	Politics in the U.S.	FO1	2	Palmer,B
4	GOVT-210	Pol Power & American Pub Policy	CO1	1	Jennings,J
4	GOVT-215	Civil Rights & Liberties	HO1	2	Titus,T
4	JLS-215	Violence and Institutions	CO1	Cancelled	Lankford,A
4	JLS-235	Justice in America	BO1	Cancelled	
4	JLS-245	Cities and Crime	HO2	Cancelled	Lange,A
4	JLS-245	Cities and Crime	BO1	Cancelled	McBride,L
4	PSYC-205	Social Psychology	CO1	1	Esfandiari,A
4	PSYC-215	Abnormal Psych & Society	NO1	2	Hall,P
4	PYSC-105	Understand Hum Behavior	CO1	1	Carter,M
5	ANTH-250	Human Origins	DO1	1	Watkins, R
5	BIO-100	Great Experiements in Bio	CO1	1	De Cicco-Skinner,K
5	BIO-100	Great Experiements in Bio	CO2	1	De Cicco-Skinner,K
5	BIO-100	Great Experiements in Bio	HO1	2	Porter,E
5	BIO-100	Great Experiements in Bio	HO2	2	Porter,E
5	BIO-110	General Biology	BO1	1	Arneson,L
5	BIO-110	General Biology	BO2	1	Arneson,L
5	BIO-210	General Biology II	HO1	2	Chen, A
5	BIO-210	General Biology II	HO2	2	Chen, A
5	BIO-240	Oceanography	HO1	2	MacAvoy,S
5	BIO-240	Oceanography	BO1	Cancelled	
5	BIO-250	Living in Environment	BO1	1	Chen, A
5	CHEM-110	General Chemistry I	CO1	1	Ferguson,J
5	CHEM-110	General Chemistry I	CO2	1	Ferguson,J
5	CHEM-210	General Chemistry II	FO1	2	Armstrong,J
5	CHEM-210	General Chemistry II	FO2	2	Armstrong,J
5	CHEM-220	Environmental Resources & Energy	FO1	Cancelled	Armstrong,J
5	PHYS-100	Physics for the Modern World	NO1	1	Larkin,T; Nayeri,S
5	PHYS-110	University Physics I	NO1	1	Segnan,R; Nayeri,S
5	PHYS-210	University Physics II	HO1	2	Segnan,R; Nayeri,S
5	PHYS-220	Astronomy	HO1	2	Johnston,A
5	PHYS-220	Astronomy	CO1	Cancelled	
5	PHYS-220	Astronomy	FO1	Cancelled	
5	PSYC-115	Psychology as a Natural Science	FO1	2	Busse,G
5	PSYC-115	Psychology as a Natural Science	CO1	1	Fantie,B

5	PSYC-240	Drugs and Behavior	FO1	2	Busse,G
5	PSYC-240	Drugs and Behavior	FO2	Cancelled	Busse,G
5	PSYC-240	Drugs and Behavior	CO1	1	Gomez,M

## Summer 2008 General Education

<b>Distance Learning Courses</b>					
Area	Course No.	Course Title	Section	Session	Professor
4	EDU-205	Schools and Society	N01L	2	Tate, S
4	PSYC-235	Theories of Personality	N01L	2	Yates, B
5	CHEM-250	Criminalistics, Crim & Soc	N01L	2	Girard,J
5	HFIT-205	Current Concepts in Nutrition	N01L	2	O'Neill, E

<b>Traditional Classroom Courses</b>					
Area	Course No.	Course Title	Section	Session	Professor
1	ANTH-225	Language & Human Experience	D01	1	Leap, W
1	ARTH-105	Art: The Historical Experience	B01	1	Hutson, J
1	ARTS-100	Art: The Studio Experience	N01	Cancelled	
1	ARTS-100	Art: The Studio Experience	N02	Cancelled	Anderson, J
1	ARTS-100	Art: The Studio Experience	N03	Cancelled	
1	ARTS-205	Artist's Perspective: Drawing	N01	1	Hankin, A
1	ARTS-205	Artist's Perspective: Drawing	N02	2	Chriss,B
1	ARTS-210	Artist's Perspective: Painting	N01	1	Manalo,I
1	ARTS-210	Artist's Perspective: Painting	N02	2	Bunnell,T
1	ARTS-215	Artist's Perspective: Sculpture	N01	1	Steinhilber,D
1	ARTS-215	Artist's Perspective: Sculpture	N02	2	Haner,L
1	COMM-105	Visual Literacy	C01	1	Brannon, K
1	LIT-105	The Literary Imagination	B01	Cancelled	Nobie, M
1	LIT-245	The Experience of Poetry	F01	2	Voris, L
1	PERF-110	Understanding Music	C01	1	Benadon,F
1	PERF-220	Amer Soc on Stage & Screen	D01	1	Gabriel, C
1	PHIL-230	Meaning & Purpose in Arts	F01	2	Greenberg, G
2	ANTH-235	Early America: The Buried Past	E01	Cancelled	Dent,R
2	COMM-270	How News Med Shape Hist	H01	2	Smyth, F
2	HIST-110	Renaiss & Rev: Eur 1400-1815		Cancelled	Shelford,A
2	HIST-115	Work and Community		2	Gueli,C
2	HIST-205	Amer Encounters:1492-1865		Cancelled	
2	HIST-215	Soc Forces Shaped Amer	F01	2	Mikaelian,A
2	HIST-235	West in Crisis, 1900-1945	F01	2	Nelson,K
2	JLS-110	Western Legal Tradition	C01	Cancelled	Davies, B
2	JLS-225	American Legal Culture	B01	1	Dreisbach,D
2	PHIL-105	Western Philosophy	B01	1	Erfani, F
2	PHIL-220	Moral Philosophy	F01	2	Erfani, F
2	PHIL-235	Theories of Democracy	F01	2	Erfani, F
3	ANTH-110	Culture the Human Mirror	C01	Cancelled	Grant,K
3	ANTH-110	Culture the Human Mirror	F02	2	Kerrigan,D
3	ANTH-215	Sex, Gender, & Culture	D01	1	Gill,H
3	GOVT-130	Comparative Politics	F01	Cancelled	Olsson,A

3	GOVT-235	Dynamics of Pol Change	F01	2	Schmidt, M
3	HIST-120	Imperialism & Revolution		Cancelled	
3	IBUS-200	The Global Marketplace	B01	Cancelled	
3	LFS-210	Latin Amer: Hist, Art, Lit	B01	1	Yuan, J
3	RELG-185	Forms of the Sacred	B01	1	Greenberg, G
3	SIS-140	Cross-Cultural Communications	A01	Cancelled	Lusane, C
3	SIS-140	Cross-Cultural Communications	A02	Cancelled	Lusane, C
3	SIS-140	Cross-Cultural Communications	C02	Cancelled	Persuad, R
3	SIS-140	Cross-Cultural Communications	H01	2	Lusane, C
3	SIS-215	Compet in Interdep World	A01	Cancelled	Masis,D
3	SOCY-110	Views from the 3rd World	C01	Cancelled	Stone, R
3	SOCY-110	Views from the 3rd World	H01	Cancelled	McDonic,S
3	SOCY-225	Contemporary Arab World	C01	1	Ibrahim,I
3	SOCY-235	Women in the Third World	H01	2	Haltinner,K
4	AMST-240	Poverty & Culture	C01	1	Ture,K
4	ECON-100	Macroeconomics	C01	1	Kim,Y
4	ECON-100	Macroeconomics	C02	1	Willoughby,J
4	ECON-100	Macroeconomics	F01	2	Mohseni-
4	ECON-100	Macroeconomics			Cheraghlou,A
4	ECON-200	Microeconomics	B01	1	Reilly,S
4	ECON-200	Microeconomics	C01	1	Feinberg,R
4	ECON-200	Microeconomics	H01	2	Husted,T
4	FIN-200	Personal Finance	B01	Cancelled	
4	GOVT-110	Politics in the U.S.	C01	1	Palmer, B
4	GOVT-210	Pol Power & Am Pub Policy	C01	1	Jennings, J
4	GOVT-215	Civil Rights & Liberties	H01	2	Titus, T
4	JLS-215	Violence & Institutions	C01	Cancelled	Lankford,A
4	JLS-245	Cities and Crime	B01	Cancelled	McBride, L
4	PSYC-105	Understanding Hum Behavior	C01	Cancelled	Carter, M
4	PSYC-215	Abnormal Psych & Society	N01	2	Gray, J
5	ANTH-250	Human Origins	F01	2	Watkins,R
5	BIO-100	Great Experiements in Bio	C01	1	Santiago-Blay,J
5	BIO-100	Great Experiements in Bio	C02	1	Santiago-Blay,J
5	BIO-100	Great Experiements in Bio	H03	2	Santiago-Blay,J
5	BIO-100	Great Experiements in Bio	H04	2	Santiago-Blay,J
5	BIO-110	General Biology I	B01	1	Arneson, L
5	BIO-110	General Biology I	B02	2	Arneson, L
5	BIO-210	General Biology II	H01	Cancelled	Chen, A
5	BIO-210	General Biology II	H02	2	Chen, A
5	BIO-240	Oceanography	H01	2	MacAvoy, S
5	BIO-250	Living in Environment	B01	1	Chen, A
5	CHEM-110	General Chemistry I	C01	1	Ferguson, J
5	CHEM-110	General Chemistry I	C02	1	Ferguson, J
5	CHEM-210	General Chemistry II	F01	Cancelled	
5	CHEM-210	General Chemistry II	F02	Cancelled	
5	CHEM-210	General Chemistry II	F03	2	Armstrong, J
5	CHEM-210	General Chemistry II	F04	2	Armstrong, J

5	PHYS-100	Physics for the Modern World	N01	1	Parsons, W
5	PHYS-110	University Physics I	N01	1	Segnan, R
5	PHYS-210	University Physics II	H01	2	Segnan, R
5	PHYS-220	Astronomy	H01	Cancelled	Johnston, A
5	PSYC-115	Psychology as a Natural Science	B01	1	Fantie, B
5	PSYC-115	Psychology as a Natural Science	C01	1	Harrell, P
5	PSYC-115	Psychology as a Natural Science	H01	2	Juliano, L
5	PSYC-240	Drugs and Behavior	C01	1	Gomez, M
5	PSYC-240	Drugs and Behavior	F01	2	Rinker, J



## Summer 2009 General Education Course Offerings

<b>Distance Learning Courses</b>					
Area	Course No.	Section	Course Title	Session	Professor
2	HIST-110	N01L	Renaissance & Revolution: Europe 1400-1816	2	Shelford,A
3	GOVT-130	N01L	Comparative Politics	2	Glover, S
4	FIN-200	N02L	Personal Finance	1	Schrenk, L
4	PSYC-235	N01L	Theories of Personality	1	Yates, B
5	CHEM-250	N01L	Criminalistics, Crime & Society	1	Girard, J
5	HFIT-205	N01L	Current Concepts in Nutrition	2	O'Neill,E
5	HFIT-205	N02L	Current Concepts in Nutrition	2	O'Neill,E

<b>Traditional Classroom Courses</b>					
Area	Course No.	Section	Course Title	Session	Professor
1	ANTH-225	D01	Language & Human Experience	1	Leap, W
1	ARTH-105	B01	Language & Human Experience	1	Clement-Bremer,L
1	ARTS-100	N01	Art: Studio Experience	1	Gartrell,K
1	ARTS-100	N02	Art: Studio Experience	2	Sable Sterbutzel,K
1	ARTS-205	N01	Artists Perspective: Drawing	1	Hankin,A
1	ARTS-205	N01	Artists Perspective: Drawing	2	Springfield, M
1	ARTS-210	N01	Artists Perspective: Painting	1	Bunnell,T
1	ARTS-210	N02	Artists Perspective: Painting	2	Aldridge,G
1	ARTS-215	N01	Artists Perspective: Sculpture	Cancelled	
1	ARTS-215	N02	Artists Perspective: Sculpture	2	Feuer,M
1	COMM-105	C01	Visual Literacy	1	Brannon, K
1	LIT-105	C01	The Literary Imagination	1	Berry, A
1	LIT-120	F01	Interpreting Literature	Cancelled	Berry, A
1	LIT-245	C01	The Experience of Poetry	1	Voris,L
1	PERF-110	D01	Understanding Music	Cancelled	Snider, N
1	PERF-200	C01	Dance and Society	1	George, M

1	PERF-225	C01	Afr Amer Exper-Perf Arts	Cancelled	George, M
1	PHIL-230	H01	Meaning & Purpose in Arts	2	Greenberg, G
2	ANTH-235	D01	Early America: The Buried Past	1	Dent, R
2	COMM-270	H01	How News Med Shape Hist	2	Smyth, F
2	GOVT-105	F01	Indiv Freedom vs Auth	2	Sauls, S
2	HIST-110	E01	Renaiss & Rev: Eur 1400-1815	Cancelled	Lichtenstein, T
2	HIST-205	C01	Amer Encounters: 1492-1865	1	Lewis, A
2	HIST-235	F01	West in Crisis, 1900-1945	Cancelled	Lichtenstein, T
2	JLS-225	D01	American Legal Culture	Cancelled	Dreisbach, D
2	PHIL-105	C01	Western Philosophy	1	Weis, L
2	PHIL-220	D01	Moral Philosophy	Cancelled	Feder, E
2	PHIL-220	F01	Moral Philosophy	2	Erfani, F
2	PHIL-235	F01	Theories of Democracy	2	Erfani, F
3	ANTH-110	A01	Culture: Human Mirror	Cancelled	Kerrigan, D
3	ANTH-110	H01	Culture: Human Mirror	2	Ture, K
3	ANTH-210	C01	Roots of Racism	1	Washington, A
3	ANTH-215	D02	Sex, Gender, & Culture	Cancelled	Leap, W
3	ANTH-215	F01	Sex, Gender, & Culture	2	Simpson, J
3	ANTH-220	H01	Living in Multicult Soc	2	Partridge, C
3	COMM-280	D01	Contemp Media Global Soc	Cancelled	Campbell, W
3	GOVT-235	B01	Dynamics of Pol Change	Cancelled	Glover, S
3	HIST-225	D01	Russia & Origins Cont Eurasia	1	Lohr, E
3	IBUS-200	B01	The Global Marketplace	Cancelled	Smith, J
3	LFS-210	B01	Latin Amer: Hist, Art, Lit	1	Baeza-Mendoza, L
3	LIT-150	F01	Third World Literature	Cancelled	Schultz, L
3	RELG-185	B01	Forms of the Sacred	Cancelled	Greenberg, G
3	SIS-105	A01	World Politics	Cancelled	Schneider, D
3	SIS-140	A01	Cross-Cultural Communic	1	Lusane, C
3	SIS-140	A02	Cross-Cultural Communic	Cancelled	Persaud, R
3	SIS-140	H01	Cross-Cultural Communic	Cancelled	Persaud, R
3	SIS-140	H02	Cross-Cultural Communic	2	Perl, P

3	SOCY-110	B01	Views From the 3rd World	1	Stone,R
3	SOCY-225	B01	Contemporary Arab World	Cancelled	Ibrahim,I
3	SOCY-225	C01	Contemporary Arab World	1	Ibrahim,I
3	SOCY-235	H01	Women in the Third World	2	Haltinner,K
4	ECON-100	C01	Macroeconomics	1	Starr,M
4	ECON-100	F01	Macroeconomics	2	Willoughby, J
4	ECON-100	F02	Macroeconomics	2	Hansen, M
4	ECON-200	B01	Microeconomics	1	Husted,T
4	ECON-200	C01	Microeconomics	1	Feinberg,R
4	ECON-200	F01	Microeconomics	2	Hansen,M
4	EDU-205	C01	Schools and Society	Cancelled	Tate, S
4	FIN-200	A01	Personal Finance	Cancelled	Taube, D
4	FIN-200	N01	Personal Finance	Cancelled	Taube, D
4	GOVT-110	C01	Politics in the U.S.	1	Taylor, S
4	GOVT-210	C01	Pol Power & Am Pub Policy	Cancelled	Jennings,J
4	GOVT-215	C01	Civil Rights & Liberties	1	Nelson, T
4	PSYC-215	N01	Abnormal Psych & Society	2	Gray, J
4	SOCY-150	C01	Global Sociology	1	McDonic,S
5	ANTH-250	D01	Human Origins	1	Dent, R
5	BIO-100	C01	Great Experiments in Bio	1	Tudge, C
5	BIO-100	C02	Great Experiments in Bio	1	Tudge, C
5	BIO-100	H01	Great Experiments in Bio	2	Santiago-Blay,J
5	BIO-110	B01	General Biology I	1	Arneson, L
5	BIO-110	B02	General Biology I	1	Arneson, L
5	BIO-210	F01	General Biology II	2	Santiago-Blay,J
5	BIO-210	H01	General Biology II	Cancelled	
5	BIO-240	B01	Oceanography	1	MacAvoy, S
5	BIO-250	H01	Living in Environment	2	Bushaw-Newton,K
5	CHEM-110	C01	General Chemistry I	1	Ferguson, J
5	CHEM-110	C02	General Chemistry I	1	Ferguson, J
5	CHEM-210	F01	General Chemistry II	2	Hirzy, W
5	CHEM-210	F02	General Chemistry II	2	Hirzy, W
5	PHYS-100	B01	Physics for Modern World	Cancelled	Larkin, T
5	PHYS-110	B01	University Physics I	1	Uscinski,J; Goler,A
5	PHYS-210	H01	University Physics II	2	Segnan,R; Goler,A
5	PHYS-220	B01	Astronomy	Cancelled	
5	PHYS-220	H01	Astronomy	Cancelled	Goler, A

5	PSYC-115	C01	Psychology as Natural Science	1	Fantie,B
5	PSYC-115	F01	Psychology as Natural Science	2	Davis,C
5	PSYC-115	F02	Psychology as Natural Science	2	Serafine,K
5	PSYC-240	C01	Drugs and Behavior	1	Gomez, M
5	PSYC-240	F01	Drugs and Behavior	2	Rinker, J
5	PSYC-240	F02	Drugs and Behavior	2	Juliano, L

**Appendix 3.6.General Education Offerings Summer 2005-2010**

# Summer 2010 General Education Course Offerings

<b>Distance Learning Courses</b>					
Area	Course No.	Section	Course Title	Session	Professor
5	CHEM-150	F01L	Criminalistics, Crime & Society		Girard, J
4	FIN-200	G01L	Personal Finance & Financial Institutions		Schrenk, L
4	GOVT-110	G01L	Politics in the U.S.		Hidaka, M
3	GOVT-130	E01L	Comparative Politics		Glover, S
3	GOVT-235	G01L	Dynamics of Political Change		Glover, S
5	HFIT-205	G01L	Current Concepts in Nutrition		O'Neill, E
5	HFIT-205	G02L	Current Concepts in Nutrition		O'Neill, E
3	IBUS-200	E01L	The Global Marketplace		Chidamber, S
1	LIT-135	E01L	Critical Approach to Cinema		Manson, M
1	LIT-150	E01L	Third World Literature		Middents, J

<b>Traditional Classroom Courses</b>					
Area	Course No.	Section	Course Title	Session	Professor
3	ANTH-210	B01	Roots of Racism	1	Watkins, R
3	ANTH-215	B01	Sex, Gender & Culture	1	Moses, S
3	ANTH-215	D01	Sex, Gender & Culture	2	Simpson, J
1	ANTH-220	A01	Living in Multicultural Societies	1	Partridge, C
1	ANTH-220	D01	Living in Multicultural Societies	<i>CANCELLED</i>	Partridge, C
1	ANTH-225	C01	Language & Human Experience	1	Leap, W
2	ANTH-235	C01	Early America: The Buried Past	<i>CANCELLED</i>	Dent, R
5	ANTH-250	C01	Human Origins	1	Dent, R
5	ANTH-250	D01	Human Origins	<i>CANCELLED</i>	Watkins, R
1	ARTH-105	B01	Art: The Historical Experience	1	Clement-Bremer, L
1	ARTS-100	B01	Art: Studio Experience	1	Kreiger, A
1	ARTS-100	D02	Art: Studio Experience	2	Hirt, M
1	ARTS-205	B01	Artist's Perspective: Drawing	1	Hankin, A
1	ARTS-205	D02	Artist's Perspective: Drawing	2	Stephens, L
1	ARTS-210	B01	Artist's Perspective: Painting	1	Bunnell, T
1	ARTS-210	D02	Artist's Perspective: Painting	2	Aldridge, G
1	ARTS-215	D01	Artist's Perspective: Sculpture	2	Feuer, M
5	BIO-100	B01	Great Experiments in Biology	1	Tudge, C
5	BIO-100	B02	Great Experiments in Biology	1	Tudge, C
5	BIO-100	D01	Great Experiments in Biology	2	Santiago-Blay, J
5	BIO-110	B01	General Biology I	1	Arneson, L
5	BIO-110	B02	General Biology I	<i>CANCELLED</i>	Arneson, L
5	BIO-210	D01	General Biology II	2	Santiago-Blay, J
5	BIO-220	D01	The Case for Evolution	<i>CANCELLED</i>	Parish, A
5	BIO-240	D01	Oceanography	2	MacAvoy, S
5	CHEM-110	B01	General Chemistry I	1	Muratore, K; Ferguson, J



5	CHEM-110	B02	General Chemistry I	CANCELLED	Muratore, K; Ferguson, J
5	CHEM-210	D01	General Chemistry II	2	Hirzy, W; Ferguson, J
5	CHEM-210	D02	General Chemistry II	CANCELLED	Hirzy, W; Ferguson, J
1	COMM-105	B01	Visual Literary	1	Hendrick, A
2	COMM-270	D01	How the News Media Shape History	2	Gebhardt, S
4	ECON-100	B01	Macroeconomics	1	Willoughby, J
4	ECON-100	B02	Macroeconomics	1	Sonenshine, R
4	ECON-100	D01	Macroeconomics	2	Hinchey, E
4	ECON-200	B01	Microeconomics	1	Husted, T
4	ECON-200	B02	Microeconomics	1	Feinberg, R
4	ECON-200	B03	Microeconomics	1	Mohseni-Cheraghrou, A
4	ECON-200	D01	Microeconomics	2	Kahn, N
4	EDU-105	B01	Schools and Society	CANCELLED	
2	GOVT-105	D01	Individual Freedom vs. Authority	2	Saul, S
4	GOVT-110	B01	Politics in the U.S.	1	Reed, D
4	GOVT-210	D01	Political Power & American Public Policy	2	Kamber, V
4	GOVT-215	B01	Civil Rights & Liberties	1	Edelson, C
2	HIST-110	B01	Renaissance & Revolutions: Europe 1400-1815	CANCELLED	Lohse, A
3	HIST-120	D01	Imperialism & Revolution	2	Maguire, L
2	HIST-205	B01	American Encounters: 1492-1865	1	Garrett, L
2	HIST-215	D01	Social Forces that Shaped America	2	Thelen, S
3	HIST-225	C01	Russia & Origins of Continental Eurasia	CANCELLED	Lohr, E
3	IBUS-200	B01	The Global Marketplace	CANCELLED	Chidamber, S
2	JLS-210	B01	Latin America: Hist, Art, Lit	1	Vilanova, N
1	LIT0245	C01	The Experience of Poetry	1	Voris, L
1	PERF-110	B01	Understanding Music	CANCELLED	Slegowski, E
1	PERF-200	C01	Dance and Society	1	George, M
1	PERF-205	D01	Masterpieces of Music	2	Snider, N
2	PHIL-105	B01	Western Philosophy	1	Weis, L
2	PHIL-220	D01	Moral Philosophy	2	Weis, L
1	PHIL-230	D01	Meaning & Purpose in Arts	2	Greenberg, G
2	PHIL-235	D01	Theories of Democracy	2	Erfani, F
4	PHIL-240	C01	Ethics in the Professions	CANCELLED	Leighton, K
5	PHYS-100	B01	Physics for Modern World	CANCELLED	Larkin, T
5	PHYS-110	B01	University Physics I	CANCELLED	Uscinski, J
5	PHYS-210	D01	University Physics II	CANCELLED	Parsons, W
5	PSYC-115	B01	Psychology as Natural Science	1	Fantie, B
5	PSYC-115	B02	Psychology as Natural Science	1	Juliano, L
5	PSYC-115	D01	Psychology as Natural Science	2	Serafine, K
5	PSYC-215	D01	Abnormal Psych & Society	2	Gray, J
5	PSYC-215	N01	Abnormal Psych & Society	CANCELLED	Gray, J
5	PSYC-235	D01	Theories of Personality	CANCELLED	Mance, G



5	PSYC-240	B01	Drugs and Behavior	1	Gomez, M
5	PSYC-240	D01	Drugs and Behavior	2	Rinker, J
5	PSYC-240	D02	Drugs and Behavior	2	Hutchison, M
2	RELG-220	B01	Religious Thought	1	Greenberg, G
3	SIS-140	A01	Cross-Cultural Communic	<i>CANCELLED</i>	Hayden, C
3	SIS-140	D01	Cross-Cultural Communic	2	Lusane, C
3	SOCY-110	D01	Views From the 3rd World	2	McDonic, S
4	SOCY-150	D01	Global Sociology	<i>CANCELLED</i>	McDonic, S
4	SOCY-210	D01	Inequality:Class,Race,Ethn	<i>CANCELLED</i>	McDonic, S
3	SOCY-225	B01	Contemporary Arab World	<i>CANCELLED</i>	Ibrahim, I
3	SOCY-225	D01	Contemporary Arab World	<i>CANCELLED</i>	Ibrahim, I
3	SOCY-235	B01	Women in the Third World	<i>CANCELLED</i>	Haltinner, K

# Appendix 4.1 General Education Course Sections by Faculty Type Fall 2000-Spring 2010



## Fall, 2000-CURRENT Sections by faculty type as of 05/12/2002

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	Anthropology	4	0	0	0	0	0	7	1	12	33.33	58.33	33.33
CAS	Art	8	0	3	0	0	0	11	0	22	50.00	50.00	36.36
CAS	Biology	1	2	6	0	0	0	1	0	10	90.00	10.00	30.00
CAS	Chemistry	1	2	0	0	0	0	5	0	8	37.50	62.50	37.50
CAS	Computer Science and Info Syst	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
CAS	Economics	10	2	6	3	0	0	5	0	26	80.77	19.23	46.15
CAS	Education	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	History	2	0	4	0	0	0	3	1	10	60.00	30.00	20.00
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	2	0	1	0	0	0	0	0	3	100.00	.00	66.67
CAS	Literature	11	2	2	0	0	0	5	0	20	75.00	25.00	65.00
CAS	Performing Arts	4	0	0	2	0	0	8	0	14	42.86	57.14	28.57
CAS	Philosophy / Religion	4	1	4	0	0	0	4	0	13	69.23	30.77	38.46
CAS	Physics	3	2	2	0	0	0	0	0	7	100.00	.00	71.43
CAS	Psychology	8	0	0	0	0	0	3	1	12	66.67	25.00	66.67
CAS	Sociology	5	2	1	0	0	0	7	0	15	53.33	46.67	46.67
CAS	Women's / Gender Studies	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	0	0	1	0	1	.00	100.00	.00
KOGOD	Kogod: International Business	0	0	2	0	0	0	1	0	3	66.67	33.33	.00

SIS	International Service, School	<u>2</u>	<u>14</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>38</u>	78.95	21.05	42.11
SOC	Communication, School of	<u>5</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>12</u>	83.33	16.67	58.33
SPA	SPA: Government	<u>7</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>14</u>	<u>0</u>	<u>32</u>	56.25	43.75	40.63
SPA	SPA: Justice, Law / Society	<u>2</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>14</u>	42.86	57.14	35.71
CAS		<u>68</u>	<u>13</u>	<u>31</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>62</u>	<u>3</u>	<u>182</u>	64.29	34.07	44.51
KOGOD		<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>4</u>	50.00	50.00	.00
SIS		<u>2</u>	<u>14</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>38</u>	78.95	21.05	42.11
SOC		<u>5</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>12</u>	83.33	16.67	58.33
SPA		<u>9</u>	<u>9</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>22</u>	<u>0</u>	<u>46</u>	52.17	47.83	39.13
Total		<u>84</u>	<u>38</u>	<u>54</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>96</u>	<u>3</u>	<u>282</u>	64.89	34.04	43.26

## Appendix 4.2 General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Spring, 2001-CURRENT Sections by faculty type as of 09/01/2002

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	4	1	0	0	0	0	2	0	7	71.43	28.57	71.43
CAS	Art	3	2	2	0	0	0	15	0	22	31.82	68.18	22.73
CAS	Biology	2	3	6	0	0	0	3	0	14	78.57	21.43	35.71
CAS	Chemistry	1	1	0	0	0	0	5	0	7	28.57	71.43	28.57
CAS	Computer Science and Info Syst	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
CAS	Economics	8	1	3	1	0	0	9	1	23	56.52	39.13	39.13
CAS	Education	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	History	3	2	2	0	0	0	4	1	12	58.33	33.33	41.67
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	0	1	0	0	0	1	0	3	66.67	33.33	33.33
CAS	Literature	12	1	2	0	0	0	2	2	19	78.95	10.53	68.42
CAS	Performing Arts	4	0	0	0	0	0	4	0	8	50.00	50.00	50.00
CAS	Philosophy / Religion	3	1	4	0	0	0	5	0	13	61.54	38.46	30.77
CAS	Physics	3	1	4	0	0	0	0	0	8	100.00	.00	50.00
CAS	Psychology	7	1	0	0	0	0	2	1	11	72.73	18.18	72.73
CAS	Sociology	4	3	2	0	0	0	4	0	13	69.23	30.77	53.85
CAS	Women's / Gender Studies	0	1	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	0	0	2	0	2	.00	100.00	.00
KOGOD	Kogod: International Business	0	0	1	0	0	0	3	0	4	25.00	75.00	.00
SIS	International Service, School	3	7	12	1	0	0	10	0	33	69.70	30.30	30.30

SOC	Communication , School of	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>12</u>	58.33	41.67	33.33
SPA	SPA: Government	<u>7</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>17</u>	58.82	41.18	41.18
SPA	SPA: Justice, Law / Society	<u>2</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>14</u>	42.86	57.14	35.71
CAS		<u>55</u>	<u>18</u>	<u>28</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>60</u>	<u>5</u>	<u>167</u>	61.08	35.93	43.71
KOGO D		<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>6</u>	16.67	83.33	.00
SIS		<u>3</u>	<u>7</u>	<u>12</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>0</u>	<u>33</u>	69.70	30.30	30.30
SOC		<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>12</u>	58.33	41.67	33.33
SPA		<u>9</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>15</u>	<u>0</u>	<u>31</u>	51.61	48.39	38.71
Total		<u>68</u>	<u>31</u>	<u>47</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>95</u>	<u>5</u>	<u>249</u>	59.84	38.15	39.76

## Appendix 4.3. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Fall, 2001-CURRENT Sections by faculty type as of 03/30/2003

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	Anthropology	6	0	3	0	0	0	4	0	13	69.23	30.77	46.15
CAS	Art	9	0	3	0	0	0	10	1	23	52.17	43.48	39.13
CAS	Biology	1	3	6	0	0	0	2	0	12	83.33	16.67	33.33
CAS	Chemistry	2	2	1	0	0	0	4	0	9	55.56	44.44	44.44
CAS	Computer Science and Info Syst	0	1	1	0	0	0	1	0	3	66.67	33.33	33.33
CAS	Economics	9	0	4	3	1	0	3	0	20	85.00	15.00	45.00
CAS	Education	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
CAS	Health / Fitness	0	1	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	History	3	3	1	0	0	0	3	1	11	63.64	27.27	54.55
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	1	0	1	0	0	0	1	0	3	66.67	33.33	33.33
CAS	Literature	11	0	2	0	0	0	4	3	20	65.00	20.00	55.00
CAS	Performing Arts	3	1	6	0	0	0	3	0	13	76.92	23.08	30.77
CAS	Philosophy / Religion	4	3	3	0	0	0	4	0	14	71.43	28.57	50.00
CAS	Physics	3	2	3	0	0	0	0	0	8	100.00	.00	62.50
CAS	Psychology	8	1	1	0	0	0	2	1	13	76.92	15.38	69.23
CAS	Sociology	4	3	2	0	0	0	6	0	15	60.00	40.00	46.67
CAS	Women's / Gender Studies	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
KOGO	Kogod: Finance	0	0	0	0	1	0	1	0	2	50.00	50.00	.00

D	/ Real Estate												
KOGOD	Kogod: International Business	0	0	3	0	0	0	0	0	3	100.00	.00	.00
SIS	International Service, School	2	9	14	1	0	0	14	0	40	65.00	35.00	27.50
SOC	Communication, School of	4	5	2	0	0	0	2	0	13	84.62	15.38	69.23
SPA	SPA: Government	9	6	2	0	0	0	11	0	28	60.71	39.29	53.57
SPA	SPA: Justice, Law / Society	2	2	3	0	0	0	7	0	14	50.00	50.00	28.57
CAS		69	20	37	3	1	0	50	6	186	69.89	26.88	47.85
KOGOD		0	0	3	0	1	0	1	0	5	80.00	20.00	.00
SIS		2	9	14	1	0	0	14	0	40	65.00	35.00	27.50
SOC		4	5	2	0	0	0	2	0	13	84.62	15.38	69.23
SPA		11	8	5	0	0	0	18	0	42	57.14	42.86	45.24
Total		86	42	61	4	2	0	85	6	286	68.18	29.72	44.76

# Appendix 4.4. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Spring, 2002-CURRENT Sections by faculty type as of 10/19/2003

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	3	0	4	0	0	0	1	0	8	87.50	12.50	37.50
CAS	Art	3	0	3	0	0	0	18	0	24	25.00	75.00	12.50
CAS	Biology	0	5	7	0	0	0	0	0	12	100.00	.00	41.67
CAS	Chemistry	0	1	4	0	0	0	3	0	8	62.50	37.50	12.50
CAS	Computer Science and Info Syst	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Economics	7	1	3	1	2	0	5	0	19	73.68	26.32	42.11
CAS	Education	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Health / Fitness	0	1	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	History	6	4	0	0	0	0	0	0	10	100.00	.00	100.00
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	2	0	1	0	0	0	0	0	3	100.00	.00	66.67
CAS	Literature	14	1	2	0	0	0	4	0	21	80.95	19.05	71.43
CAS	Performing Arts	2	2	3	0	0	0	1	0	8	87.50	12.50	50.00
CAS	Philosophy / Religion	4	1	2	0	0	0	6	0	13	53.85	46.15	38.46
CAS	Physics	2	2	4	0	0	0	0	0	8	100.00	.00	50.00
CAS	Psychology	9	1	1	0	0	0	1	1	13	84.62	7.69	76.92
CAS	Sociology	5	2	5	0	0	0	2	0	14	85.71	14.29	50.00
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00



KOGOD	Kogod: Finance / Real Estate	0	0	0	0	1	0	1	0	2	50.00	50.00	.00
KOGOD	Kogod: International Business	1	0	2	0	0	0	1	0	4	75.00	25.00	25.00
SIS	International Service, School	5	6	10	1	0	0	9	0	31	70.97	29.03	35.48
SOC	Communication, School of	1	3	2	0	0	0	7	0	13	46.15	53.85	30.77
SPA	SPA: Government	6	3	0	0	0	0	6	0	15	60.00	40.00	60.00
SPA	SPA: Justice, Law / Society	2	3	4	0	0	0	5	0	14	64.29	35.71	35.71
CAS		60	21	39	1	2	0	43	1	167	73.65	25.75	48.50
KOGOD		1	0	2	0	1	0	2	0	6	66.67	33.33	16.67
SIS		5	6	10	1	0	0	9	0	31	70.97	29.03	35.48
SOC		1	3	2	0	0	0	7	0	13	46.15	53.85	30.77
SPA		8	6	4	0	0	0	11	0	29	62.07	37.93	48.28
Total		75	36	57	2	3	0	72	1	246	70.33	29.27	45.12

## Appendix 4.5. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Fall, 2002-CURRENT Sections by faculty type as of 03/14/2004

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	4	1	0	0	0	0	6	0	11	45.45	54.55	45.45
CAS	Art	7	2	4	0	0	0	10	0	23	56.52	43.48	39.13
CAS	Biology	0	6	7	0	0	0	0	0	13	100.00	.00	46.15
CAS	Chemistry	0	1	3	0	0	0	3	0	7	57.14	42.86	14.29
CAS	Economics	10	3	1	2	2	0	1	0	19	94.74	5.26	68.42
CAS	Education	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
CAS	Health / Fitness	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	History	3	3	2	0	0	0	2	0	10	80.00	20.00	60.00
CAS	Jewish Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Language / Foreign Study	2	0	1	0	0	0	0	0	3	100.00	.00	66.67
CAS	Literature	10	2	0	0	3	0	6	0	21	71.43	28.57	57.14
CAS	Performing Arts	4	0	6	0	0	0	4	0	14	71.43	28.57	28.57
CAS	Philosophy / Religion	5	4	0	0	0	0	3	0	12	75.00	25.00	75.00
CAS	Physics	2	1	3	0	0	0	3	0	9	66.67	33.33	33.33
CAS	Psychology	11	1	0	0	0	0	1	1	14	85.71	7.14	85.71
CAS	Sociology	4	0	3	5	0	0	3	0	15	80.00	20.00	26.67
CAS	Women's / Gender Studies	2	0	0	0	0	0	1	0	3	66.67	33.33	66.67
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	1	0	0	0	1	100.00	.00	.00
KOGOD	Kogod: International	0	0	2	0	0	0	1	0	3	66.67	33.33	.00

	Business												
SIS	International Service, School	<u>2</u>	<u>9</u>	<u>18</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>2</u>	<u>42</u>	71.43	23.81	26.19
SOC	Communication, School of	<u>2</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>11</u>	63.64	36.36	54.55
SPA	SPA: Government	<u>6</u>	<u>4</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>22</u>	81.82	18.18	45.45
SPA	SPA: Justice, Law / Society	<u>3</u>	<u>2</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>14</u>	64.29	35.71	35.71
CAS		<u>67</u>	<u>24</u>	<u>31</u>	<u>7</u>	<u>5</u>	<u>0</u>	<u>45</u>	<u>1</u>	<u>180</u>	74.44	25.00	50.56
KOGOD		<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	75.00	25.00	.00
SIS		<u>2</u>	<u>9</u>	<u>18</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>2</u>	<u>42</u>	71.43	23.81	26.19
SOC		<u>2</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>11</u>	63.64	36.36	54.55
SPA		<u>9</u>	<u>6</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>36</u>	75.00	25.00	41.67
Total		<u>80</u>	<u>43</u>	<u>64</u>	<u>8</u>	<u>6</u>	<u>0</u>	<u>69</u>	<u>3</u>	<u>273</u>	73.63	25.27	45.05

## Appendix 4.6. General Education Course Sections by Faculty Type Fall 2000-Spring 2010

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[TECHNICAL](#)

### Spring, 2003-CURRENT Sections by faculty type as of 10/10/2004

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	4	1	0	0	0	0	4	0	9	55.56	44.44	55.56
CAS	Art	4	1	4	0	0	0	12	0	21	42.86	57.14	23.81
CAS	Biology	3	4	6	0	0	0	1	0	14	92.86	7.14	50.00
CAS	Chemistry	2	2	5	0	0	0	1	0	10	90.00	10.00	40.00
CAS	Economics	7	1	1	2	1	0	8	0	20	60.00	40.00	40.00
CAS	Education	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Health / Fitness	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	History	4	2	0	0	0	0	5	0	11	54.55	45.45	54.55
CAS	Jewish Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Language / Foreign Study	1	0	1	0	0	0	1	0	3	66.67	33.33	33.33
CAS	Literature	13	3	0	0	2	0	4	0	22	81.82	18.18	72.73
CAS	Performing Arts	1	2	4	0	0	0	1	0	8	87.50	12.50	37.50
CAS	Philosophy / Religion	4	3	0	0	0	0	6	0	13	53.85	46.15	53.85
CAS	Physics	3	2	3	0	0	0	1	0	9	88.89	11.11	55.56
CAS	Psychology	4	3	0	0	0	0	3	1	11	63.64	27.27	63.64
CAS	Sociology	5	0	3	4	0	0	3	0	15	80.00	20.00	33.33
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	2	0	0	0	2	100.00	.00	.00
KOGOD	Kogod: International Business	0	0	0	0	0	0	4	0	4	.00	100.00	.00
SIS	International Service, School	2	5	13	0	0	0	10	1	31	64.52	32.26	22.58

SOC	Communication , School of	<u>3</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>12</u>	58.33	41.67	41.67
SPA	SPA: Government	<u>2</u>	<u>3</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>16</u>	68.75	31.25	31.25
SPA	SPA: Justice, Law / Society	<u>2</u>	<u>3</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>14</u>	71.43	28.57	35.71
CAS		<u>57</u>	<u>24</u>	<u>28</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>52</u>	<u>1</u>	<u>171</u>	69.01	30.41	47.37
KOGO D		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>6</u>	33.33	66.67	.00
SIS		<u>2</u>	<u>5</u>	<u>13</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>	<u>31</u>	64.52	32.26	22.58
SOC		<u>3</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>12</u>	58.33	41.67	41.67
SPA		<u>4</u>	<u>6</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>30</u>	70.00	30.00	33.33
Total		<u>66</u>	<u>37</u>	<u>54</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>80</u>	<u>2</u>	<u>250</u>	67.20	32.00	41.20

## Appendix 4.7. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Fall, 2003-CURRENT Sections by faculty type as of 10/10/2004

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	3	3	2	0	0	0	3	1	12	66.67	25.00	50.00
CAS	Art	2	2	4	0	0	0	10	0	18	44.44	55.56	22.22
CAS	Biology	1	5	6	0	0	0	0	0	12	100.00	.00	50.00
CAS	Chemistry	2	1	3	0	0	0	2	0	8	75.00	25.00	37.50
CAS	Economics	7	5	1	2	1	0	3	0	19	84.21	15.79	63.16
CAS	Education	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
CAS	Health / Fitness	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	History	3	2	5	0	0	0	1	0	11	90.91	9.09	45.45
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	2	0	1	0	0	0	0	0	3	100.00	.00	66.67
CAS	Literature	7	3	4	0	2	0	5	0	21	76.19	23.81	47.62
CAS	Performing Arts	2	2	7	0	0	0	2	0	13	84.62	15.38	30.77
CAS	Philosophy / Religion	4	2	5	0	0	0	1	0	12	91.67	8.33	50.00
CAS	Physics	5	1	0	0	0	0	2	0	8	75.00	25.00	75.00
CAS	Psychology	9	1	2	0	0	0	1	1	14	85.71	7.14	71.43
CAS	Sociology	2	3	3	4	0	0	1	0	13	92.31	7.69	38.46
CAS	Women's / Gender Studies	0	0	0	0	0	0	2	0	2	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	1	0	1	0	2	50.00	50.00	.00
KOGOD	Kogod: International Business	0	0	0	0	3	0	0	0	3	100.00	.00	.00
SIS	International	3	11	21	0	0	0	8	0	43	81.40	18.60	32.56

	Service, School												
SOC	Communication , School of	<u>0</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>13</u>	69.23	30.77	15.38
SPA	SPA: Government	<u>9</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>27</u>	74.07	25.93	40.74
SPA	SPA: Justice, Law / Society	<u>4</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>13</u>	69.23	30.77	30.77
CAS		<u>53</u>	<u>30</u>	<u>43</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>34</u>	<u>2</u>	<u>171</u>	78.95	19.88	48.54
KOGO D		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>5</u>	80.00	20.00	.00
SIS		<u>3</u>	<u>11</u>	<u>21</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>43</u>	81.40	18.60	32.56
SOC		<u>0</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>13</u>	69.23	30.77	15.38
SPA		<u>13</u>	<u>2</u>	<u>14</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>40</u>	72.50	27.50	37.50
Total		<u>69</u>	<u>45</u>	<u>85</u>	<u>6</u>	<u>7</u>	<u>0</u>	<u>58</u>	<u>2</u>	<u>272</u>	77.94	21.32	41.91

# Appendix 4.8. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Spring, 2004-CURRENT Sections by faculty type as of 10/24/2005

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	6	2	2	0	0	0	0	0	10	100.00	.00	80.00
CAS	Art	9	3	3	0	0	0	3	0	18	83.33	16.67	66.67
CAS	Biology	1	6	5	0	0	0	0	0	12	100.00	.00	58.33
CAS	Chemistry	2	2	3	0	0	0	2	0	9	77.78	22.22	44.44
CAS	Economics	5	7	3	2	1	0	2	0	20	90.00	10.00	60.00
CAS	Education	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Health / Fitness	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	History	6	1	1	0	0	0	2	0	10	80.00	20.00	70.00
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	0	2	0	0	0	0	0	3	100.00	.00	33.33
CAS	Literature	7	6	4	0	2	0	2	0	21	90.48	9.52	61.90
CAS	Performing Arts	1	1	7	0	0	0	2	0	11	81.82	18.18	18.18
CAS	Philosophy / Religion	4	3	5	0	0	0	1	0	13	92.31	7.69	53.85
CAS	Physics	5	1	0	0	0	0	2	0	8	75.00	25.00	75.00
CAS	Psychology	7	2	2	0	0	0	1	1	13	84.62	7.69	69.23
CAS	Sociology	3	0	3	4	0	0	4	0	14	71.43	28.57	21.43
CAS	Women's / Gender Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	2	0	0	0	2	100.00	.00	.00
KOGOD	Kogod: International Business	0	0	0	0	3	0	1	0	4	75.00	25.00	.00
SIS	International	2	5	17	0	0	0	9	0	33	72.73	27.27	21.21



	Service, School												
SOC	Communication , School of	<u>1</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>10</u>	70.00	30.00	20.00
SPA	SPA: Government	<u>5</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>17</u>	70.59	29.41	29.41
SPA	SPA: Justice, Law / Society	<u>3</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>15</u>	86.67	13.33	33.33
CAS		<u>59</u>	<u>34</u>	<u>40</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>24</u>	<u>1</u>	<u>167</u>	85.03	14.37	55.69
KOGOD		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>6</u>	83.33	16.67	.00
SIS		<u>2</u>	<u>5</u>	<u>17</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>33</u>	72.73	27.27	21.21
SOC		<u>1</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>10</u>	70.00	30.00	20.00
SPA		<u>8</u>	<u>2</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>32</u>	78.13	21.88	31.25
Total		<u>70</u>	<u>42</u>	<u>77</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>44</u>	<u>1</u>	<u>248</u>	81.85	17.74	45.16

# Appendix 4.9. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Fall, 2004-CURRENT Sections by faculty type as of 04/03/2006

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	4	3	2	0	0	0	2	0	11	81.82	18.18	63.64
CAS	Art	4	4	4	0	0	0	6	0	18	66.67	33.33	44.44
CAS	Biology	2	4	2	0	0	0	2	0	10	80.00	20.00	60.00
CAS	Chemistry	2	3	2	0	0	0	2	0	9	77.78	22.22	55.56
CAS	Economics	7	4	4	1	0	0	2	0	18	88.89	11.11	61.11
CAS	Education	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
CAS	Health / Fitness	0	0	0	0	0	0	2	0	2	.00	100.00	.00
CAS	History	4	3	3	0	0	0	1	0	11	90.91	9.09	63.64
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	2	0	1	0	0	0	1	0	4	75.00	25.00	50.00
CAS	Literature	7	7	5	0	2	0	1	0	22	95.45	4.55	63.64
CAS	Performing Arts	1	2	8	1	0	0	1	0	13	92.31	7.69	23.08
CAS	Philosophy / Religion	4	3	2	0	0	0	4	0	13	69.23	30.77	53.85
CAS	Physics	6	2	0	0	0	0	0	0	8	100.00	.00	100.00
CAS	Psychology	9	0	3	0	0	0	1	1	14	85.71	7.14	64.29
CAS	Sociology	3	3	4	2	0	0	0	0	12	100.00	.00	50.00
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	1	0	2	0	3	33.33	66.67	.00
KOGOD	Kogod: International Business	0	0	1	2	0	0	0	0	3	100.00	.00	.00

SIS	International Service, School	4	8	20	2	0	0	11	0	45	75.56	24.44	26.67
SOC	Communication, School of	4	2	5	0	0	0	2	0	13	84.62	15.38	46.15
SPA	SPA: Government	7	3	10	0	0	0	4	0	24	83.33	16.67	41.67
SPA	SPA: Justice, Law / Society	4	0	7	0	0	0	4	0	15	73.33	26.67	26.67
WSM	Washington Semester Program	0	0	4	0	0	0	0	0	4	100.00	.00	.00
CAS		59	38	40	4	2	0	25	1	169	84.62	14.79	57.40
KOGOD		0	0	1	2	1	0	2	0	6	66.67	33.33	.00
SIS		4	8	20	2	0	0	11	0	45	75.56	24.44	26.67
SOC		4	2	5	0	0	0	2	0	13	84.62	15.38	46.15
SPA		11	3	17	0	0	0	8	0	39	79.49	20.51	35.90
WSM		0	0	4	0	0	0	0	0	4	100.00	.00	.00
Total		78	51	87	8	3	0	48	1	276	82.25	17.39	46.74

# Appendix 4.10. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Spring, 2005-CURRENT Sections by faculty type as of 10/23/2006

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	3	2	2	0	0	0	1	0	8	87.50	12.50	62.50
CAS	Art	4	4	4	0	0	0	4	0	16	75.00	25.00	50.00
CAS	Biology	3	8	1	0	0	0	0	0	12	100.00	.00	91.67
CAS	Chemistry	2	4	2	0	0	0	2	0	10	80.00	20.00	60.00
CAS	Economics	6	4	5	2	2	0	1	0	20	95.00	5.00	50.00
CAS	Education	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
CAS	Health / Fitness	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	History	4	3	2	0	0	0	2	0	11	81.82	18.18	63.64
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	0	2	0	0	0	1	0	4	75.00	25.00	25.00
CAS	Literature	8	6	4	0	2	0	1	0	21	95.24	4.76	66.67
CAS	Performing Arts	1	2	5	1	0	0	0	0	9	100.00	.00	33.33
CAS	Philosophy / Religion	4	1	2	0	0	0	5	0	12	58.33	41.67	41.67
CAS	Physics	5	1	0	0	0	0	1	0	7	85.71	14.29	85.71
CAS	Psychology	8	1	3	0	0	0	2	1	15	80.00	13.33	60.00
CAS	Sociology	2	0	5	3	0	0	2	0	12	83.33	16.67	16.67
CAS	Women's / Gender Studies	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	0	2	0	0	0	2	100.00	.00	.00
KOGOD	Kogod: International Business	0	0	1	3	0	0	0	0	4	100.00	.00	.00
SIS	International	5	2	16	4	0	0	8	0	35	77.14	22.86	20.00

	Service, School												
SOC	Communication , School of	<u>3</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>10</u>	80.00	20.00	50.00
SPA	SPA: Government	<u>4</u>	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>16</u>	75.00	25.00	37.50
SPA	SPA: Justice, Law / Society	<u>3</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>15</u>	93.33	6.67	33.33
CAS		<u>55</u>	<u>36</u>	<u>37</u>	<u>6</u>	<u>4</u>	<u>0</u>	<u>25</u>	<u>1</u>	<u>164</u>	84.15	15.24	55.49
KOGOD		<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>	100.00	.00	.00
SIS		<u>5</u>	<u>2</u>	<u>16</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>35</u>	77.14	22.86	20.00
SOC		<u>3</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>10</u>	80.00	20.00	50.00
SPA		<u>7</u>	<u>4</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>31</u>	83.87	16.13	35.48
Total		<u>70</u>	<u>44</u>	<u>72</u>	<u>13</u>	<u>6</u>	<u>0</u>	<u>40</u>	<u>1</u>	<u>246</u>	83.33	16.26	46.34

## Appendix 4.11. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Fall, 2005-CURRENT Sections by faculty type as of 05/10/2007

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	2	1	5	0	0	0	2	0	10	80.00	20.00	30.00
CAS	Art	7	2	3	0	0	0	7	0	19	63.16	36.84	47.37
CAS	Biology	3	4	1	0	0	0	5	0	13	61.54	38.46	53.85
CAS	Chemistry	3	0	4	0	0	0	3	0	10	70.00	30.00	30.00
CAS	Economics	6	4	3	1	1	0	3	0	18	83.33	16.67	55.56
CAS	Education	2	0	0	0	0	0	1	0	3	66.67	33.33	66.67
CAS	Health / Fitness	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
CAS	History	1	4	5	0	0	0	0	0	10	100.00	.00	50.00
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	2	0	1	0	0	0	1	0	4	75.00	25.00	50.00
CAS	Literature	4	7	9	1	0	0	2	0	23	91.30	8.70	47.83
CAS	Performing Arts	3	1	11	0	0	0	0	0	15	100.00	.00	26.67
CAS	Philosophy / Religion	5	5	0	0	0	0	3	0	13	76.92	23.08	76.92
CAS	Physics	5	1	2	0	0	0	0	0	8	100.00	.00	75.00
CAS	Psychology	8	0	3	0	0	1	2	0	14	85.71	14.29	57.14
CAS	Sociology	4	2	3	2	0	0	0	0	11	100.00	.00	54.55
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
KOGOD	Kogod: International Business	0	0	1	2	0	0	0	0	3	100.00	.00	.00

OAA	Office of Dean of Acad Affairs	0	1	0	0	0	0	0	0	1	100.00	.00	100.00
SIS	International Service, School	7	2	19	6	1	0	11	0	46	76.09	23.91	19.57
SOC	Communication, School of	4	1	6	0	0	0	4	0	15	73.33	26.67	33.33
SPA	SPA: Government	10	3	12	0	0	0	2	0	27	92.59	7.41	48.15
SPA	SPA: Justice, Law / Society	5	3	6	0	0	0	1	0	15	93.33	6.67	53.33
WSM	Washington Semester Program	0	0	5	0	0	0	1	0	6	83.33	16.67	.00
CAS		58	31	50	4	1	1	30	0	175	82.86	17.14	50.86
KOGOD		0	0	3	2	0	0	1	0	6	83.33	16.67	.00
OAA		0	1	0	0	0	0	0	0	1	100.00	.00	100.00
SIS		7	2	19	6	1	0	11	0	46	76.09	23.91	19.57
SOC		4	1	6	0	0	0	4	0	15	73.33	26.67	33.33
SPA		15	6	18	0	0	0	3	0	42	92.86	7.14	50.00
WSM		0	0	5	0	0	0	1	0	6	83.33	16.67	.00
Total		84	41	101	12	2	1	50	0	291	82.82	17.18	42.96

## Appendix 4.12. General Education Course Sections by Faculty Type Fall 2000-Spring 2010

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### Spring, 2006-CURRENT Sections by faculty type as of 10/29/2007

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	1	0	2	0	0	0	5	0	8	37.50	62.50	12.50
CAS	Art	5	1	2	0	0	0	8	0	16	50.00	50.00	37.50
CAS	Biology	5	5	1	0	0	0	2	0	13	84.62	15.38	76.92
CAS	Chemistry	2	1	4	0	0	0	2	0	9	77.78	22.22	33.33
CAS	Economics	7	6	1	2	2	0	2	0	20	90.00	10.00	65.00
CAS	Education	2	0	1	0	0	0	0	0	3	100.00	.00	66.67
CAS	Health / Fitness	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	History	4	4	4	0	0	0	0	0	12	100.00	.00	66.67
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	1	2	0	0	0	0	0	4	100.00	.00	50.00
CAS	Literature	3	6	10	1	0	0	0	0	20	100.00	.00	45.00
CAS	Mathematics / Statistics	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Performing Arts	2	3	4	0	0	0	1	0	10	90.00	10.00	50.00
CAS	Philosophy / Religion	6	4	0	0	0	0	3	0	13	76.92	23.08	76.92
CAS	Physics	4	0	3	0	0	0	2	0	9	77.78	22.22	44.44
CAS	Psychology	7	2	3	0	0	0	2	1	15	80.00	13.33	60.00
CAS	Sociology	3	2	3	3	0	0	2	0	13	84.62	15.38	38.46
CAS	Women's / Gender Studies	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
KOGOD	Kogod: International	1	0	0	3	0	0	0	0	4	100.00	.00	25.00



	Business												
SIS	International Service, School	6	0	15	4	2	0	9	0	36	75.00	25.00	16.67
SOC	Communication, School of	2	3	1	0	0	0	3	0	9	66.67	33.33	55.56
SPA	SPA: Government	5	1	5	0	0	0	5	0	16	68.75	31.25	37.50
SPA	SPA: Justice, Law / Society	5	4	5	0	0	0	1	0	15	93.33	6.67	60.00
CAS		56	35	40	6	2	0	31	1	171	81.29	18.13	53.22
KOGOD		1	0	2	3	0	0	1	0	7	85.71	14.29	14.29
SIS		6	0	15	4	2	0	9	0	36	75.00	25.00	16.67
SOC		2	3	1	0	0	0	3	0	9	66.67	33.33	55.56
SPA		10	5	10	0	0	0	6	0	31	80.65	19.35	48.39
Total		75	43	68	13	4	0	50	1	254	79.92	19.69	46.46

## Appendix 4.13. General Education Course Sections by Faculty Type Fall 2000-Spring 2010

### Fall, 2006-CURRENT Sections by faculty type as of 03/17/2008

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	2	1	2	0	0	0	5	0	10	50.00	50.00	30.00
CAS	Art	6	5	6	0	0	0	5	0	22	77.27	22.73	50.00
CAS	Biology	0	4	9	0	0	0	1	0	14	92.86	7.14	28.57
CAS	Chemistry	3	0	7	0	0	0	2	0	12	83.33	16.67	25.00
CAS	Economics	7	4	0	2	0	0	4	0	17	76.47	23.53	64.71
CAS	Education	2	1	0	0	0	0	0	0	3	100.00	.00	100.00
CAS	Health / Fitness	0	0	0	0	0	0	2	0	2	.00	100.00	.00
CAS	History	2	2	5	0	0	0	2	0	11	81.82	18.18	36.36
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	1	0	1	0	0	0	2	0	4	50.00	50.00	25.00
CAS	Literature	6	7	7	0	3	0	4	0	27	85.19	14.81	48.15
CAS	Performing Arts	3	1	8	0	0	0	0	0	12	100.00	.00	33.33
CAS	Philosophy / Religion	4	5	0	0	3	0	3	0	15	80.00	20.00	60.00
CAS	Physics	3	3	3	0	0	0	0	0	9	100.00	.00	66.67
CAS	Psychology	7	5	2	0	0	0	1	1	16	87.50	6.25	75.00
CAS	Sociology	1	3	6	2	0	0	0	0	12	100.00	.00	33.33
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	3	0	0	0	0	0	3	100.00	.00	.00
KOGOD	Kogod: International Business	0	0	1	1	0	0	1	0	3	66.67	33.33	.00

SIS	International Service, School	8	2	16	6	2	0	15	0	49	69.39	30.61	20.41
SOC	Communication, School of	4	0	6	0	0	0	6	0	16	62.50	37.50	25.00
SPA	SPA: Government	8	2	7	0	0	0	8	0	25	68.00	32.00	40.00
SPA	SPA: Justice, Law / Society	2	2	7	1	0	0	1	0	13	92.31	7.69	30.77
WSM	Washington Semester Program	0	0	8	0	0	0	0	0	8	100.00	.00	.00
CAS		49	41	56	4	6	0	31	1	188	82.98	16.49	47.87
KOGOD		0	0	4	1	0	0	1	0	6	83.33	16.67	.00
SIS		8	2	16	6	2	0	15	0	49	69.39	30.61	20.41
SOC		4	0	6	0	0	0	6	0	16	62.50	37.50	25.00
SPA		10	4	14	1	0	0	9	0	38	76.32	23.68	36.84
WSM		0	0	8	0	0	0	0	0	8	100.00	.00	.00
Total		71	47	104	12	8	0	62	1	305	79.34	20.33	38.69

# Appendix 4.14. General Education Course Sections by Faculty Type Fall 2000-Spring 2010

## Spring, 2007-CURRENT Sections by faculty type as of 10/27/2008

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Anthropology	2	1	3	0	0	0	2	0	8	75.00	25.00	37.50
CAS	Art	4	3	7	0	0	0	4	0	18	77.78	22.22	38.89
CAS	Biology	2	1	9	0	0	0	1	0	13	92.31	7.69	23.08
CAS	Chemistry	3	0	4	0	0	0	2	0	9	77.78	22.22	33.33
CAS	Economics	6	4	0	4	0	0	6	0	20	70.00	30.00	50.00
CAS	Education	2	1	0	0	0	0	0	0	3	100.00	.00	100.00
CAS	Health / Fitness	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	History	3	5	3	0	0	0	3	0	14	78.57	21.43	57.14
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	0	2	0	0	0	1	0	4	75.00	25.00	25.00
CAS	Literature	9	6	4	1	2	0	3	0	25	88.00	12.00	60.00
CAS	Performing Arts	1	4	3	0	0	0	2	0	10	80.00	20.00	50.00
CAS	Philosophy / Religion	2	4	0	0	3	0	3	0	12	75.00	25.00	50.00
CAS	Physics	3	3	3	0	0	0	0	0	9	100.00	.00	66.67
CAS	Psychology	5	3	3	0	0	0	1	1	13	84.62	7.69	61.54
CAS	Sociology	2	2	5	3	0	0	0	0	12	100.00	.00	33.33
CAS	Women's / Gender Studies	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	4	0	0	0	0	0	4	100.00	.00	.00
KOGOD	Kogod: International Business	0	0	1	1	0	0	2	0	4	50.00	50.00	.00
SIS	International Service, School	7	0	7	5	1	0	7	0	27	74.07	25.93	25.93

SOC	Communication , School of	1	0	2	0	0	0	6	0	9	33.33	66.67	11.11
SPA	SPA: Government	5	0	3	0	0	0	8	0	16	50.00	50.00	31.25
SPA	SPA: Justice, Law / Society	3	2	7	2	0	0	1	0	15	93.33	6.67	33.33
CAS		47	37	46	8	5	0	31	1	175	81.71	17.71	48.00
KOGO D		0	0	5	1	0	0	2	0	8	75.00	25.00	.00
SIS		7	0	7	5	1	0	7	0	27	74.07	25.93	25.93
SOC		1	0	2	0	0	0	6	0	9	33.33	66.67	11.11
SPA		8	2	10	2	0	0	9	0	31	70.97	29.03	32.26
Total		63	39	70	16	6	0	55	1	250	77.60	22.00	40.80

# Appendix 4.15. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Fall, 2007-CURRENT Sections by faculty type as of 03/16/2009

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	4	2	0	0	0	0	5	0	11	54.55	45.45	54.55
CAS	Art	3	2	6	0	0	0	9	0	20	55.00	45.00	25.00
CAS	Biology	2	3	4	0	0	0	3	0	12	75.00	25.00	41.67
CAS	Chemistry	2	3	3	0	0	0	2	0	10	80.00	20.00	50.00
CAS	Economics	8	3	3	1	0	0	3	0	18	83.33	16.67	61.11
CAS	Education	1	2	0	0	0	0	0	0	3	100.00	.00	100.00
CAS	Health / Fitness	0	0	1	0	0	0	1	0	2	50.00	50.00	.00
CAS	History	3	0	2	0	0	0	5	0	10	50.00	50.00	30.00
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	1	1	1	0	0	0	1	0	4	75.00	25.00	50.00
CAS	Literature	8	7	7	1	0	0	3	0	26	88.46	11.54	57.69
CAS	Performing Arts	3	2	7	0	0	0	1	0	13	92.31	7.69	38.46
CAS	Philosophy / Religion	2	6	3	0	3	0	1	0	15	93.33	6.67	53.33
CAS	Physics	2	3	2	0	0	0	1	0	8	87.50	12.50	62.50
CAS	Psychology	6	3	0	0	0	0	4	1	14	64.29	28.57	64.29
CAS	Sociology	3	2	8	0	0	0	0	0	13	100.00	.00	38.46
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
KOGOD	Kogod: Finance / Real Estate	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
KOGOD	Kogod: International Business	0	0	1	0	0	0	2	0	3	33.33	66.67	.00
SIS	International	10	1	18	0	0	0	11	0	40	72.50	27.50	27.50

	Service, School												
SOC	Communication , School of	<u>1</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>15</u>	66.67	33.33	6.67
SPA	SPA: Government	<u>6</u>	<u>1</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>26</u>	65.38	34.62	26.92
SPA	SPA: Justice, Law / Society	<u>3</u>	<u>1</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>10</u>	90.00	10.00	40.00
WSM	Washington Semester Program	<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	100.0 0	.00	.00
CAS		<u>50</u>	<u>39</u>	<u>47</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>39</u>	<u>1</u>	<u>181</u>	77.90	21.55	49.17
KOGOD		<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>6</u>	50.00	50.00	.00
SIS		<u>10</u>	<u>1</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>40</u>	72.50	27.50	27.50
SOC		<u>1</u>	<u>0</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>15</u>	66.67	33.33	6.67
SPA		<u>9</u>	<u>2</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>0</u>	<u>36</u>	72.22	27.78	30.56
WSM		<u>0</u>	<u>0</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>8</u>	100.0 0	.00	.00
Total		<u>70</u>	<u>42</u>	<u>100</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>68</u>	<u>1</u>	<u>286</u>	75.87	23.78	39.16

## Appendix 4.16. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Spring, 2008-CURRENT Sections by faculty type as of 05/12/2010

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Anthropology	3	4	0	0	0	0	0	0	7	100.00	.00	100.00
CAS	Art	3	4	4	0	0	0	6	0	17	64.71	35.29	41.18
CAS	Biology	4	5	4	0	0	0	0	0	13	100.00	.00	69.23
CAS	Chemistry	2	0	5	0	0	0	1	0	8	87.50	12.50	25.00
CAS	Economics	6	9	3	2	0	0	2	0	22	90.91	9.09	68.18
CAS	Education	2	1	0	0	0	0	0	0	3	100.00	.00	100.00
CAS	Health / Fitness	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	History	3	3	3	0	0	0	3	0	12	75.00	25.00	50.00
CAS	Jewish Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Language / Foreign Study	1	0	3	0	0	0	0	0	4	100.00	.00	25.00
CAS	Literature	8	5	7	0	0	0	2	0	22	90.91	9.09	59.09
CAS	Performing Arts	1	3	6	0	0	0	1	0	11	90.91	9.09	36.36
CAS	Philosophy / Religion	1	3	2	0	3	0	3	0	12	75.00	25.00	33.33
CAS	Physics	3	1	3	0	0	0	0	0	7	100.00	.00	57.14
CAS	Psychology	6	3	2	0	0	0	3	0	14	78.57	21.43	64.29
CAS	Sociology	1	0	6	1	0	0	4	0	12	66.67	33.33	8.33
CAS	Women's / Gender Studies	1	0	0	0	0	0	1	0	2	50.00	50.00	50.00
KOGOD	Kogod: Finance / Real Estate	0	0	2	0	0	0	1	0	3	66.67	33.33	.00



KOGOD	Kogod: International Business	0	2	0	1	0	0	1	0	4	75.00	25.00	50.00
SIS	International Service, School	5	0	17	0	0	0	8	0	30	73.33	26.67	16.67
SOC	Communication , School of	1	0	6	0	0	0	1	0	8	87.50	12.50	12.50
SPA	SPA: Government	6	2	4	0	0	0	5	0	17	70.59	29.41	47.06
SPA	SPA: Justice, Law / Society	2	0	6	0	0	0	0	0	8	100.00	.00	25.00
CAS		45	41	51	3	3	0	26	0	169	84.62	15.38	50.89
KOGOD		0	2	2	1	0	0	2	0	7	71.43	28.57	28.57
SIS		5	0	17	0	0	0	8	0	30	73.33	26.67	16.67
SOC		1	0	6	0	0	0	1	0	8	87.50	12.50	12.50
SPA		8	2	10	0	0	0	5	0	25	80.00	20.00	40.00
Total		59	45	86	4	3	0	42	0	239	82.43	17.57	43.51

## Appendix 4.17. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



### Fall, 2008-CURRENT Sections by faculty type as of 05/12/2010

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	3	3	4	0	0	0	4	0	14	71.43	28.57	42.86
CAS	Art	2	2	8	0	0	0	12	0	24	50.00	50.00	16.67
CAS	Biology	1	4	3	0	0	0	2	0	10	80.00	20.00	50.00
CAS	Chemistry	1	1	6	0	0	0	1	0	9	88.89	11.11	22.22
CAS	Economics	9	2	3	0	0	0	6	0	20	70.00	30.00	55.00
CAS	Education	1	2	0	0	0	0	0	0	3	100.00	.00	100.00
CAS	Health / Fitness	0	0	1	0	0	0	1	0	2	50.00	50.00	.00
CAS	History	1	1	8	0	0	0	3	0	13	76.92	23.08	15.38
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	1	0	1	0	0	0	2	0	4	50.00	50.00	25.00
CAS	Literature	5	8	12	1	0	0	1	0	27	96.30	3.70	48.15
CAS	Mathematics / Statistics	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Performing Arts	1	2	6	1	0	0	9	0	19	52.63	47.37	15.79
CAS	Philosophy / Religion	3	3	5	0	0	0	6	0	17	64.71	35.29	35.29
CAS	Physics	1	2	2	0	0	0	1	0	6	83.33	16.67	50.00
CAS	Psychology	7	2	2	0	0	1	2	1	15	80.00	13.33	60.00
CAS	Sociology	3	2	6	0	0	0	8	0	19	57.89	42.11	26.32
CAS	Women's / Gender Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	2	0	0	0	1	0	3	66.67	33.33	.00
KOGOD	Kogod: International Business	0	2	0	0	0	0	2	0	4	50.00	50.00	50.00

SIS	International Service, School	8	3	28	1	0	0	11	0	51	78.43	21.57	21.57
SOC	Communication, School of	4	2	5	0	0	0	7	0	18	61.11	38.89	33.33
SPA	SPA: Government	5	1	14	0	0	0	9	0	29	68.97	31.03	20.69
SPA	SPA: Justice, Law / Society	3	1	4	0	0	0	1	0	9	88.89	11.11	44.44
WSM	Washington Semester Program	0	0	11	0	0	0	5	0	16	68.75	31.25	.00
CAS		40	34	67	2	0	1	60	1	205	70.24	29.27	36.10
KOGOD		0	2	2	0	0	0	3	0	7	57.14	42.86	28.57
SIS		8	3	28	1	0	0	11	0	51	78.43	21.57	21.57
SOC		4	2	5	0	0	0	7	0	18	61.11	38.89	33.33
SPA		8	2	18	0	0	0	10	0	38	73.68	26.32	26.32
WSM		0	0	11	0	0	0	5	0	16	68.75	31.25	.00
Total		60	43	131	3	0	1	96	1	335	71.04	28.66	30.75

# Appendix 4.18. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Spring, 2009-CURRENT Sections by faculty type as of 07/05/2010

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Anthropology	1	3	4	0	0	0	4	0	12	66.67	33.33	33.33
CAS	Art	2	5	7	0	0	0	5	0	19	73.68	26.32	36.84
CAS	Biology	3	2	3	0	0	0	1	0	9	88.89	11.11	55.56
CAS	Chemistry	1	1	6	0	0	0	0	0	8	100.00	.00	25.00
CAS	Economics	8	2	3	0	0	0	7	0	20	65.00	35.00	50.00
CAS	Education	0	3	0	0	0	0	1	0	4	75.00	25.00	75.00
CAS	Health / Fitness	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	History	3	3	5	0	0	0	2	0	13	84.62	15.38	46.15
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	0	0	2	0	0	0	2	0	4	50.00	50.00	.00
CAS	Literature	5	8	8	1	0	0	3	0	25	88.00	12.00	52.00
CAS	Performing Arts	1	2	7	1	0	0	4	0	15	73.33	26.67	20.00
CAS	Philosophy / Religion	3	1	5	0	0	0	5	0	14	64.29	35.71	28.57
CAS	Physics	2	2	3	0	0	0	0	0	7	100.00	.00	57.14
CAS	Psychology	6	1	2	0	0	1	3	1	14	71.43	21.43	50.00
CAS	Sociology	1	4	6	1	0	0	2	0	14	85.71	14.29	35.71
CAS	Women's / Gender Studies	0	0	0	0	0	0	2	0	2	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	1	0	0	0	2	0	3	33.33	66.67	.00
KOGOD	Kogod: International	0	2	0	1	0	0	1	0	4	75.00	25.00	50.00

	Business												
SIS	International Service, School	4	2	26	2	0	0	6	0	40	85.00	15.00	15.00
SOC	Communication, School of	2	1	4	0	0	0	5	0	12	58.33	41.67	25.00
SPA	SPA: Government	7	0	10	0	0	0	7	0	24	70.83	29.17	29.17
SPA	SPA: Justice, Law / Society	1	1	5	0	0	0	3	0	10	70.00	30.00	20.00
CAS		36	37	63	3	0	1	42	1	183	76.50	22.95	39.89
KOGOD		0	2	1	1	0	0	3	0	7	57.14	42.86	28.57
SIS		4	2	26	2	0	0	6	0	40	85.00	15.00	15.00
SOC		2	1	4	0	0	0	5	0	12	58.33	41.67	25.00
SPA		8	1	15	0	0	0	10	0	34	70.59	29.41	26.47
Total		50	43	109	6	0	1	66	1	276	75.72	23.91	33.70

# Appendix 4.19. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



HOME	REPORTS	USERS	DATA SOURCES & REFRESH SCHEDULES	EXPORT TO EXCEL	TECHNICAL
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## Fall, 2009-CURRENT Sections by faculty type as of 07/05/2010

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	0	4	12	0	0	0	0	0	16	100.00	.00	25.00
CAS	Art	5	1	5	0	0	0	12	0	23	47.83	52.17	26.09
CAS	Biology	4	1	2	0	0	0	2	0	9	77.78	22.22	55.56
CAS	Chemistry	1	0	5	2	0	0	0	0	8	100.00	.00	12.50
CAS	Economics	8	2	7	0	0	0	3	0	20	85.00	15.00	50.00
CAS	Education	1	1	0	0	0	0	3	0	5	40.00	60.00	40.00
CAS	Health / Fitness	0	0	1	0	0	0	1	0	2	50.00	50.00	.00
CAS	History	2	2	3	0	0	0	5	0	12	58.33	41.67	33.33
CAS	Jewish Studies	1	0	0	0	0	0	0	0	1	100.00	.00	100.00
CAS	Language / Foreign Study	0	0	1	0	0	0	3	0	4	25.00	75.00	.00
CAS	Literature	6	6	9	0	0	0	6	0	27	77.78	22.22	44.44
CAS	Performing Arts	4	2	8	1	0	0	4	0	19	78.95	21.05	31.58
CAS	Philosophy / Religion	2	3	6	0	0	0	9	0	20	55.00	45.00	25.00
CAS	Physics	3	2	2	0	0	0	0	0	7	100.00	.00	71.43
CAS	Psychology	7	2	1	0	0	0	4	1	15	66.67	26.67	60.00
CAS	Sociology	2	1	12	0	0	0	3	0	18	83.33	16.67	16.67
CAS	Women's / Gender Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	1	2	0	0	1	0	4	75.00	25.00	.00
KOGOD	Kogod: International Business	0	2	0	0	0	0	2	0	4	50.00	50.00	50.00

SIS	International Service, School	4	3	39	1	0	0	7	0	54	87.04	12.96	12.96
SOC	Communication, School of	2	2	9	0	0	0	5	0	18	72.22	27.78	22.22
SPA	SPA: Government	9	3	16	0	0	0	4	0	32	87.50	12.50	37.50
SPA	SPA: Justice, Law / Society	3	4	3	0	0	0	1	0	11	90.91	9.09	63.64
WSM	Washington Semester Program	0	0	9	0	0	0	0	0	9	100.00	.00	.00
CAS		46	27	74	3	0	0	56	1	207	72.46	27.05	35.27
KOGOD		0	2	1	2	0	0	3	0	8	62.50	37.50	25.00
SIS		4	3	39	1	0	0	7	0	54	87.04	12.96	12.96
SOC		2	2	9	0	0	0	5	0	18	72.22	27.78	22.22
SPA		12	7	19	0	0	0	5	0	43	88.37	11.63	44.19
WSM		0	0	9	0	0	0	0	0	9	100.00	.00	.00
Total		64	41	151	6	0	0	76	1	339	77.29	22.42	30.97

## Appendix 4.20. General Education Course Sections by Faculty Type Fall 2000-Spring 2010

### Spring, 2010-CURRENT Sections by faculty type as of 07/10/2010

#### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	American Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Anthropology	1	4	8	0	0	0	5	0	18	72.22	27.78	27.78
CAS	Art	4	2	5	0	0	0	7	0	18	61.11	38.89	33.33
CAS	Biology	3	0	1	0	0	0	6	0	10	40.00	60.00	30.00
CAS	Chemistry	1	0	5	1	0	0	1	0	8	87.50	12.50	12.50
CAS	Economics	6	1	6	0	0	0	8	0	21	61.90	38.10	33.33
CAS	Education	1	2	0	0	0	0	1	0	4	75.00	25.00	75.00
CAS	Health / Fitness	0	0	0	0	0	0	3	0	3	.00	100.00	.00
CAS	History	4	1	2	0	0	0	5	0	12	58.33	41.67	41.67
CAS	Jewish Studies	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS	Language / Foreign Study	1	0	0	0	0	0	2	1	4	25.00	50.00	25.00
CAS	Literature	6	8	5	0	0	0	4	0	23	82.61	17.39	60.87
CAS	Performing Arts	1	0	7	1	0	0	4	0	13	69.23	30.77	7.69
CAS	Philosophy / Religion	4	3	4	0	0	0	6	0	17	64.71	35.29	41.18
CAS	Physics	5	2	2	0	0	0	0	0	9	100.00	.00	77.78
CAS	Psychology	6	1	1	0	0	0	2	1	11	72.73	18.18	63.64
CAS	Sociology	1	2	8	0	0	0	3	0	14	78.57	21.43	21.43
CAS	Women's / Gender Studies	0	0	0	0	0	0	2	0	2	.00	100.00	.00
KOGOD	Kogod: Finance / Real Estate	0	0	0	2	0	0	0	0	2	100.00	.00	.00
KOGOD	Kogod: International Business	1	1	0	1	0	0	1	0	4	75.00	25.00	50.00
SIS	International	2	0	28	2	0	0	8	0	40	80.00	20.00	5.00



	Service, School												
SOC	Communication , School of	1	2	5	0	0	0	4	0	12	66.67	33.33	25.00
SPA	SPA: Government	6	2	11	0	0	0	7	0	26	73.08	26.92	30.77
SPA	SPA: Justice, Law / Society	3	4	2	0	0	0	1	0	10	90.00	10.00	70.00
CAS		44	26	55	2	0	0	60	2	189	67.20	31.75	37.04
KOGO D		1	1	0	3	0	0	1	0	6	83.33	16.67	33.33
SIS		2	0	28	2	0	0	8	0	40	80.00	20.00	5.00
SOC		1	2	5	0	0	0	4	0	12	66.67	33.33	25.00
SPA		9	6	13	0	0	0	8	0	36	77.78	22.22	41.67
Total		57	35	101	7	0	0	81	2	283	70.67	28.62	32.51

# Appendix 4.21. General Education Course Sections by Faculty Type Fall 2000-Spring 2010



<a href="#">HOME</a>	<a href="#">REPORTS</a>	<a href="#">USERS</a>	<a href="#">DATA SOURCES &amp; REFRESH SCHEDULES</a>	<a href="#">EXPORT TO EXCEL</a>	<a href="#">TECHNICAL</a>
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## Fall, 2010-CURRENT Sections by faculty type as of 07/10/2010

### General Education sections only

Sections in school REG and SABD are omitted  
 Sections WITH Subject OF ELI (English LANGUAGE Institute) are omitted  
 SECTION WITH enrollment OF 1 student are omitted  
 Sections WITH Suffix OF T are recoded TO school WSM (Washington Semester)  
 Sections WITH Suffix OF U (OFF-campus) are omitted  
 Non-credit sections are omitted  
 Sections OF TYPE maintaining matriculation, directed research, experiential learning, independent study, AND thesis are omitted  
 Sections WITH topic code OF PRST (PRIVATE Study) ,INDIV (Individual Student) ,EXCHG (EXCHANGE Program), LAB AND RSRCH (Research) are omitted

School	Department	Tenure	Tenure track	Temporary	In Residence	Visiting	Research	Adjunct	Unknown	Total	% Full time	% Adjunct	% Tenure / Tenure track
CAS	Anthropology	2	4	5	0	0	0	0	5	16	68.75	.00	37.50
CAS	Art	5	2	4	0	0	0	5	9	25	44.00	20.00	28.00
CAS	Biology	1	0	2	0	0	0	1	3	7	42.86	14.29	14.29
CAS	Chemistry	2	1	0	0	0	0	0	5	8	37.50	.00	37.50
CAS	Economics	6	2	6	0	0	0	1	5	20	70.00	5.00	40.00
CAS	Education	1	0	0	0	0	0	3	1	5	20.00	60.00	20.00
CAS	Environmental Science	0	0	0	0	0	0	0	1	1	.00	.00	.00
CAS	Health / Fitness	0	0	0	0	0	0	3	1	4	.00	75.00	.00
CAS	History	3	3	2	0	0	0	0	5	13	61.54	.00	46.15
CAS	Jewish Studies	0	0	1	0	0	0	0	0	1	100.00	.00	.00
CAS	Language / Foreign Study	1	0	1	0	0	0	1	1	4	50.00	25.00	25.00
CAS	Literature	10	5	10	0	0	0	0	2	27	92.59	.00	55.56
CAS	Performing Arts	4	2	6	0	0	0	0	7	19	63.16	.00	31.58
CAS	Philosophy / Religion	3	4	3	0	0	0	7	1	18	55.56	38.89	38.89
CAS	Physics	3	2	2	0	0	0	0	0	7	100.00	.00	71.43
CAS	Psychology	10	1	2	0	0	0	2	1	16	81.25	12.50	68.75
CAS	Sociology	0	1	11	0	0	0	0	7	19	63.16	.00	5.26
CAS	Women's / Gender Studies	1	0	0	0	0	0	0	1	2	50.00	.00	50.00
KOGOD	Kogod: Finance / Real Estate	0	0	1	2	0	0	0	0	3	100.00	.00	.00
KOGOD	Kogod: International	0	2	0	0	0	0	0	2	4	50.00	.00	50.00

	Business												
OAA	Office of Dean of Acad Affairs	2	0	0	0	0	0	0	0	2	100.00	.00	100.00
SIS	International Service, School	11	3	27	0	0	0	5	12	58	70.69	8.62	24.14
SOC	Communication, School of	3	0	4	0	0	0	3	7	17	41.18	17.65	17.65
SPA	SPA: Government	6	2	12	0	0	0	4	4	28	71.43	14.29	28.57
SPA	SPA: Justice, Law / Society	4	4	1	0	0	0	1	0	10	90.00	10.00	80.00
WSM	Washington Semester Program	0	0	0	0	0	0	1	0	1	.00	100.00	.00
CAS		52	27	55	0	0	0	23	55	212	63.21	10.85	37.26
KOGOD		0	2	1	2	0	0	0	2	7	71.43	.00	28.57
OAA		2	0	0	0	0	0	0	0	2	100.00	.00	100.00
SIS		11	3	27	0	0	0	5	12	58	70.69	8.62	24.14
SOC		3	0	4	0	0	0	3	7	17	41.18	17.65	17.65
SPA		10	6	13	0	0	0	5	4	38	76.32	13.16	42.11
WSM		0	0	0	0	0	0	1	0	1	.00	100.00	.00
Total		78	38	100	2	0	0	37	80	335	65.07	11.04	34.63

## Appendix 5 General Education Programs at Other Institutions

### Boston College

<http://www.bc.edu/>

[http://www.bc.edu/admission/undergrad/whybc/core\\_curriculum.html/](http://www.bc.edu/admission/undergrad/whybc/core_curriculum.html/)

Students complete core requirements within first two years.

15 Courses in the following areas:

- 1 Writing
- 1 Literature (Classics, English, Germanic Studies, Romance Languages, Slavic, and Eastern Languages)
- 2 Modern History
- 2 Philosophy
- 2 Theology
- 2 Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 Social Science (Economics, Political Science, Psychology, Psychology in Education, Sociology)
- 1 Mathematics
- 1 Arts (Fine Arts, Music, Theater)
- 1 Cultural Diversity



### Boston University

<http://www.bu.edu/>

<http://www.bu.edu/admissions/academics/programs/special/>

<http://www.bu.edu/cas/academics/undergraduate/college/>



Two ways of fulfilling general education requirement:

#### The Core Curriculum:

- Combines the humanities, natural sciences, and social sciences into a single structured curriculum and consists of 8 historically based courses examining Western and Non-western thought and literature.
- Seminars and lectures will count for one half of classes for freshman and sophomore years.

#### Divisional Studies:

- Comprised of four divisions: humanities, social sciences, natural sciences, and mathematics & computer science.
- Students select one division to concentrate in.
- Students also take 2 courses in each of the three other divisions.

## Brandeis University

<http://www.brandeis.edu/>

<http://www.brandeis.edu/ac>

[serv/advising/gradreq/coreclasses.html](http://www.brandeis.edu/ac/serv/advising/gradreq/coreclasses.html)



# Brandeis University

Core Curriculum includes courses in the following:

University Writing Seminar (UWS)

From the School of Science (SN) – 1 course

From the School of Humanities (HUM) – 1 course

From the School of Social Science (SS) – 1 course

From School of Creative Arts (CA) – 1 course

In Quantitative Reasoning (QR) – 1 course

In Non-western and Comparative Studies (NW) – 1 course

Demonstrate proficiency in one foreign language (FL)

University Writing and Oral Communications Requirement

Physical Education Requirement (PE)

## Bucknell University

<http://www.bucknell.edu/>

<http://www.bucknell.edu/x4576.xml>

<http://www.bucknell.edu/x4522.xml>



College of Arts & Sciences has three divisions including the Humanities, Social Sciences, and Natural Sciences and Mathematics. Students design a curriculum with their advisors that satisfies the core concepts of the Common Learning Agenda.

Common Learning Agenda includes six components:

1. Foundation Seminar: One course taken by first year students
2. Disciplinary Breadth: 9 courses
  - a. Humanities – four courses (no more than two in one department)
  - b. Social Sciences – two courses (in different departments)
  - c. Natural Sciences & Mathematics – three courses (two laboratory sciences and one other course in natural sciences, mathematics, or computer science.)
3. Broadened Perspectives for the 21st Century
  - a. Perspectives on the Natural and Fabricated Worlds – one course
  - b. Perspectives on Human Diversity – one course
4. Disciplinary Depth: a departmental, interdepartmental or college major
5. Capstone Experience: One integrative course or equivalent experience during the senior year.
6. Writing Competency: One W1 and two W2 courses; also may count toward requirements for Foundation Seminar, Disciplinary Breadth, Broadened Perspectives, Disciplinary Depth, or Capstone requirements.

### Colgate University

<http://www.colgate.edu/>

<http://www.colgate.edu/DesktopDefault1.aspx?tabid=622>



Students take four core classes by the end of their sophomore year.

Two courses exploring the full range of Western culture, its foundations, and its most pressing contemporary issues.

One course focusing on a specific non-Western culture of Africa, Asia, or the Americas.

One course exploring how the world has been shaped by science and technology.

### College of William and Mary

<http://www.wm.edu/>

[http://www.wm.edu/offices/iae/assessing\\_general\\_education/index.php](http://www.wm.edu/offices/iae/assessing_general_education/index.php)

<http://www.wm.edu/as/undergraduate/curriculum/gers/index.php>



Freshman Seminar Requirement:

Each entering undergraduate student is required to pass one freshman seminar.

General Education Requirement:

Students complete one course in each of the following areas to fulfill their general education requirements.

1. Mathematics and Quantitative Reasoning
2. Natural Sciences (physical and biological)
3. Social Sciences
4. World Cultures and History (in the European tradition, outside the European tradition, and cross-cultural issues)
5. Literature and History of the Arts
6. Creative and Performing Arts
7. Philosophical, Religious, and Social Thought

## Dartmouth College

<http://www.dartmouth.edu/>

<http://www.dartmouth.edu/apply/generalinfo/overview/curriculum.html>

Students must take ten courses across eight distributive fields including three courses that emphasize different cultural perspectives. A single course may satisfy two of these requirements and a course that falls within a student's major may also be used to satisfy these requirements.

### World Culture

Non-Western Cultures

Western Cultures

Culture & Identity

### Distributive Fields

Arts

International or Comparative Study

Literature

Systems of Traditions of Thought, Meaning, and Value

Social Analysis

Natural and Physical Science

Quantitative and Deductive Science

Technology or applied Science

## Elon University

<http://www.elon.edu/home/>

<http://www.elon.edu/e->

[web/academics/generalstudies/firstcore.xhtml](http://www.elon.edu/e-web/academics/generalstudies/firstcore.xhtml)

The logo for Elon University, featuring the text "ELON UNIVERSITY" in white, serif, all-caps font centered within a dark red rectangular background.

The core consists of four courses taken by all first year students.

**ENG 110. COLLEGE WRITING 4 sh**

**GST 110. THE GLOBAL EXPERIENCE 4 sh**

**HED 111. CONTEMPORARY WELLNESS ISSUES 2 sh**

**MTH 112. GENERAL STATISTICS 4 sh**

Students in Arts and Sciences also are required to complete 8 semester hours in each of the following categories that comprise LIBERAL STUDIES

**Expression:** literature, philosophy, and fine arts. (Chosen from at least two of the areas. At least one course must be literature.)

**Civilization:** history, foreign languages, and religion. (Chosen from at least two of the areas.)

**Society:** economics, geography, political science, psychology, and sociology/anthropology. (Chosen from at least two of the areas.)

**Science:** mathematics, science, and computer science. (At least one course must be a physical or biological laboratory science.)

## Fordham University



<http://www.fordham.edu/>

[http://www.fordham.edu/academics/colleges\\_graduate\\_s/undergraduate\\_colleg/fordham\\_college\\_of/\\_/core\\_curriculum\\_31217.asp](http://www.fordham.edu/academics/colleges_graduate_s/undergraduate_colleg/fordham_college_of/_/core_curriculum_31217.asp)

The core curriculum consists of 18 courses in the following areas as well as a freshman seminar course.

- Writing - 1 course**
- Literature - 2 courses**
- Philosophy - 2 courses**
- Theology - 2 courses**
- History - 2 courses**
- Mathematical Reasoning - 1 course**
- Natural Science - 2 courses**
- Social Science - 2 courses**
- Fine Arts - 1 course**
- Language - 2 courses**
- Senior Values Seminar - 1 course**

## Georgetown University



<http://www.georgetown.edu/>

<http://college.georgetown.edu/persona/prospective/43474.html>

<http://www12.georgetown.edu/undergrad/bulletin/collegegen.html>

Students are required to take two semesters of courses in each of the following areas:

- Theology
- Philosophy
- Humanities & Writing
- History
- Math & Science
- Social Sciences
- Intermediate Proficiency in a Foreign Language



### George Washington University

<http://www.gwu.edu/>

<http://www.gwu.edu/~uwp/fyw/>

Each first year student completes a four credit Writing class.

No other university-wide requirements.

Requirements exist in the individual colleges and schools:

Columbian College of Arts and Sciences General Curriculum Requirements has seven categories:

[http://www.gwu.edu/~ccas/ugrad/gcr\\_nsciences.html](http://www.gwu.edu/~ccas/ugrad/gcr_nsciences.html)

- Literacy (University writing and 2 courses listed as “Writing in the Discipline”)
- Social and Behavioral Sciences (2 courses)
- Quantitative and Logical Reasoning
- Creative and Performing Arts
- Humanities (4 courses)
- Foreign Languages and Cultures
- Natural Sciences (three courses with laboratories)

### Ithaca College

<http://www.ithaca.edu/>

[http://www.ithaca.edu/attorney/policies/vol7/Volume\\_7-70201.htm](http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70201.htm)

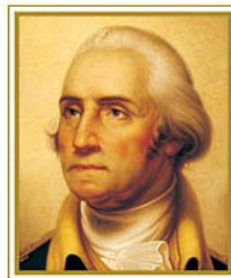
<http://www.ithaca.edu/hs/resources/supplement/generaleducation/>

<http://www.ithaca.edu/hs/resources/docs/formsfolder/genedworksheet.pdf>

The School of Humanities and Sciences has the following general education requirements:

1. *Twelve* credit hours in the area Self and Society
2. *Six* credit hours in Science and *three* credit hours in Mathematics & Formal Reasoning
3. *Six* credit hours in Verbal Language and *six* credit hours in Visual Expression & Performing Arts
4. *Six* credit hours in Historical Perspectives and *six* credit hours in Global Perspectives

Students must also complete Writing Effectiveness and Mathematics requirements



THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON D C

ITHACA

**Johns Hopkins University**

<http://www.jhu.edu/>



No institution-wide requirements

The schools within JHU differ in their approaches to general education requirements, but across the institution mechanisms are in place to assure educational breadth and the development of critical thinking, human relations, and oral communication skills.

**Lehigh University**

<http://www3.lehigh.edu/default.asp>

<http://cas.lehigh.edu/casweb/Content/default.aspx?pageid=60>



Requirements for a BA or BS in the Arts & Sciences:

**Requirements for the first year:**

- 2 semesters of composition and literature (English 1 and 2)
- a College Seminar

**Distribution requirements that must be met prior to graduation:**

- at least 3 credits of mathematics
- at least 8 credits of arts/humanities
- at least 8 credits of natural science, including at least one lab
- at least 8 credits of social science

**Other requirements:**

- complete a junior-year writing-intensive course
- satisfy the residency requirement
- earn a minimum 2.0 GPA both overall and in the major



**Loyola College - Baltimore**

<http://www.loyola.edu/>

<http://www.loyola.edu/AASC/FirstYearStudents/corecurriculum.html>

All students complete the following liberal arts core curriculum however some requirements are dependent on the students major.

1. WR 100 Effective Writing or WR 101 Empirical Rhetoric
  2. HS 101 History of Modern Western Civilization
  3. History 300-Level
  4. EN 101 Understanding Literature
  5. EN 200-Level Major Writers
  6. Foreign Language II 104/124
  7. Social Science Core (1 Course from EC, PS, PY, or SC at the 100-Level. [Dependent upon major.](#))
  8. Social Science Core (1 Course from EC, PS, PY, or SC at the 100-Level PY may be taken at the 200-level. [Dependent upon major.](#))
  9. Fine Arts (Choose from AH 111, DR 250, DR 251, MU 201, MU 203, PT 270, or SA 224)
  10. Mathematical Science (1 Course in MA or ST, except MA 004, MA 103, MA 104, and MA 109. [Dependent upon major.](#))
  11. Natural Science (1 Course in BL, CH, GL, or PH. [Dependent upon major.](#))
  12. Math/Science (1 Course in BL, CH, CS, EG 101/103, GL, PH, MA, or ST, except MA 004, MA 103, MA 104, MA 109. [Dependent upon major.](#))
  13. PL 201 Foundations of Philosophy (*Fall only*)
  14. PL 200-Level Philosophical Perspectives (*Spring only*)
  15. TH 201 Introduction to Theology
  16. Theology - One course from TH 202-299
  17. Ethics: Choose from PL 301 - 319 or TH 301 – 319
- Diversity Core

**Loyola Marymount University – Los Angeles**

<http://www.lmu.edu/>

[http://www.lmu.edu/about/services/registrar/Bulletin/University\\_Core\\_Curriculum.htm](http://www.lmu.edu/about/services/registrar/Bulletin/University_Core_Curriculum.htm)



Core Curriculum Requirements:

- [American Cultures](#)
- [College Writing](#)
- [Communication or Critical Thinking](#)
- [Critical and Creative Arts](#)
- [History](#)
- [Literature](#)
- [Mathematics, Science and Technology](#)
- [Philosophy](#)
- [Social Sciences](#)
- [Theological Studies](#)

**Northeastern University**

<http://www.northeastern.edu/>

<http://www.northeastern.edu/registrar/nucore.html>

[http://www.northeastern.edu/bouve/pdfs/Admin/Gen\\_Ed\\_document\\_summ.pdf](http://www.northeastern.edu/bouve/pdfs/Admin/Gen_Ed_document_summ.pdf)

The NU core requirements are:

First year learning community (2 or more linked courses)

Knowledge Domains (4 courses)

Writing Intensive Instruction (4 courses)

Mathematical/Analytical Thinking (2 courses)

Comparative Study of Cultures (1 course)

Integrated Experiential Learning

Capstone Experience (1 course)

**Northwestern University**

<http://www.northwestern.edu/>

<http://www.writingprogram.northwestern.edu/>

Incoming students complete two writing seminars in their freshman year.

Other core requirements are based upon individual schools and majors.



NORTHWESTERN  
UNIVERSITY

**Oberlin College**

<http://new.oberlin.edu/>

<http://www.oberlin.edu/catalog01/college/req.html>

Students complete nine credit hours of college work in each of the three divisions (humanities, social sciences and natural sciences).





### **Swarthmore University**

<http://www.swarthmore.edu/>

[http://www.swarthmore.edu/cc\\_educationalprogram.xml](http://www.swarthmore.edu/cc_educationalprogram.xml)

[http://www.swarthmore.edu/cc\\_degrequirements.xml](http://www.swarthmore.edu/cc_degrequirements.xml)

Program for First and Second years:

1. Complete at least 20 credits outside of one major department before graduation.
2. Complete at least three courses in each of the three [divisions](#) of the College (listed later). In each division, the three courses must be at least 1 credit each and may include up to 1 AP credit or credit awarded for work done elsewhere.
3. Complete at least two courses in each division at Swarthmore; these courses must be at least 1 credit each.
4. Complete at least two courses in each division in different departmental subjects; these courses must be at least 1 credit each and may include AP credit or credit awarded for work done elsewhere.
5. Complete at least three Writing courses or Writing seminars and those three must include work in at least two divisions; students are advised to complete two Writing courses in the first 2 years.
6. Complete a [natural sciences and engineering practicum](#)



### **Temple University**

<http://www.temple.edu/>

[http://www.temple.edu/bulletin/Academic\\_programs/general\\_education/index.shtm](http://www.temple.edu/bulletin/Academic_programs/general_education/index.shtm)

<http://www.temple.edu/provost/gened/>

Incoming students take a total of eleven courses in nine different areas of learning.

Foundation courses:

Analytical Reading & Writing: 1 course, 4 credit hours

Quantitative Literacy: 1 course, 4 credit hours

Mosaic 1: 1 course, 3 credit hours

Mosaic 2: 1 course, 3 credit hours

Breadth courses:

Arts: 1 course, 3 or 4 credit hours

Human Behavior: 1 course, 3 credit hours

Diversity and Race: 1 course, 3 credit hours

World Society: 1 course, 3 credit hours

Science and Technology: 2 courses, 3 credit hours each

US Society: 1 course, 3 credit hours



**Tufts University**

<http://www.tufts.edu/>

[http://uss.tufts.edu/undergradEducation/academics/index.asp#University\\_Requirements](http://uss.tufts.edu/undergradEducation/academics/index.asp#University_Requirements)

<http://uss.tufts.edu/stuServ/bulletin/>

[http://uss.tufts.edu/stuServ/bulletin/Tufts\\_Bulletin\\_2009-2010.pdf](http://uss.tufts.edu/stuServ/bulletin/Tufts_Bulletin_2009-2010.pdf)

**Foundation Requirements:**

1. College Writing Requirement – two courses displaying competence in English language
2. Foreign Language Requirement –
  - a. Basic Language Requirement: entering students must display competency in a second Language equivalent to 3 college semesters.
  - b. Continued Language Study/Culture Option: 3 options
    1. Take 2 courses at the 300 level in the same language used to fulfill the basic requirement.
    2. Take 3 consecutive language courses in a language different than the one used to fulfill the basic requirement.
    3. Complete 3 credits dealing with a single culture or designated cultural area.
3. World Civilizations – one course focusing on a Non-western civilization.
4. Quantitative Reasoning Requirement - Students with a mathematics SAT score below 560 or a mathematics ACT score below 23 must take Mathematics 4 in their first year.

**Distribution Requirements:**

Student must take two courses in each of the following five areas:

The Humanities  
The Arts  
The Social Sciences  
The Natural Sciences  
The Mathematical Sciences

**Tulane University**

<http://tulane.edu/>

<http://admission.tulane.edu/academics/corecurriculum.php>

<http://admission.tulane.edu/documents/Updated%20Core%20Curric.pdf>

Core requirements are as follows:

Writing: Four Credits

Foreign Language: Four to Eight credits

Scientific Inquiry: Nine to Twelve credits

Physical, Life, and Behavioral Sciences: Six to Eight credits

Cultural Knowledge: Twelve credits comprising any six credits of Humanities and Fine Arts and any six credits of Social Sciences

Public Service Requirement

Understanding Interdisciplinary Scholarship – One hour seminar

Capstone Experience –Three plus hours

Perspectives in the European Tradition – choose from a list of courses

Perspectives outside the European Tradition - choose from a list of courses

Comparative Cultures and International Perspectives - choose from a list of courses

## Appendix 6 Notes from Faculty Retreat Curriculum Sessions, October 2009

### Curriculum—Preparing Students for the Future

Saturday, October 17, 2009

8:30am

Facilitators: Larry Engel, SOC; Kiho Kim, CAS

Attendance: 19 faculty

Scribe: Shelley Harshe, CAS

#### What are the objectives of the General Education program? What objectives need to be added or revised?

*Reminder of the goals and structure of the General Education Program:*

- Written and oral communication, critical thinking, ethical awareness, aesthetic sensibility, university perspectives, and global point of view.
- The structure of current general education program includes five areas: the creative arts, traditions that shape the Western world, global and multicultural perspectives, social institutions and behaviors, and the natural sciences.

#### Clarification of what we mean by critical thinking:

- There was general consensus that faculty should encourage configural thinking and provide students with a tool of knowledge instead of simply providing them with information.
- One faculty member expressed the need for a greater focus on mathematical and statistical skills.
- Another faculty member explained critical thinking as getting student to examine preconceived concepts and then challenging them.

#### Utility of general education:

- General Education started out as a way to distribute course requirements. Originally only tenure-track faculty were to teach general education courses, but currently only a third of courses are taught by tenure-track faculty. The university has gotten away from how the program was originally conceived, and needs to reexamine the program to see if we really still need it. Is the model broken or inappropriate for current students?
- The way in which General Education delivers information to current students should be examined. A more flexible approach may be in order. However, one faculty member asked why we are adjusting to the students instead of the students adjusting to us. The institution has gotten away from the rigor that used to be part of the general education program.

#### Who should be teaching general education courses?

- Tenure-track faculty: There was general consensus that tenure-track faculty should teach general education courses, but that current resources and expectations often make this difficult to achieve.



- Faculty who believe in the benefits of general education: If faculty members are not convinced that general education courses are important for the students, then the students will respond accordingly (and try to manipulate this). Faculty members have to buy into the importance of the program for it to work.
- There should also be a faculty forum and support for faculty.

#### *Who the students are and perceived student perspectives regarding general education:*

- Students of the current generation are programmed to take tests. They need to be “reprogrammed” to think.
- Some students are simply ticking off the general education courses and looking for the easiest course to meet a given requirement.
- Some students understand the registrar’s course number system as follows: lower numbered courses (i.e., 105) should be easier than higher numbered courses (i.e., 135).
- Some students complain that a course is too difficult for a general education course, the underlying assumption being that general education courses should be easy or elementary.
- However, we need to ask ourselves whether the problems faculty associate with students are real.
- If not currently being done, students who have taken general education courses should be surveyed. The university should establish regular focus groups as a way to learn about the “customer.”

#### *What kind of students do we want to produce at the end?*

- Students with good writing skills: Writing is critically important, so the institution needs to work on how to improve students’ writing skills. Attendees came to a general consensus that faculty need to focus on writing in all courses, but recognized hurdles to this goal, such as time constraints and limited resources.  
One faculty member explained that writing instructors have decided to focus more on critical thinking than teaching grammar. Most others in attendance were concerned by the grammatical skills of their students and felt that the emphasis of college writing courses should be on grammar. The faculty member urged them to meet with writing instructors to discuss the matter. Some schools have developed discipline-specific writing courses to address students’ weak writing skills; SOC has writing courses and KOGOD has a business writing course.
- Admissions requirements for entering the university: require students to demonstrate a sufficient level of writing proficiency

#### How do we promote interdisciplinary and multidisciplinary approaches to the major?

##### *Disciplinary versus interdisciplinary:*

- There was general consensus that interdisciplinary courses are important, but so are discipline-specific courses.
- One faculty member felt that a course developed to fit into one category is generally less interesting to students; interdisciplinary courses are more interesting.
- One faculty member noted that the session’s attendees immediately assumed that two or more faculty members would be needed to teach interdisciplinary courses, but this is not necessarily the case. Some faculty are concerned with bridging areas.
- Building interdisciplinarity is already under way. The institution currently offers several linked courses (i.e., the learning community and the university college).
- Disciplines should offer courses across the General Education Areas, not simply limit course offerings to one area.

### *Single versus multiple faculty interdisciplinary teaching:*

- Attendees were in general agreement about the importance of team teaching. In addition to supporting interdisciplinary study for students, team teaching also provides an opportunity for faculty to learn from each other. Most faculty are well-rounded, but are not asked to express this well-roundedness in teaching.
- Administrative problems that arise from team teaching include issues of compensation, revenue flows, and work load, which become disincentives to interdisciplinary team teaching. Unitary budgets impede team teaching. A possible solution to this problem is to create a separate funding source. If one of the uses of this source is to hire adjuncts to cover courses, salaries need to be competitive so that units can hire quality instructors.
- The session discussed how to develop a long term strategy of team teaching support. One suggestion was to create a dedicated FTE pool. Another was to create at the institutional level requirements of interdisciplinary teaching around themes, making it easier to create teams.

### *Proposed suggestions to promote interdisciplinary approaches:*

- We should develop increased curricular coordination across schools, including the Gen Education program.
- General Education courses currently served two purposes: majors courses and non-majors courses. The university may need to pull out the majors courses from the general education program in order to strengthen its interdisciplinary focus.
- General Education class sizes vary widely, from about 20 to 200, but have the same requirements for faculty regardless of class size. This should be examined in regards to work load and compensation.

### Is the traditional “major” adequately preparing our students for a rapidly changing world?

#### *Usefulness of majors:*

- The usefulness of a major is discipline-specific (e.g., film versus biology).
- Majors provide guidance for students.
- The institution should examine how a focus on interdisciplinary study affects the idea of “majors.” Vehicles for students to design their own majors already exist (interdisciplinary majors and minors), but are difficult to set up.
- The issue is one of breadth (interdisciplinary) versus depth (major).
- One faculty member noted that faculty advance within their disciplines, so should not be asked to do otherwise.

#### *Miscellaneous:*

- The value of AP credits: AP credits take away from the number of real college credits a student completes, so they lose the opportunity to work with faculty and develop further. Many AP credits do not count toward general education or the major, so they are counted toward the students’ electives; these lower level courses reduce the number of AU (possibly upper-level) electives.

#### Kiho Kim’s summary

- Generally, we are happy with general education, but feel that it needs tweaking.
- The institution should make an effort to provide common objectives, in addition to general education, and needs to allocate resources to make that happen.
- We are pretty happy with the major system.

- We expressed an interest in multidisciplinary and interdisciplinary teaching. We need to develop strategies to force faculty and students to think in these terms, and to provide incentives.

## Appendix 7. Review of the General Education Program at American University: Executive Summary of Recommendations and Conclusions

### Review of the General Education Program at American University

#### Executive Summary of Recommendations and Conclusions

*The General Education Program Review Committee has concluded that the General Education Program at American University is a strong and vital program, the heart of undergraduate education at American University. Its structure and array of courses introduce students to a variety of ways of acquiring knowledge and enable them to develop essential skills, competencies, and values across the disciplines. The program is an appropriate and effective structure for providing the foundation of a liberal education for American University undergraduates, regardless of their eventual major fields of study. We urge that the changes and the implementation process recommended by the Committee be undertaken in the spirit of achieving what best serves the General Education Program at American University and its students, intellectually and pedagogically.*

The Committee has reached the following conclusions and makes the following recommendations for changes in the program, as listed below. The summary conclusions and recommendations within each general category are shown in italics. Aspects of the program that were reviewed but for which no change is recommended are indicated below without italics. A second summary rearranges these recommendations according to priority of implementation (first year and second year). The expanded report that follows provides the context and rationale for each of these recommendations and conclusions.

#### **Program Design: Structure**

- *Reconfigure the current program design to permit looser clusters with a greater number of possible links (and choices) between foundation and second level courses within each curricular area.*
- *Remove World Capitals courses from the program.*
- *Re-name Area 3 “Global and Intercultural Perspectives” and revise its mandate as necessary to conform with this name change.*
- *Sharpen the focus of Area 4 through scrutiny of curricular area goals and courses.*
- *Strengthen the laboratory component of Area 5 foundation courses by including a weekly lab in all foundation courses and increasing course credit for those courses to 4 hours.*

- Maintain the current total of 30 credit hours required in the program but add 1 credit - hour for lab science foundation courses (see fourth item above).
- Maintain the current structure of five curricular areas.
- Maintain the current 150-course cap on the total number of courses in program.
- Do not adopt a universal foreign language requirement.
- Do not adopt a university-wide required course in Cross-Cultural Communication.

### **Program Design: Goals, Objectives, and Values**

- *Add three new program goals/values, to be integrated into General Education courses across the curriculum as appropriate:*
  - 1) *global awareness*
  - 2) *information literacy*
  - 3) *oral communication and presentation skills*
- *Change the program goal, “development of quantitative and computing skills,” to “development of quantitative skills.”*
- Maintain other current program goals and values: writing proficiency; critical thinking; ethical judgment; attention to gender, race, class, and non-Western perspectives; and aesthetic awareness.
- Determine appropriate fit between course goals and program goals on a case by case basis and designate accordingly. *Each course syllabus and the course listing in General Education materials and on the web site should state which of the several goals and values will be covered in the course.*

### **Improving Teaching and Courses**

- *Reduce the cap on the percentage of adjunct faculty teaching in the General Education Program from 30% to 25%.*
- *Reduce class size as appropriate and as resources permit.*
- *Add ten new full-time faculty positions, with the expectation that each new faculty appointee would teach one or two General Education courses per year.*
- *Include specific reference to teaching in the General Education Program in new full-time faculty lines.*

- *Encourage favorable weighing of effective teaching in General Education in decisions regarding faculty members' tenure and promotion.*
- *Enhance communication opportunities among full-time faculty members who teach General Education courses and between full-time and adjunct faculty who teach General Education courses. Sponsor General Education Program faculty lunches or other get-togethers to facilitate communication among faculty regarding their courses.*
- *Double resources for the General Education Faculty Assistance Program (GEFAP).*
- *Establish a Learning Resources Project Team to assist students in achieving academic skills identified as General Education core program goals and skills, including writing proficiency, critical thinking, information literacy, oral communications skills, and quantitative skills.*
- *Re-activate the Academic Advisors' Council.*
- *Add a Faculty Development specialist to the staff of the Center for Teaching Excellence.*
- *Encourage links between General Education courses and the English Language Institute to support international students whose first language is not English.*

### **Revitalizing the Curriculum**

- *Faculty, departments, and college deans review current courses and (as appropriate) update, revise, or replace them with courses that reflect 1) the current state of knowledge in the given disciplines; 2) existing and new General Education program goals, objectives, and values; and 3) the current faculty's expertise, interests, and enthusiasm.*
- *Designate eight second-level course slots as "open" (rotating topics) slots for short term courses to stimulate innovation and new course development, including special topics and Honors courses.*
- *Enhance communication opportunities among full-time faculty members who teach General Education courses and between full-time and adjunct faculty who teach General Education courses. Sponsor General Education Program faculty lunches or other get-togethers to facilitate communication among faculty regarding their courses.*
- *Replace the current two-year cycle for submitting course changes with an open/rolling cycle for changes.*
- *Institute a permanent five-year course review cycle for all courses in the program, beginning two years after completion of the implementation of changes recommended in this program review. Provide one course reduction for the faculty member on the General Education committee during the year in which his or her curricular area undergoes review.*
- *Increase the visibility of the General Education Program's Statement of Purpose in university publications, materials, and web site; revive the separate booklet—"Informed, Effective Minds"—describing the General Education Program.*

## **Program Governance and Resources**

- *Reduce the program director's current teaching load (half-time) by one course per year.*
- *Allow the program director to make available small grants or stipends for full-time and adjunct faculty to attend program-related teaching seminars on campus.*
- *Establish for the program director a modest discretionary spending fund*
- *Grant the program director the ability to designate and assign several graduate teaching fellows.*

## **Implementing Changes**

Approved changes in the General Education Program would be initiated and completed during the two-year period—the *implementation phase*—immediately following the completion and approval of this review, according to the following procedure: faculty and departments would review and re-evaluate each of their current course offerings in the General Education Program and re-submit syllabi for approval by college deans and re-certification by the General Education committee.

- *Faculty and departments: update and replace dated materials and topics within course syllabi, as appropriate; retire and replace dated courses with new courses; resubmit syllabi of all courses for re-certification.*
- *In collaboration with the Director of General Education and the General Education committee, departments and faculty:*
  - *work collegially with other faculty members who teach courses in the same curricular area to develop new, coherent "loose clusters" of courses for each area.*
  - *designate for each current and new course appropriate goals, objectives, and values from among the existing and newly recommended General Education program goals, objectives, and values. Each course syllabus and the course listing in General Education materials and on the web site should state which of the several goals and values will be covered in the course.*
  - *scrutinize foundation courses and revise (as necessary), with attention to how foundational they are, not only to the discipline but to the curricular area in which they are located.*
  - *scrutinize course offerings with the goal of eliminating course duplication and redundancy across the curriculum.*

- *Submit all curricular changes for review and approval by college deans before submission to General Education committee.*

### **Conclusion**

***The Review Committee concludes that the General Education Program is a flourishing, vital, and effective dimension of undergraduate liberal arts education at American University. The recommendations for changes described in this report are designed to strengthen the current program by enhancing and modifying the program's design, goals, and curriculum; by supporting faculty teaching, student academic development, and student course choice; and by enhancing the governance, administrative procedures, and perception of the program. We believe that, with the implementation of these changes, the General Education program will continue to serve students, faculty, and the university even more effectively in the years to come.***

### **General Education Program Review Recommendations listed by implementation priority**

#### **FIRST YEAR OF IMPLEMENTATION:**

- *Reconfigure the current program design to permit looser clusters with a greater number of possible links (and choices) between foundation and second level courses within each curricular area.*
- *Add three new program goals/values, to be integrated into General Education courses across the curriculum as appropriate:*
  - 1) global awareness*
  - 2) information literacy*
  - 3) oral communication and presentation skills*
- *Re-name Area 3 "Global and Intercultural Perspectives" and revise its mandate as necessary to conform with this name change.*
- *Remove World Capitals courses from the program.*
- *Reduce the cap on the percentage of adjunct faculty teaching in the General Education Program from 30% to 25%.*
- *Reduce class size as appropriate and as resources permit.*



- *Add ten new full-time faculty positions, with the expectation that each new faculty appointee would teach one or two General Education courses per year.*
- *Include in new full-time faculty lines specific reference to teaching in the General Education Program.*
- *Faculty, departments, and college deans review current courses and (as appropriate) update, revise, or replace them with courses that reflect 1) the current state of knowledge in the given disciplines; 2) existing and new General Education program goals, objectives, and values, and 3) the current faculty's expertise, interests, and enthusiasm.*
- *Replace the current two-year cycle for submitting course changes with an open/rolling cycle for changes.*
- *Reduce the program director's teaching load from its current level (half-time) by one course per year.*
- *Encourage favorable weighing of effective teaching in General Education in decisions regarding faculty members' tenure and promotion.*

**SECOND-YEAR OF IMPLEMENTATION:**

- *Designate eight second-level course slots as "open" (rotating topics) slots for short term courses to stimulate innovation and new course development, including Honors and special-topics courses.*
- *Double resources for the General Education Faculty Assistance Program (GEFAP).*
- *Sharpen the focus of Area 4 through scrutiny of curricular area goals and courses.*
- *Strengthen the laboratory component of Area 5 foundation courses by including a weekly lab in all foundation courses and increasing course credit for those courses to 4 hours.*
- *Institute a permanent five-year course review cycle for all courses in the program, beginning two years after completion of the implementation of changes recommended in this program review. Provide one course reduction for the faculty member on the General Education committee during the year in which his or her curricular area undergoes review.*
- *Allow the program director to make available small grants or stipends for full-time and adjunct faculty to attend program-related teaching seminars.*
- *Establish for the program director a modest discretionary spending fund.*
- *Grant the program director the ability to designate and assign several graduate teaching fellows.*
- *Add a Faculty Development specialist to the staff of the Center for Teaching Excellence.*

**EITHER FIRST OR SECOND YEAR OF IMPLEMENTATION:**

- *Increase the visibility of the General Education Program’s Statement of Purpose in university publications, materials, and web site; revive the separate booklet—“Informed, Effective Minds”—describing the General Education Program.*
  
- *Establish a Learning Resources Project Team to assist students in achieving academic skills identified as General Education core program goals and skills, including writing proficiency, critical thinking, information literacy, oral communications skills, and quantitative skills.*
  
- *Re-activate the Academic Advisors’ Council.*
  
- *Encourage existing and new links between General Education courses and the English Language Institute to support international students whose first language is not English.*
  
- *Change the program goal, “development of quantitative and computing skills,” to “development of quantitative skills.”*

**Appendix 8. *Report on the Task Force for General Education, Harvard University, 2007***

**Report of the Task Force on General Education**



HARVARD UNIVERSITY | *Faculty of Arts and Sciences*

## Report of the Task Force on General Education



HARVARD UNIVERSITY | *Faculty of Arts and Sciences*

## Report of the Task Force on General Education

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## PREFACE

THIS REPORT DESCRIBES A NEW PROGRAM of general education at Harvard College—the set of requirements, outside the concentration, that all students must meet before they can receive a Harvard degree. We believe that the program complements ongoing initiatives in undergraduate education: changes in the concentrations and the creation of secondary fields; the mounting of new courses in the sciences and humanities; efforts to renew and reward faculty commitments to teaching and pedagogical innovation; and the many opportunities Harvard offers for extracurricular experiences that can be linked to learning in the formal curriculum. The ambition of the program of general education we describe in this report is to enable undergraduates to put *all* the learning they are doing at Harvard, outside as well as inside the classroom, in the context of the people they will be and the lives they will lead after college.

In the pages that follow, we propose:

- a new rationale for general education at Harvard;
- eight subject areas for courses in general education;
- new guidelines for determining which courses may be used for general education, allowing students more choice in finding ways to satisfy their requirements;
- wider adoption of innovative pedagogical techniques in general education courses and throughout the curriculum;
- an activity-based learning initiative to explore procedures for linking extracurricular activities to the classroom experience.

General education is one distinct component of a liberal education, and it is effective only when the other components of the undergraduate experience are working in concert with it. In conjunction with our proposals for general education, we therefore enthusiastically support ongoing efforts by our Faculty to promote:

- a fresh examination of the structure and requirements of the concentrations;
- a broader commitment by concentrations to instruction in written and oral communication;
- the development of more departmental electives that meet the needs and interests of non-concentrators;

- the further development of interdisciplinary and divisional courses and the creation of nimble administrative structures to support them;
- opportunities for increased contact between undergraduates and ladder faculty.

Our Task Force has had the advantage of looking back over the history of the Harvard College Curricular Review; we have also observed the many fresh initiatives in teaching and learning that are currently underway in Harvard College. The Faculty is making great progress in revitalizing the undergraduate experience. We have undertaken our work in a spirit of partnership with these enterprises, and we hope that our proposals will make some contribution toward bringing all of this good work into focus.<sup>1</sup>

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<sup>1</sup>Many of the elements of our proposal echo specific recommendations made by colleagues and published in the booklet “Essays on General Education in Harvard College” (2004), available online at [http://www.fas.harvard.edu/curriculum-review/gened\\_essays.html](http://www.fas.harvard.edu/curriculum-review/gened_essays.html). In particular, our goals for general education and the way we have sought to realize them in a curriculum follow closely ideas expressed in the essays by Peter Bol, Peter Galison, Jennifer Hochschild, Charles Maier, and George Whitesides. We also took note of the forceful (and, we hope, premature) critique of the review of general education requirements by Harry R. Lewis, in *Excellence Without a Soul: How a Great University Forgot Education* (New York: PublicAffairs, 2006). We have benefited from President Derek Bok’s most recent book, *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More* (Princeton: Princeton University Press, 2005).

I.  
THE REASON FOR GENERAL EDUCATION

A HARVARD EDUCATION IS A LIBERAL EDUCATION—that is, an education conducted in a spirit of free inquiry undertaken without concern for topical relevance or vocational utility. This kind of learning is not only one of the enrichments of existence; it is one of the achievements of civilization. It heightens students’ awareness of the human and natural worlds they inhabit. It makes them more reflective about their beliefs and choices, more self-conscious and critical of their presuppositions and motivations, more creative in their problem-solving, more perceptive of the world around them, and more able to inform themselves about the issues that arise in their lives, personally, professionally, and socially. College is an opportunity to learn and reflect in an environment free from most of the constraints on time and energy that operate in the rest of life.

A liberal education is also a preparation for the rest of life. The subjects that undergraduates study and, as importantly, the skills and habits of mind they acquire in the process, shape the lives they will lead after they leave the academy. Some of our students will go on to become academics; many will become physicians, lawyers, and businesspeople.<sup>1</sup> All of them will be citizens, whether of the United States or another country, and as such will be helping to make decisions that may affect the lives of others. All of them will engage with forces of change—cultural, religious, political, demographic, technological, planetary. All of them will have to assess empirical claims, interpret cultural expressions, and confront ethical dilemmas in their personal and professional lives. A liberal education gives students the tools to face these challenges in an informed and thoughtful way.

A liberal education is useful. This does not mean that its purpose is to train students for their professions or to give them a guide to life after college. Nor does it mean instilling confidence in students by flattering the presumption that the world they are familiar with is the only one that matters. On the contrary, the aim of a liberal education is to unsettle

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<sup>1</sup> Roughly five percent of seniors say that they intend to pursue doctoral study in the arts and sciences in the fall after graduation, and eighteen percent say that they plan to pursue a Ph.D. some time in the future. Fifty-three percent of graduating seniors in 2006 said that they were expecting to enter a professional school—business, medicine, or law.

presumptions, to defamiliarize the familiar, to reveal what is going on beneath and behind appearances, to disorient young people and to help them to find ways to re-orient themselves. A liberal education aims to accomplish these things by questioning assumptions, by inducing self-reflection, by teaching students to think critically and analytically, by exposing them to the sense of alienation produced by encounters with radically different historical moments and cultural formations and with phenomena that exceed their, and even our own, capacity fully to understand. Liberal education is vital because professional schools do not teach these things, employers do not teach them, and even most academic graduate programs do not teach them. Those institutions *deliberalize* students: they train them to think as professionals. A preparation in the liberal arts and sciences is crucial to the ability to think and act critically and reflectively *outside* the channels of a career or profession. The historical, theoretical, and relational perspectives that a liberal education provides can be a source of enlightenment and empowerment that will serve students well for the rest of their lives. It is with this aspect of liberal learning in mind—the influence it can have on the kinds of lives students will lead after they leave Harvard—that we propose the program in general education that follows.

The world has changed since the last time the Faculty instituted a general education curriculum. So has the state of knowledge, and so has Harvard. We think that a general education curriculum needs to take these changes into account. We do not think, however, that this means that we should teach courses that simply train students to deal with today's issues. Professors routinely make connections in class between what they are teaching and what is going on around us. We wish to stress how important this kind of connection can be for students. We do not propose that we teach the headlines, only that the headlines, along with much else in our students' lives, are among the things that a liberal education can help students make better sense of. All of us believe that what we teach is important for students to know. General education is a place where we can explain *why* it is important.

A Harvard education has many dimensions: student organizations, the performing arts, athletics, and the life of the residential houses all contribute to the intellectual, ethical, and personal growth of undergraduates. The academic experience, though, is the centerpiece. It has three components: the concentration, electives, and general education. The concentration enables students to pursue a disciplinary interest in depth; electives enable them to explore fields outside their main academic focus and to broaden their interests and enthusiasms. The role of general education, as we conceive it, is to connect in an explicit way what students learn at Harvard to life beyond Harvard, and to help them understand and appreciate the complexities of the world and their role in it. We face the challenge of preparing our students to lead flourishing and productive lives in a world that is dramatically different from the world in which most of us grew up. The world today is interconnected to a degree

almost inconceivable thirty or forty years ago. It is, at the same time, and in ways that are often obscured in the press and the culture of public life, a deeply divided, unstable, and uncertain world. Harvard's students will need to make their way in an environment complex for new and incompletely understood reasons; they will also lead lives that affect the lives of others. It is our mission to help them to find their way and to meet their responsibilities by providing a general education curriculum that is responsive to the conditions of the twenty-first century. The material that is taught in general education courses is continuous with the material taught in the rest of the curriculum. It is part of a liberal education. But it is taught in a distinctive way and in the service of distinctive goals. General education is the place where students are brought to understand how *everything* that we teach in the arts and sciences relates to their lives and to the world that they will confront. General education is the public face of liberal education.



## II.

### THE GOALS OF THE GENERAL EDUCATION CURRICULUM

THE GENERAL EDUCATION CURRICULUM we have designed aims at four overarching goals in linking the college experience to the world its graduates will confront. These goals are, in many respects, overlapping, and they are not tied to specific disciplines or departments.

***General education prepares students for civic engagement.*** Civic engagement means participation in public life. Harvard should seek, throughout the college experience and in its general education curriculum in particular, to inspire its students to become active and engaged citizens locally, nationally, and internationally. Achieving this goal requires that students understand the forces driving local, national, and global change: the diverse cultures that have helped to shape communities and identities; political, economic, and social institutions; and advances in science and technology. Students need to appreciate that citizenship today brings responsibilities that are both local and cosmopolitan, national and international. Most of our students are citizens of the United States, but whether they are American citizens or students who have come here for college and will return home, we ought to help them to have a critical and balanced understanding of American history, institutions, and values, and a critical appreciation of the place of those institutions and values in a shifting global context.

***General education teaches students to understand themselves as products of—and participants in—traditions of art, ideas, and values.*** Students should understand what is at stake in cultural conflicts. They need to appreciate the considerable difficulties in negotiating across cultural differences; they also need to see how cultures that seem opposed have often emerged from shared traditions, and can, despite their differences, have profound effects on each other. Students also should know how to “read” cultural and aesthetic expressions. Knowledge of the history of art, religion, and ideas, both those of their own culture and of other cultures, helps students appreciate the contingent nature of the world of beliefs and practices they inhabit; it helps them see how their identities have been shaped; and it helps them understand their own traditions in relation to other traditions. Familiarity with the dynamics of culture, both past and present, is essential to students’ successful navigation of today’s world.

***General education prepares students to respond critically and constructively to change.***

Students need to know about the forces that generate change and transformation in modern life, not only in order to make informed decisions as civic agents, but in order to have some degree of control over their own lives. Perhaps no area of endeavor today exerts more powerful transformative effects than science and technology. General education is one of the means by which all students can become familiar with important concepts and issues in these areas, and wrestle with their social, personal, and ethical implications. Rapid change is also a feature of contemporary political, economic, and cultural life. Our world is not a stable one, and students are ill-served by a curriculum that assumes that the shape of things today is all they need to understand in order to engage with the political, socio-economic, and technological landscape of tomorrow. Students need to leave Harvard with skills to match the world's speed.

***General education develops students' understanding of the ethical dimensions of what they say and do.*** Liberal education is about more than the acquisition of information, skills, and techniques. It is also about the capacity to grasp the ethical consequences of the ways in which those acquirements are put to use. Ethical awareness is achieved in part by helping students reflect critically on their own beliefs and values, and learn how to defend them with reasoned arguments. It is also achieved by exposing students to beliefs and values that have shaped others' lives, historically and internationally, so that they are put in a position from which they can choose for themselves what principles will guide them. Students may well reaffirm the principles they came to Harvard with, but they should be able to do so self-consciously and deliberately. In addition, they should gain a deeper understanding of other belief systems, even when they do not share them. They should see that conflicts about values arise from a variety of sources, including cultural differences, religious differences, socio-economic differences, and the impact of developments in science and technology.



### III.

## THE GENERAL EDUCATION CURRICULUM

#### A. REQUIREMENTS

Given the rationale and goals of general education outlined above, we propose that the Faculty adopt a system of general education in which students are required to take one half-course in each of the following eight categories:

- Aesthetic and Interpretive Understanding
- Culture and Belief
- Empirical Reasoning
- Ethical Reasoning
- Science of Living Systems
- Science of the Physical Universe
- Societies of the World
- The United States in the World

In addition, we strongly recommend that the Faculty launch an initiative in activity-based learning, with a view to considering the future creation of an additional component of the general education program.<sup>1</sup>

General education courses are distinguished by their emphasis on breadth, on context, on connectedness, and on the relation between the material students are studying and things they will be doing for the rest of their lives: interpreting cultural artifacts, participating in political processes, coping with the ramifications of technological developments, interacting with people from diverse backgrounds, assessing the various scientific claims that are made in public discourse, and facing ethical dilemmas in their personal and professional lives. Making connections between the material covered in the classroom and “real-life” topics and problems of interest to undergraduates serves two purposes. It demonstrates

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<sup>1</sup>In addition to the General Education requirements, Harvard College currently requires that students reach a certain level of facility in a language other than English and that they take a course in expository writing. We do not address these current requirements. We endorse efforts of the Standing Committee on Writing and Speaking to enhance instruction in that area, and we encourage the Faculty to reexamine the language requirement.

to students that everything in a liberal education bears, in one way or another, on the lives they will lead after college. And, as importantly, making these connections is a way of instilling in students a lifelong interest in the subjects they are studying.

General education courses should therefore:

- serve one or more of the goals of general education, as described above, in section II;
- present a wide range of material, rather than focus in depth on a single topic or a small number of texts;
- help students learn how to use abstract conceptual knowledge or a knowledge of the past to understand and address concrete issues and problems; and
- make students aware that all of their coursework makes a difference to the people they will become and the lives they will lead after college.

The general education curriculum we propose does not pretend to constitute a comprehensive guide to everything that an educated person should know. There is simply too much information to cover. Because the categories target relatively broad subject areas, there is room for a variety of topics to be taught and for all departments and disciplines to be represented. What will distinguish general education courses from most concentration courses and electives is that the subjects will be taught with an eye toward the specific goals of general education, and in accordance with the criteria listed above and outlined below for the different subject areas. We have therefore made an effort not to map these eight subject areas onto departments. We expect that some general education courses will involve collaborative teaching by faculty from different departments or even different divisions and Schools; other courses may be taught from a single disciplinary perspective.

We envisage a general education program in which students will be able to choose from among a variety of approved courses to satisfy their requirements. Some courses that satisfy the requirements will be located outside departments and listed at the front of the course catalogue; others will be departmental courses. There will be no exemptions from portions of the general education curriculum, but there will be ways for students to double-count courses for both general education and concentration credit. In particular, students will be able to use courses in concentrations to fulfill their general education requirements if those courses meet one or more of the goals of general education described above, as well as the relevant subject area criteria described below; conversely, we expect departments to allow appropriate general education courses to be used for concentration credit.<sup>2</sup> Some courses might be appropriate for

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<sup>2</sup>General education courses listed in the front of the course catalogue should offer broad and generally accessible coverage of their subjects; departmental courses might sometimes be more specialized and draw on breadth acquired in other courses, and therefore be more appropriate for students who already have a preparation in the subject.

credit in more than one general education area, and students should be given a choice of how they wish to count such courses. It is important to avoid confronting students with an overly-restricted menu. It is also important to avoid imposing a one-format-fits-all requirement on general education courses.

## **B. PEDAGOGY**

Pedagogy is an integral aspect of the general education program we envision.<sup>3</sup> Large lectures can be an effective means of instruction, but general education courses should strive to create a learning environment in which the relationship between teachers and students, and between students and students, is interactive.<sup>4</sup> Increasing student engagement in the classroom is a desideratum noted by many of our Curricular Review committees, and it is something to which general education courses in particular ought to aspire. As part of the mission to improve teaching generally at the College, we propose as pedagogical desiderata that all general education courses be taught, to the extent practicable, in interactive formats that give students an opportunity to discuss the material with the faculty member teaching the class and with each other. In the case of a large class, this may mean simply setting aside a period of the lecture hour for questions and comments. And, because students retain what they learn better when they work through concrete exercises, general education courses should strive to apply the basic concepts and principles they teach to the solution of concrete problems, the accomplishment of specific tasks, and the creation of actual objects and out-of-classroom experiences.<sup>5</sup>

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<sup>3</sup>The Standing Committee on Pedagogical Improvement and the Committee on a January Term both make a point of calling for increased engagement in the classroom. See their reports in *Curricular Renewal in Harvard College* (January 2006), hereafter *CRHC*. The reports are available online at [http://www.fas.harvard.edu/curriculum-review/cr\\_committees.html](http://www.fas.harvard.edu/curriculum-review/cr_committees.html).

<sup>4</sup>On the importance of faculty-student interaction, see Ernest T. Pascarella and Patrick T. Terenzini, *How College Affects Students, Volume 2: A Third Decade of Research* (San Francisco: Jossey-Bass, 2005), 122-124, 189-190. Substantive, intellectual interactions have a stronger influence than social interactions do. See also Richard J. Light, *Making the Most of College: Students Speak Their Minds* (Cambridge, Mass.: Harvard University Press, 2001), 93-98, 108-110. On the effects of class size on learning, see Pascarella and Terenzini, 94-95.

<sup>5</sup>On the success of case-based or problem-based pedagogy, see Bok, 125-27. We note that the Committee on Science and Technology Education similarly recommends that introductory courses in the sciences, both general education courses and departmental courses, be problem-oriented and that they stress the “context of the science...prior to the fundamentals” (“Report of the Committee on Science and Technology Education,” *CRHC*, 120). See also *Enhancing Science and Engineering at Harvard: The Preliminary Report from the University Planning Committee for Science and Engineering* (July 2006), 20-22. (Available online at [http://www.provost.harvard.edu/reports/UPCSE\\_Interim\\_Report.pdf](http://www.provost.harvard.edu/reports/UPCSE_Interim_Report.pdf).)

### C. SUBJECT AREA DESCRIPTIONS

All general education courses should meet the criteria outlined above. The descriptions that follow present additional criteria for determining whether a course is appropriate for general education within a specific subject area. The entire set of criteria in each subject area applies to courses in that area. These criteria, and the subject areas themselves, were developed in extensive discussions with faculty colleagues. Since the distribution of the October 13 Preliminary Report, members of the Task Force have met (in some cases more than once) with the Faculty Council, the Caucus of Chairs, the Educational Policy Committee, the Committee on Undergraduate Education, the Task Force on Teaching and Career Development, the Harvard chaplains, the Life Sciences Council, the Social Science Advisory Council, and the Departments of Anthropology, Chemistry and Chemical Biology, Economics, English and American Literature and Language, History, History of American Civilization, History of Science, Music, Psychology, Philosophy, Physics, Romance Languages and Literatures, and Sociology. We have met with members of previous general education committees and of the Standing Committee on the Core, with administrators who are involved with student extracurricular activities, and with the Harvard College Board of Overseers. We have had many communications from individual colleagues and groups of colleagues; we have held several conversations with students under the auspices of the Undergraduate Council; and we have engaged in numerous one-on-one discussions with colleagues. We also convened several separate groups of colleagues to discuss specifically the proposed subject areas. We are grateful to the many members of the Harvard community who were generous with their time and ideas.

#### *1. Aesthetic and Interpretive Understanding*

One of the goals of general education is to help students understand themselves and others as products of and participants in traditions of culture and belief. One step toward achieving this understanding is the development of aesthetic responsiveness and the ability to interpret forms of cultural expression—literary or religious texts, paintings, sculpture, architecture, music, film, dance, decorative arts. These skills allow students to engage intelligently and critically with the world of art and ideas, and they are necessary for understanding how meanings are produced and received. Reading a poem, looking at a painting, and listening to a piece of music are complex capacities that build an informed sensitivity, an interaction between the intellect and the senses. And students need to know how to interpret cultural works—to know, for example, how to distinguish the literal and symbolic, something that is crucial to evaluating and making sense of everything from religious texts and lyric poems to pop songs and motion pictures. Knowing something about language and perception can heighten students' aesthetic responses to and interpretation of cultural objects. Exploring theoretical and philosophical issues concerning the production and

reception of meanings and the formation of aesthetic judgment enhances students' awareness of ways in which cultural objects acquire value and significance.

Courses in Aesthetic and Interpretive Understanding should:

- develop students' skills in criticism, that is, their aesthetic responsiveness and interpretive ability;
- introduce students to primary texts and/or works of art in one or more media;
- teach students how to analyze these works in the context of a theoretical framework, such as critical theory, aesthetics, philosophy of art, rhetoric, theories of language and meaning, or theories of perception; and
- include, where practicable and appropriate, out-of-the-classroom experiences, such as visits to exhibitions, performances, and readings, or interactions with performers, directors, and curators, or allowing students to undertake creative work.

## ***2. Culture and Belief***

In developing an awareness of themselves and other people as products of and participants in traditions of culture and belief, students need to do more than acquire skills in interpreting and responding to art and ideas—the aim of courses in the Aesthetic and Interpretive Understanding subject area, above. They need to put these works in context—to see how social, political, religious, and economic, and cross-cultural conditions shape the production and reception of ideas and works of art. They also need to learn about the ways in which cultures and beliefs mediate people's understanding of themselves and the world.

The role of culture and belief in shaping identities and communities is not simple: culture and belief can cause change, and they can also be sources of resistance to change. Cultural expressions have never been more widely disseminated. Music, images, and literature of all kinds are accessible to an extent unheard of even twenty years ago, and this has altered the way we think about cultures. We are more aware than ever of the degree to which cultures feed off one another across national, regional, religious, and ethnic boundaries. Yet it is often in the name of their culture that national and ethnic groups engage in conflict with other groups.

Religious beliefs and practices are topics that some courses in this category should address. Religion has historically been, and continues to be, a force shaping identity and behavior throughout the world. Harvard is a secular institution, but religion is an important part of our students' lives.<sup>6</sup> When they get to college, students often struggle to sort out

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<sup>6</sup>Ninety-four percent of Harvard's incoming students report that they discuss religion "frequently" or "occasionally," and seventy-one percent say that they attend religious services.

the relationship between their own beliefs and practices and those of fellow students, and the relationship of religious belief to the resolutely secular world of the academy. It is also important for students to have the opportunity to learn something about the impact that religious belief and practice has on the world, as well as on themselves.

There are many topics of wide practical and intellectual interest that courses in Culture and Belief might address: problems of translation, the concept of authorship (its significance for claims about plagiarism or copyright), censorship, conflicting interpretations of religious and other texts, institutional mediation of aesthetic experience (art museums, the music industry, the church), canon formation, the tensions between modernity and reactionary thinking, violence and its representation.

Courses in Culture and Belief should:

- introduce students to primary texts and/or works of art in one or more media;
- teach students how to analyze these works in the light of their historical, social, economic, and/or cross-cultural conditions of production and reception;
- examine ways in which traditions of culture and belief shape the identities of individuals and communities; and
- draw connections between the material covered in the course and cultural issues of concern or interest that are likely to arise in students' own lives.

### **3. *Empirical Reasoning***

After they graduate, students will be making important decisions, for themselves and others, under conditions of uncertainty. They will have to decide, for example, what medical treatments to undergo, when a defendant in court has been proven guilty, whether to support a policy proposal, and how to manage their personal finances. They also will be called upon, as individuals and as citizens, to evaluate empirical claims made by others. Courses in empirical reasoning help students learn how to make decisions and draw inferences in matters like these that involve the evaluation of empirical data. They teach students how to gather and assess information, weigh evidence, understand estimates of probabilities, solve problems, draw inferences from the data available, and also how to recognize when an issue cannot be settled on the basis of the available evidence. To develop these abilities, students need to learn how to apply the abstract principles and concepts of probability theory, statistics, decision theory, logic, and mathematics to concrete problems. Ordinarily, they will learn to do this in the form of hands-on exercises. Just as one doesn't become a marathon runner by reading about the Boston Marathon, so, too, one doesn't become a good problem solver by listening to lectures or reading about statistics. Students should learn empirical reasoning by practicing it.

Empirical reasoning is not a discrete body of knowledge. It is a set of related conceptual skills that guide valid reasoning and decision-making. To take just a few examples, students might learn the statistical principle that exceptional cases will regress to the mean; that

relaxing the standards for reporting an uncertain event will increase both hits and false alarms; that a person with the typical symptoms of a rare condition probably does not have that condition; that in certain interactions the best option for each individual can bring about the worst outcome for all of them. It is also helpful for students to become aware of the many mistakes that human beings are prone to making in their reasoning, such as mistaking correlation for causation, ignoring base rates in estimating probabilities, over-interpreting coincidences, and the like. Knowing common pitfalls in inference-making can help students avoid them.

Empirical reasoning should be taught in the context of a variety of subjects so that students can work on topics of intrinsic interest to them, such as medicine and disease, public policy and political behavior, and legal or economic decision-making. We expect that many students will fulfill the requirement with courses in the statistical and analytical methods of their field. Mathematics and logic courses that demonstrate the applicability of their methods to concrete problems should also count toward this requirement.

Courses in Empirical Reasoning should:

- teach the conceptual and theoretical tools used in reasoning and problem solving, such as statistics, probability theory, mathematics, logic, and decision theory;
- provide hands-on exercises in which students apply these tools to concrete problems in an area of general interest to undergraduates; and
- where practicable, familiarize students with some of the mistakes human beings typically make in reasoning and problem-solving.

#### ***4. Ethical Reasoning***

Many of the decisions our students will make in their personal and professional lives will have ethical implications: choosing a political candidate to support; assessing public policies; negotiating professional interactions; resolving family dilemmas; and, ultimately, choosing among different life projects. Courses in Ethical Reasoning teach students to reason in a principled way about moral and political beliefs and practices, and to deliberate and assess claims for themselves about ethical issues. These courses will examine competing conceptions and theories of liberty, justice, equality, democracy, rights, obligations, the good life, and the like, illustrating how they bear on the sorts of concrete ethical dilemmas students may encounter in their public, professional, and personal lives. Because they explicitly link theory and practice, some courses in this category might profitably engage professional school faculty.

In learning how to wrestle with ethical issues, it is often helpful for students to encounter a value system very different from their own, one that calls attention to the many ethical assumptions that they make without realizing it. This encounter may be with a value system

from the past or from a different culture, and it may be within the context of a religious tradition.

By challenging students to evaluate, and possibly change, the assumptions and values they grew up with, these courses promote our students' personal development and build the capacities for argument and deliberation essential for effective civic agency. Advances in science and technology will continue to raise difficult and unanticipated ethical questions into the future, and the impact of social and economic globalization is felt perhaps most keenly when ethical convictions of different cultures collide. Students must be equipped to engage with the challenges that these twenty-first-century realities will raise.

Courses in Ethical Reasoning should:

- examine competing conceptions and theories of ethical concepts such as the good life, obligation, rights, justice, liberty;
- teach students how to assess and weigh the reasons for and against adopting these various conceptions and theories;
- apply these conceptions and theories to concrete ethical dilemmas of the sort they will encounter in their lives, such as those that arise in medicine, law, business, politics, and daily life; and
- where practicable, acquaint students with value systems different from their own, such as those of different world religions or different historical periods.

### ***5. Science of Living Systems***

The exponential growth of scientific knowledge has been accompanied by a corresponding increase in the impact of science and engineering on all members of society, scientists and non-scientists alike. Within the spectrum of science and engineering activities, understanding life—its origins, the way it changes and is changed by the environment, and the ways in which its span in humans can be extended—continues to be an area of enormous activity. The science and engineering that study living organisms have affected our students in many ways: such studies have led to life-saving medicines, technologies for diagnosing and understanding human disease, genetically engineered plants and animals as new food sources, and the invention of biological warfare agents. The life sciences have also stood at the crossroads of many of the most vigorously debated and transforming public issues of the past centuries, including the theory of evolution by natural selection, the legality of embryonic stem-cell research, and the ethics of human cloning.

General education courses in Science of Living Systems teach central facts and concepts in the life sciences and engineering and relate them to life outside of the classroom or laboratory. These courses do not strive to train students to become future scientists or to enable students to take more advanced science classes; therefore, they are not expected to cover in depth any specific scientific sub-discipline. Rather, general education courses



in Science of Living Systems should convey material that is broadly applicable to life after college. To do so, they should:

- introduce students to key concepts, facts, and theories relevant to living systems;
- teach the nature of experiments on living systems, ideally through hands-on laboratory experiences;
- relate scientific concepts, facts, theories, and methods to real-world problems of wide concern; and
- where practicable and appropriate, discuss one of the following: the social role that the knowledge, practitioners, and/or institutions of science play; the role of social context in the development of scientific knowledge; the history of the knowledge and/or methods that are being taught; the analysis, evaluation, and status of truth claims about the natural world.

Although much of the connection to real-world problems may be pedagogical, the courses should attempt to provide students with conceptual tools that they can use critically to evaluate scientific claims that they will encounter.

Understanding the science of living systems prepares students to adapt to changes in their lives that will be driven by advances in the science and engineering of living systems. Knowledge of what scientific experimentation can (and cannot) establish further prepares students to participate in society by enabling them to evaluate scientific claims, to consider alternative accounts for empirical findings, and to appreciate the ambiguity that often surrounds such findings. Moreover, scientific knowledge of the living world can provide material essential to understanding the ethical dimension of many issues and decisions that our students will face in the years after college.

## ***6. Science of the Physical Universe***

Advances in our scientific understanding of the physical universe that lies outside of living systems have had a profound impact on society. These discoveries and inventions have enabled the storage and harvesting of energy, the development of nuclear power, insights into the origins of our planet and galaxy, and the invention of computers and the Internet. Concepts in the physical sciences also underlie a number of issues that affect societies across the globe, including reliance on fossil fuels, the exploration of space, the proliferation of nuclear weapons, climate change, and privacy in an age of digital communication. By enabling energy and matter to be studied and manipulated in new ways, the science and engineering of the physical universe will continue to play an important role throughout our students' lives.

General education courses in Science of the Physical Universe teach central facts and concepts in the physical sciences and engineering, and relate them to issues that students

will encounter in their daily lives. These courses are not intended to produce budding scientists or engineers, but rather to provide a firm grounding in the nature of the physical world. General education courses in this category should therefore convey material that is broadly applicable to life after college. In order to do so, they should:

- teach key concepts, facts, and theories about the physical universe that equip the students to understand new discoveries and conceptual breakthroughs that will be made in the years after they graduate;
- teach the nature of experiments in the physical sciences and engineering, ideally through hands-on laboratory experiences;
- relate scientific concepts, facts, theories, and methods to real-world problems of wide concern to undergraduates; and
- where practicable and appropriate, discuss one of the following: the social role that the knowledge, practitioners, and/or institutions of science play; the role of social context in the development of scientific knowledge; the history of the knowledge and/or methods that are being taught; the analysis, evaluation, and status of truth claims about the natural world.

Although much of the connection to real-world problems may be pedagogical, the courses should attempt to provide students with conceptual tools that they can use critically to evaluate scientific claims that they will encounter.

An understanding of Science of the Physical World is crucial to achieving several goals of general education. Many features of the physical environment, both at home and in other countries, are subjects of extensive research in the physical sciences. These features are not constant: not only do natural forces continually reshape our world, but so do human-initiated forces. An understanding of key facts and theories about, and concepts pertaining to, the physical universe is essential if students are to be prepared to adapt to change, are to function as aware citizens, and are to be able to think critically about many ethical issues that are related to work in the physical sciences, such as the costs and benefits of alternative energy sources.

### ***7. Societies of the World***

Harvard undergraduates have grown up in a single-superpower world. The influence around the world of the United States culturally, economically, militarily, and scientifically is unprecedented. Yet, for that very reason, it is difficult for students inside the United States to understand this country from an international perspective, as a nation in continuous engagement with societies around the world, sometimes cooperatively and sometimes confrontationally. Students may be easily persuaded, by the manner in which other societies are represented in the press and in the culture of public life, that other people are, in some universal sense, “essentially” Americans. An important aim of the courses in the Societies

of the World category is to help students overcome this parochialism by acquainting them with values, customs, and institutions that differ from their own, and by helping them to understand how different beliefs, behaviors, and ways of organizing society come into being.

These courses may take a variety of disciplinary approaches to the examination of economic, political, and legal systems, and social relations. Courses may also address cultural practices or religious traditions, and their effect on social structures. Topics may be treated from a contemporary perspective or a historical one, as long as they help students develop an awareness of the diversity of ways in which human beings have organized their social existence. Some courses in this category might concentrate primarily on a single society, past or present, but they should demonstrate its connections, across time or geographical space, to one or more other societies (including, as appropriate, the United States). Other courses might address issues or themes that transcend national boundaries, analyzing the flow and transformation of money, goods, people, resources, information, or ideas between and among different societies.

There are many topics of wide practical and intellectual interest that courses in Societies of the World might explore, including immigration policy, ethnic identity and statehood, religion and government, global markets, constitutionalism.

Courses in Societies of the World should:

- examine one or more societies outside of the United States;
- demonstrate connections between societies and/or across historical periods in a single society; and
- relate the material studied to the kinds of social, political, legal, or economic issues students might encounter in an era of a globalization.

### **8. *The United States in the World***

Students need to learn something about societies other than the United States, but they should also leave Harvard with a sophisticated and nuanced understanding of American society. Courses in this category examine American social, political, legal, and economic practices and institutions, and they make connections between the United States and societies elsewhere. These courses should challenge the assumptions with which many students come to college—about what it means to be an American, about the persistence and diversity of American values, about the relations among different groups within the United States and between the United States and the rest of the world. They will help students to understand this country as a heterogeneous and multifaceted nation situated within an international framework. Courses on The United States in the World help to prepare students for civic agency by framing the study of social, political, legal, and economic institutions of the United States in a historical and/or comparative context.

Courses may adopt a variety of disciplinary approaches to the examination of economic, political, and legal systems and social relations. Courses may also treat cultural practices or religious traditions, by showing their effect on the way American society has been structured. In effect, courses in this category complement courses in Societies of the World, looking at the United States itself, and from the United States outward. Whether courses consider the subject in a historical or a contemporary context, they must make connections between the material studied and the kinds of issues involving American social, political, legal, and economic institutions that students are likely to confront in an era of globalization.

There are many topics of wide practical and intellectual interest that courses in The United States in the World might explore, including income disparity, health care and the state, affirmative action, immigration, election law, zoning and urban sprawl, red state-blue state, bilingualism, originalism and the interpretation of historical documents.

Courses on The United States in the World should:

- examine American social, political, legal, and/or economic institutions and practices, from contemporary and/or historical perspectives;
- demonstrate connections between those institutions and practices and those of other societies of the world; and
- connect the material studied to the kinds of social, political, legal, or economic issues students are likely to confront in an era of globalization.

#### IV.

### ACTIVITY-BASED LEARNING: AN INITIATIVE

EXTRACURRICULAR ACTIVITY IS A HARVARD success story. The College offers literally hundreds of activities and programs, from the *Crimson* and a multitude of undergraduate musical and theatrical productions to the volunteer opportunities offered through the Phillips Brooks House Association. Sixty percent of our undergraduates report that they engage in some type of public service while they are here. Last year, almost twelve hundred students—one fifth of the entire student body—participated in a Harvard-sponsored international experience. Students participate in the visual and performing arts, work on political campaigns and in campus government, and do internships of all kinds. Many students work in research laboratories.

Few formal procedures exist for encouraging students to see the connection between what we teach in the classroom and the activities that absorb so much of their energy and that, in many cases, will launch them in the direction of their life's work. Yet connections do exist. We propose that the Faculty appoint a committee to develop an initiative in activity-based learning. The goal would be to help students see how what they learn in class informs what they do outside of class and vice versa. We do not seek to bureaucratize extracurricular life at Harvard; we do seek to provide means for students to enrich both their classroom and their extracurricular experiences by forging an intellectual link between them.

There are many details to be worked out for such program. We therefore propose that the Faculty establish a committee (composed of FAS faculty, relevant College administrators, members of the professional schools, and students) to formulate an activity-based learning program. The committee would establish mechanisms for activity-based learning—for example, by inviting faculty to offer, as an optional requirement, a paper or exercise that illustrates how the course and an out-of-class activity inform each other. The committee would also address intellectual and implementation issues: Who will manage the individual projects? How will they be evaluated? Should all students be required to participate? Should the work be graded or ungraded? How might we profitably engage professional school faculty in this initiative? The committee would make formal recommendations for a pilot program and would later evaluate its success.

We recognize that the logistical issues that confront mounting a program in activity-based learning are serious. But there is a tendency on the part of many students to regard their extracurricular life as separate from their academic experience. We believe that we should find ways of bringing those aspects of undergraduate life closer together. If part of the purposes of a Harvard education is using liberal learning to prepare students for life, activity-based learning makes a natural piece of it.

## V. IMPLEMENTATION

ALTHOUGH THE DETAILS OF THE IMPLEMENTATION and administration of a new general education program are beyond the purview of our Task Force, we offer some recommendations based on the content of our proposal and on conversations with colleagues over the course of its development.

### **A. COURSE DEVELOPMENT**

The success of a general education program depends on many things, but the bottom line is great teachers offering great courses. It will take time, imagination, and resources to accomplish this: teachers need to be recruited from the Faculty, courses need to be developed with the new guidelines for general education in mind, and departments need to be involved in mounting departmental courses for general education credit. A new system should not be instituted too quickly: this should not be a matter of moving existing courses into new curricular pigeonholes. A number of existing courses may, with relatively little adjustment, fit readily into the new general education curriculum, but an effective launch of the program requires exciting new courses. We therefore call for a major commitment of resources to the development of a substantial menu of courses for general education.

### **B. ADMINISTRATION**

We recommend that the General Education program be directed by a member of the Faculty. We further propose the creation of a new Standing Committee on General Education, composed of faculty members who will serve as the chairs of subcommittees charged with oversight of one or more of the general education categories. The committee should also include the Dean of the College, the Dean of the Graduate School, the Dean of the Faculty of Arts and Sciences, and student representatives. Because the general education categories do not map onto departments, the subcommittees should each include faculty from a variety of departments and from all divisions.

The Standing Committee (and its subcommittees) would be charged with the following responsibilities:

- recruit faculty to develop new general education courses;
- identify existing courses suitable for general education and, when necessary, assist faculty in modifying those courses to meet the criteria for general education courses;
- recommend that instructors make use of opportunities for pedagogical innovation;
- recommend to the Dean of the Faculty that resources be allocated to general education course development;
- appoint a separate committee to administer a regular five-year review of all general education requirements and offerings, including the definition of the subject areas and the criteria for courses offered in those areas.

The Standing Committee on General Education (and its subcommittees) should not impose a one-format-fits-all standard (amount of reading, number of exams, and so on) on general education courses. There should be both a set of general education courses listed in the front of the course catalogue that students can take to fulfill their general education requirements *and* an ample number of departmental courses available that have been designated by the Standing Committee as meeting the criteria for general education. Students should be able to fulfill their general education requirements with courses they *want* to take.

Departments should be actively involved in recommending courses for general education. The Standing Committee should therefore work not only with individual faculty members, but also with department chairs to encourage their faculty to develop both general education courses for the front of the catalogue and departmental courses that provide general education credit for concentrators and non-concentrators alike. Students should be able to double-count courses (whether they are “front-of-the-catalogue” courses or departmental courses) for both concentration and general education credit, as approved by the Standing Committee and the departments in question.

The Committee should also encourage colleagues to explore the possibility of teaming with faculty members from other Schools at Harvard. We believe that the issue of how Harvard’s different Schools relate to each other financially should not impede an improvement in the education of our undergraduates or an enhancement of opportunities to do new kinds of teaching. We call on the leadership of the University and of the individual Schools at Harvard to lower the barriers for interested professional school faculty to teach in the general education curriculum.

Where appropriate, efforts should be made to provide small classes in general education courses, and to enable and encourage greater student-faculty interaction, teaching fellow participation, and active learning experiences for students. Courses approved for general education credit should receive extra administrative support comparable to the ex-



tra support now enjoyed by courses in the Core.

Finally, history shows that general education programs can lose their focus over time. Why one course counts toward the general education requirement and an apparently similar course does not can start to become difficult to understand for both faculty and students. And there is a tendency for general education courses to become narrower and more specialized. It may also be the case that as the world changes and as knowledge and the way we pursue it change, the Faculty will want to make appropriate changes to the subject areas and course criteria. We therefore recommend that the general education curriculum be subject to review every five years by a committee composed of members of the Faculty (with student representation) who are not also members of one of the General Education committees.

### **C. GRADUATE TEACHING**

A new curriculum naturally demands consideration of its impact on the ability of our graduate students to find teaching opportunities. Because the system we propose is not geared to departments within the College, it may seem to create a condition of uncertainty in this regard. However, we urge the Faculty to undertake to decouple graduate student compensation from any particular kind of teaching. We need to train graduate students and to enlist them as partners in all kinds of teaching, including new pedagogies that stress activities and hands-on group and laboratory experiences. We should realize that our promises to support third- and fourth-year graduate students in the social sciences and humanities through teaching experience, training, and related forms of professional development will be kept, but we should develop a richer array of opportunities, based on the needs of the undergraduate curriculum, and not rely on rigid standard types of teaching, such as sections in large lecture courses. The more varied their teaching experience is during graduate school, the more resourceful and effective our Ph.D. students will be when they develop courses of their own as professors.



## CONCLUSION

IN FORMULATING THE PROPOSALS IN THIS REPORT, we have had firmly in mind the distinctive character and expertise of our faculty, the content of our undergraduate curriculum, and, above all, the interests, talents, and needs of our students. The program offers students flexibility within a structure of requirements and provides faculty with opportunities to find imaginative ways of teaching their areas of specialty to students who may not be or become specialists themselves. It emphasizes subject matter, rather than academic disciplines, and it seeks to inspire lifelong interest in that subject matter with a pedagogy that relates material studied in the classroom to issues and problems of wide concern to undergraduates. As does every part of a liberal education, it seeks to equip students with critical attitudes, skills, and knowledge that they can apply everywhere in their lives. Our proposal is consistent with past general education programs at Harvard: it prescribes a set of requirements and calls for a set of extra-departmental courses, rather than advocates that students have free range across existing departmental offerings in the form of an open distribution system. Since 1945, our Faculty has believed in the importance of taking a stand on the question of what students need to learn. General education is a statement about why a liberal education matters.

*The Task Force on General Education*  
February, 2007



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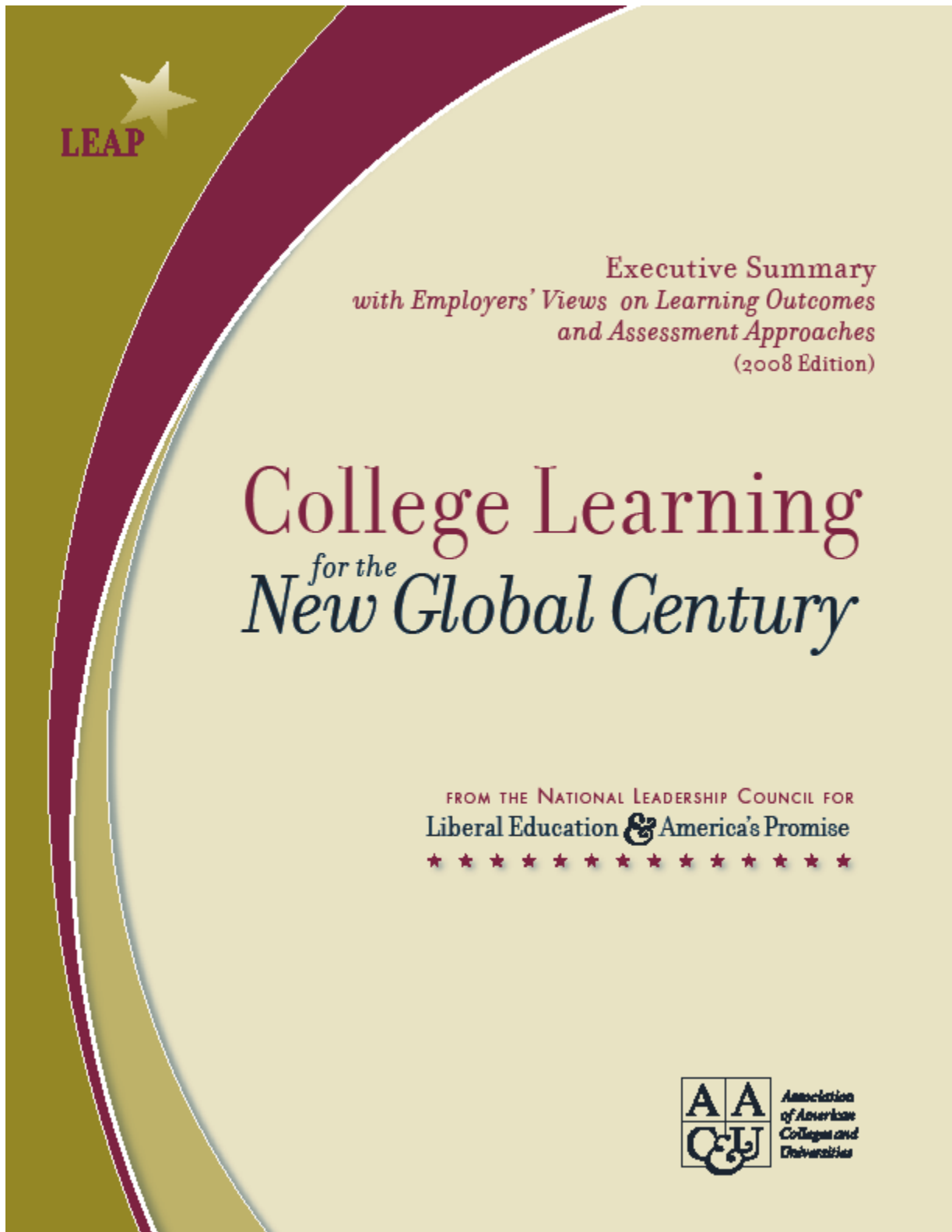
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**Appendix 9. AACU, LEAP project, *College Learning for the New Global Century*, Executive Summary, 2008**

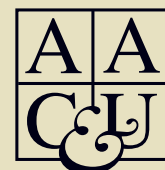
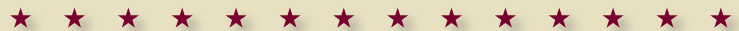




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Liberal Education & America's Promise



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of American  
Colleges and  
Universities



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**H. Peter Karoff**, Founder and Chairman, The Philanthropic Initiative

**George D. Kuh**, Chancellor's Professor and Director, Indiana University Center for Postsecondary Research

**Barbara Lawton**, Lieutenant Governor, State of Wisconsin

**Stephen Mittelstet**, President, Richland College

**Azar Nafisi**, Visiting Fellow, Foreign Policy Institute, Johns Hopkins University

**Martha Nussbaum**, Ernst Freund Distinguished Service Professor of Law and Ethics, University of Chicago

**Peggy O'Brien**, Co-chair, Chief Communications Officer, District of Columbia Public Schools

**James F. Orr, III**, Chair, Board of Trustees, The Rockefeller Foundation

**Keith J. Peden**, Senior Vice President of Human Resources, Raytheon Company

**Christi M. Pedra**, Chief Executive Officer, Siemens Hearing Instruments

**Chellie Pingree**, Former President, Common Cause

**Sally E. Pingree**, Trustee, Charles Engelhard Foundation

**Lois Quam**, Managing Director, Alternative Investments, Piper Jaffray & Co.

**Carol Geary Schneider**, President, Association of American Colleges and Universities

**Lee S. Shulman**, President, The Carnegie Foundation for the Advancement of Teaching

**Donald M. Stewart**, Visiting Professor, University of Chicago, Former President, The College Board and Spelman College

**Deborah Traskell**, Executive Vice President, State Farm Insurance Companies

**Blenda J. Wilson**, Interim President, Cedar Crest College

**Jack M. Wilson**, President, University of Massachusetts System

**Ruth Wooden**, President, Public Agenda



# Executive Summary



**C**ollege *Learning for the New Global Century* is a report about the aims and outcomes of a twenty-first-century college education. It is also a report about the promises we need to make—and keep—to all students who aspire to a college education, especially to those for whom college is a route, perhaps the only possible route, to a better future.

With college education more important than ever before, both to individual opportunity and to American prosperity, policy attention has turned to a new set of priorities: the expansion of access, the reduction of costs, and accountability for student success.

These issues are important, but something equally important has been left off the table.

Across all the discussion of access, affordability, and even accountability, **there has been a near-total public and policy silence about what contemporary college graduates need to know and be able to do.**

This report fills that void. It builds from the recognition, already widely shared, that in a demanding economic and international environment, Americans will need further learning beyond high school.

The National Leadership Council for Liberal Education and America's Promise (LEAP) takes that recognition to the next level, asking: What kinds of learning? To what ends? Beyond access to college, how should Americans define "success" in college achievement?

The council believes that the policy commitment to expanded college access must be anchored in an equally strong commitment to educational excellence. Student success in college cannot be documented—as it usually is—only in terms of enrollment, persistence, and degree attainment. These widely used metrics, while important, miss entirely the question of whether students who have placed their hopes for the future in higher education are actually achieving the kind of learning they need for life, work, and citizenship.

The public and policy inattention to the aims, scope, and level of student learning in college threatens to erode the potential value of college enrollment for many American students. It has already opened the door to the same kind of unequal educational pathways that became common in the twentieth-century high school, which set high expectations for some and significantly lower expectations—expressed in a narrower and less challenging curriculum—for others.

**"Student success in college cannot be documented—as it usually is—only in terms of enrollment, persistence, and degree attainment."**

*"In the twenty-first century, the world itself is setting very high expectations for knowledge and skill. In this context, educators and employers have begun to reach similar conclusions—an emerging consensus—about the kinds of learning Americans need from college."*

In the twenty-first century, the world itself is setting very high expectations for knowledge and skill. This report—based on extensive input from both educators and employers—responds to these new global challenges. It describes the learning contemporary students need from college, and what it will take to help them achieve it.

### **Preparing Students for Twenty-First-Century Realities**

In recent years, the ground has shifted for Americans in virtually every important sphere of life—economic, global, cross-cultural, environmental, civic. The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power.

Only a few years ago, Americans envisioned a future in which this nation would be the world's only superpower. Today, it is clear that the United States—and individual Americans—will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively.

These waves of dislocating change will only intensify. The world in which today's students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity. This volatility also applies to careers. Studies show that Americans already change jobs ten times in the two decades after they turn eighteen, with such change even more frequent for younger workers.

Taking stock of these developments, educators and employers have begun to reach similar conclusions—an emerging consensus—about the kinds of learning Americans need from college. The recommendations in this report are informed by the views of employers, by new standards in a number of the professions, and by a multiyear dialogue with hundreds of colleges, community colleges, and universities about the aims and best practices for a twenty-first-century education.

Across all these centers of dialogue, a new vision for learning is coming into view. The goal of this report is to move from off-camera analysis to public priorities and action.

### **What Matters in College?**

American college students already know that they want a degree. The challenge is to help students become highly intentional about the forms of learning and accomplishment that the degree should represent.

**The LEAP National Leadership Council calls on American society to give new priority to a set of educational outcomes that all students need from higher learning, outcomes that are closely calibrated with the challenges of a complex and volatile world.**

Keyed to work, life, and citizenship, the essential learning outcomes recommended in this report (see next page) are important for all students and should be fostered and developed across the entire educational experience, and in the context of students' major

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005). *Liberal Education Outcomes* is available online at [www.aacu.org/leap](http://www.aacu.org/leap).

fields. These outcomes provide a new framework to guide students' cumulative progress—as well as curricular alignment—from school through college.

**The LEAP National Leadership Council does not call for a “one-size-fits-all” curriculum. The recommended learning outcomes can and should be achieved through many different programs of study and in all collegiate institutions, including colleges, community colleges and technical institutes, and universities, both public and private.**

### **Liberal Education and American Capability**

The essential learning outcomes are important for a globally engaged democracy, for a dynamic, innovation-fueled economy, and for the development of individual capability. A course of study that helps students develop these capacities is best described as a liberal—and liberating—education.

Reflecting the traditions of American higher education since the founding, the term “liberal education” headlines the kinds of learning needed for a free society and for the full development of human talent. Liberal education has always been this nation’s signature educational tradition, and this report builds on its core values: expanding horizons, building understanding of the wider world, honing analytical and communication skills, and fostering responsibilities beyond self.

However, in a deliberate break with the academic categories developed in the twentieth century, the LEAP National Leadership Council disputes the idea that liberal education is achieved only through studies in arts and sciences disciplines. It also challenges the conventional view that liberal education is, by definition, “nonvocational.”

The council defines liberal education for the twenty-first century as a comprehensive set of aims and outcomes (see previous page) that are essential for all students because they are important to all fields of endeavor. Today, in an economy that is dependent on innovation and global savvy, these outcomes have become the keys to economic vitality and individual opportunity. They are the foundations for American success in all fields—from technology and the sciences to communications and the creative arts.

The LEAP National Leadership Council recommends, therefore, that the essential aims and outcomes be emphasized across every field of college study, whether the field is conventionally considered one of the arts and sciences disciplines or whether it is one of the professional and technical fields (business, engineering, education, health, the performing arts, etc.) in which the majority of college students currently major. General education plays a role, but it is not possible to squeeze all these important aims into the general education program alone. The majors must address them as well.

In the last century, higher education divided educational programs into two opposed categories—an elite curriculum emphasizing liberal arts education “for its own sake” and a more applied set of programs

*"In an economy that is dependent on innovation and global savvy, liberal education outcomes have become the keys to economic vitality and individual opportunity."*

emphasizing preparation for work. Today, the practices are changing but the old Ivory Tower view of liberal education lingers. It is time to retire it.

This outmoded view is seriously out of touch with innovations on campus, which increasingly foster real-world experience and applications in all disciplines. But it is especially injurious to first-generation students who, the evidence shows, are the most likely to enroll in narrower programs that provide job training but do not emphasize the broader outcomes of a twenty-first-century education. To serve American society well, colleges, universities, and community colleges must take active steps to make liberal education inclusive.

The LEAP National Leadership Council calls, therefore, for vigorous new efforts to help students discover the connections between the essential learning outcomes and the lives they hope to lead. The goal—starting in school and continuing through college—should be to provide the most empowering forms of learning for all college students, not just some of them.

### **A New Framework for Excellence**

The LEAP National Leadership Council recommends, in sum, an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges.

The council further calls on educators to help students become “intentional learners” who focus, across ascending levels of study and diverse academic programs, on achieving the essential learning outcomes. But to help students do this, educational communities will also have to become far more intentional themselves—both about the kinds of learning students need, and about effective educational practices that help students learn to integrate and apply their learning.

In a society as diverse as the United States, there can be no “one-size-fits-all” design for learning that serves all students and all areas of study. The diversity that characterizes American higher education remains a source of vitality and strength.

Yet all educational institutions and all fields of study also share in a common obligation to prepare their graduates as fully as possible for the real-world demands of work, citizenship, and life in a complex and fast-changing society. In this context, higher education needs a broadly defined educational framework that provides both a shared sense of the aims of education and strong emphasis on effective practices that help students achieve these aims.

To highlight these shared responsibilities, **the council urges a new compact, between educators and American society, to adopt and achieve new Principles of Excellence** (see p. 6).

Informed by a generation of innovation and by scholarly research on effective practices in teaching, learning, and curriculum, the Principles of Excellence offer both challenging standards and flexible

*"It is not possible to squeeze all these important aims into the general education program alone. The majors must address them as well."*

# *The Principles of Excellence*



## Principle One

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### ★ **Aim High—and Make Excellence Inclusive**

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

## Principle Two

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### ★ **Give Students a Compass**

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

## Principle Three

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### ★ **Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

## Principle Four

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### ★ **Engage the Big Questions**

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

## Principle Five

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### ★ **Connect Knowledge with Choices and Action**

Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

## Principle Six

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### ★ **Foster Civic, Intercultural, and Ethical Learning**

Emphasize Personal and Social Responsibility, in Every Field of Study

## Principle Seven

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### ★ **Assess Students' Ability to Apply Learning to Complex Problems**

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement





guidance for an era of educational reform and renewal.

The Principles of Excellence can be applied by any college, community college, or university. They are intended to influence practice across the disciplines as well as in general education programs.

But the principles and the recommendations that accompany them also provide a framework for shared efforts, between school and college, to develop more purposeful pathways for student learning over time. Collectively, they shift the focus—at all levels of education—from course categories and titles to the quality and level of work students are actually expected to accomplish.

Taken together, the Principles of Excellence underscore the need to teach students how to integrate and apply their learning—across multiple levels of schooling and across disparate fields of study. The principles of excellence call for a far-reaching shift in the focus of schooling from accumulating course credits to building real-world capabilities.

### **A Time for Leadership and Action**

The Principles of Excellence build from an era of innovation that is already well under way. As higher education has reached out to serve an ever wider and more diverse set of students, there has been widespread experimentation to develop more effective educational practices and to determine “what works” with today’s college students.

Some of these innovations are so well established that research is already emerging about their effectiveness. The full LEAP report provides a guide to tested and effective educational practices.

To date, however, these active and engaged forms of learning have served only a fraction of students. New research suggests that the benefits are especially significant for students who start farther behind. But often, these students are not the ones actually participating in the high-impact practices.

With campus experimentation already well advanced—on every one of the Principles of Excellence—it is time to move from “pilot efforts” to more far-reaching commitments. The United States comprehensively transformed its designs for learning, at all levels, in the late nineteenth and early twentieth centuries. Now, as we enter the new global century, Americans need to mobilize again to advance a contemporary set of goals, guiding principles, and practices that will prepare all college students—not just the fortunate few—for twenty-first-century realities.

*"The Principles of Excellence call for a far-reaching shift in the focus of schooling from accumulating course credits to building real-world capabilities."*

### **What It Will Take**

#### **► Make the Principles of Excellence a Priority on Campus**

Colleges, community colleges, and universities stand at the center. Many have already implemented pilot programs that address the vision for learning outlined in this report. The goal now should be to move from partial efforts to a comprehensive focus on students’ cumulative accomplishment over time, and across different parts of their educational experience.

*"Students need to hear now from their future employers that narrow learning will limit rather than expand their options."*

The LEAP report describes steps that each institution can take to scale up its efforts and focus campus-wide attention both on the aims of education and on intentional practice to help students achieve the intended learning (see p. 14).

► **Form Coalitions, across Sectors, for All Students' Long-Term Interests**

While the value of strong educational leadership on campus cannot be overstated, raising the quality of student learning across the board will require concerted and collective action at all levels of education. The barriers to higher achievement are systemic, and no institution can overcome them on its own. Leaders at all levels will need to work together to build public and student understanding about what matters in college and to establish higher operative standards across the board for college readiness and college achievement.

► **Build Principled and Determined Leadership**

While everyone has a role to play, three forms of enabling leadership will be absolutely essential to champion and advance the work of raising student achievement across the board.

**1. High-profile advocacy from presidents, trustees, school leaders, and employers.** These leaders, more than any others, are in a position to build public understanding of what matters in a twenty-first-century education. They should vigorously champion and support the essential learning outcomes with the public and in their outreach to students and families. And, they should make the essential learning outcomes a driving priority for their institutions and communities.

**2. Curricular leadership from knowledgeable scholars and teachers.** While recognized leaders can make higher achievement a priority, faculty and teachers who work directly with students are the only ones who can make it actually happen. At all levels—nationally, regionally, and locally—they will need to take the lead in developing guidelines, curricula, and assignments that connect rich content with students' progressive mastery of essential skills and capabilities. Equally important, those responsible for educating future teachers and future faculty must work to ensure that they are well prepared to help students achieve the intended learning.

**3. Policy leadership at multiple levels to support and reward a new framework for educational excellence.** Leaders in state systems and schools, in accreditation agencies, in P-16 initiatives, and in educational associations need to act together to set priorities and establish policies that focus on the essential learning outcomes. As they adopt new standards for assessment and accountability, they need to ensure that these standards are designed to foster cumulative accomplishment and integrative learning over time. And, they need to create an environment that both supports and rewards faculty, teacher, and staff investments in more powerful forms of learning.

► **Put Employers in Direct Dialogue with Students**

Students are flocking to college in order to expand their career opportunities. They need to hear now from their future employers—at career fairs, on campus Web sites, and even through podcasts on their iPods—that narrow learning will limit rather than expand their options. When both senior executives and campus recruiters underscore the value of the essential learning outcomes, students will have strong incentives to work steadily toward their achievement.

► **Reclaim the Connections between Liberal Education and Democratic Freedom**

The essential learning outcomes and the Principles of Excellence are important to the economy, certainly. But they are also important to American democracy.

As Americans mobilize determined leadership for educational reform, we need to put the future of democracy at the center of our efforts. An educational program that is indifferent to democratic aspirations, principles, and values will ultimately deplete them. But a democracy united around a shared commitment to educate students for active citizenship will be this nation's best investment in our long-term future.

**Liberal Education and America's Promise**

With this report, the LEAP National Leadership Council urges a comprehensive commitment, not just to prepare all students for college, but to provide the most powerful forms of learning for all who enroll in college.

Working together, with determination, creativity, and a larger sense of purpose, Americans can fulfill the promise of a liberating college education—for every student and for America's future.

*"The LEAP National Leadership Council urges a comprehensive commitment, not just to prepare all students for college, but to provide the most powerful forms of learning for all who enroll in college."*

## APPENDIX

# *Do Employers Value Liberal Education?*

In 2006 and 2007, AAC&U commissioned Peter D. Hart Research Associates to conduct several studies of employers' views on student learning in college.\* Summarized below are selected data and key conclusions from this research.

The surveys and focus groups reveal strong support among employers for an increased emphasis on providing all students with the LEAP “essential learning outcomes.” Employers reject any trend toward narrow technical training at the college level; they believe that, to succeed in the global economy, students need more liberal education, not less (see page 11).

Employers want college graduates to acquire versatile knowledge and skills. They also expressed a strong desire to see more emphasis on helping students put their knowledge and skills to practical use in “real-world” settings. This preference was reaffirmed when employers were asked how colleges can productively assess whether students have achieved the essential outcomes.

Employers in the 2008 LEAP survey dismissed multiple choice tests in favor of assessments that evaluate communication skills and analytic reasoning and students' ability to apply what they are learning to complex problems.

### **Employers Are Dissatisfied With Skills and Abilities of Recent Graduates**

- Fully 63 percent of employers believe that too many recent college graduates do not have the skills they need to succeed in the global economy. Employers recognize the importance of higher education, but they see significant room for improvement in graduates' levels of preparation.
- A majority of employers believe that only half or fewer recent graduates have the skills and knowledge needed to advance or be promoted in their companies.
- In none of twelve skills and areas of knowledge tested—from writing to global knowledge to ethical judgment—do a majority of employers rate recent graduates as “very well prepared.” Only eighteen percent of employers rate college graduates as “very well prepared” in the area of global knowledge. More than 45 percent rate them as “not well prepared” at all in this area.

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*\*In November/December 2006, Peter D. Hart Research Associates, Inc., interviewed 305 employers whose companies have at least twenty-five employees and report that 25 percent or more of their new hires hold at least a bachelor's degree from a four-year college. The margin of error for this survey is +/-5.7 percentage points. In January 2006, Hart Research also conducted three focus groups among business executives—one each in Milwaukee, Wisconsin; Fairfax, Virginia; and Atlanta, Georgia. This research focused only on preparation for economic success. The results, therefore, do not reveal respondents' views on education for citizenship or personal development. In November/December 2007, Hart Research interviewed another 301 employers. This survey's margin of error was also +/- 5.7 percentage points. The complete findings from the focus groups and the national can be found online at [www.aacu.org/leap](http://www.aacu.org/leap).*

# Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes



## ★ Knowledge of Human Cultures and the Physical and Natural World

• Science and technology	82%
• Global issues	72%*
• The role of the United States in the world	60%
• Cultural values and traditions (U.S./global)	53%*

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## ★ Intellectual and Practical Skills

• Teamwork skills in diverse groups	76%*
• Critical thinking and analytic reasoning	73%
• Written and oral communication	73%
• Information literacy	70%
• Creativity and innovation	70%
• Complex problem solving	64%
• Quantitative reasoning	60%

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## ★ Personal and Social Responsibility

• Intercultural competence (teamwork in diverse groups)	76%*
• Intercultural knowledge (global issues)	72%*
• Ethics and values	56%
• Cultural values/traditions—U.S./global	53%*

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## ★ Integrative Learning

• Applied knowledge in real-world settings	73%
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**Note:** These findings are taken from a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Peter D. Hart Associates in November and December 2006. For a full report on the survey and its complete findings, see [www.aacu.org/leap](http://www.aacu.org/leap).

\*Three starred items are shown in two learning outcome categories because they apply to both.

## Employers Seek Broad Knowledge and Skills, and More Real-World and Applied Learning

- Fifty-six percent of employers think colleges and universities should focus on providing all students with both a well-rounded education—broad knowledge and skills that apply to a variety of fields—and knowledge and skills in a specific field. Eleven percent of employers favor a primary focus only on providing a well-rounded education, and just 22 percent favor a narrow focus on providing skills and knowledge mainly in a specific field.
- A majority of employers think that colleges and universities should place more emphasis on skills and areas of knowledge that are cultivated through a liberal education (see page 11 and figure 1 below).
- The majority of employers surveyed think colleges and universities should also place more emphasis on helping students develop the ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences. Several focus group participants were especially critical of colleges and universities for providing an education that is too theoretical and disconnected from the real world. Or as one executive says, colleges and universities equal “delayed reality.”

**FIGURE 1**

### SKILLS AND AREAS OF KNOWLEDGE A MAJORITY OF EMPLOYERS WOULD LIKE COLLEGES AND UNIVERSITIES TO EMPHASIZE MORE

Concepts and new developments in science and technology.....	82%
Teamwork skills and the ability to collaborate with others in diverse group settings .....	76%
The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences .....	73%
The ability to effectively communicate orally and in writing.....	73%
Critical thinking and analytical reasoning skills.....	73%
Global issues and developments and their implications for the future .....	72%
The ability to locate, organize, and evaluate information from multiple sources .....	70%
The ability to be innovative and think creatively .....	70%
The ability to solve complex problems.....	64%
The ability to work with numbers and understand statistics.....	60%
The role of the United States in the world .....	60%
A sense of integrity and ethics .....	56%
Cultural values and traditions in America and other countries.....	53%

Source: *How Should Colleges Prepare Students To Succeed in Today's Global Economy?* AAC&U/Peter D. Hart Research, 2007.

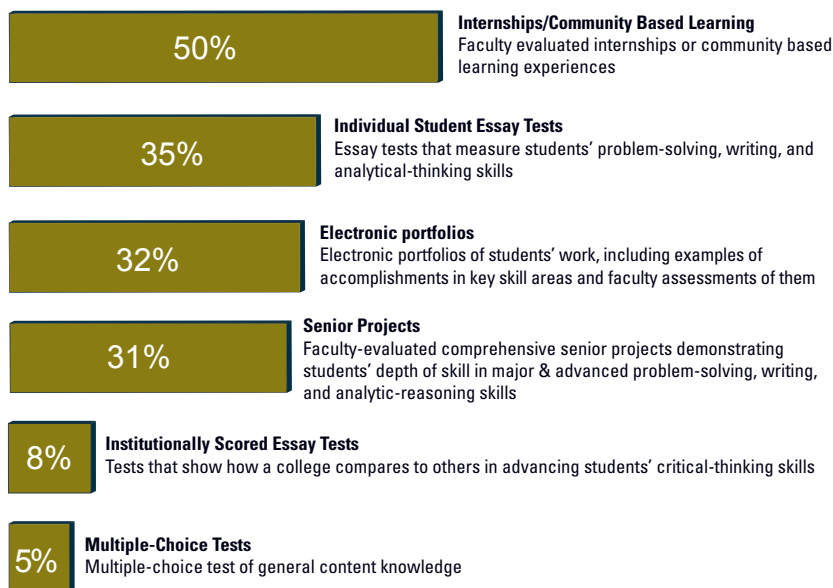
## Employers Seek New Forms of Assessment and Reject Multiple-Choice Tests

- Very few employers surveyed find college transcripts useful in evaluating whether candidates have achieved the most important outcomes of college. Fewer than three in 10 employers find college transcripts very (13 percent) or fairly (16 percent) useful.
- Employers seek assessments that demonstrate graduates' ability to apply their learning to real-world challenges. More than two-thirds of employers believe that a faculty supervisor's assessment of a student's internship or community-based project would be very or fairly useful to them in evaluating college graduates' potential for success. More than half of employers also would find it useful to see individual scores on essay tests of problem-solving, writing, and analytical-thinking.
- Employers also would recommend to colleges that they invest scarce resources in qualitative assessment methods that demonstrate students' advanced ability to integrate and apply their learning, (see figure 2).
- Employers do not recommend that college leaders invest in assessment practices that are based on a small sample of students. They are much more interested in individual readiness.

**FIGURE 2**

### EMPLOYERS ADVISE ON WHERE TO FOCUS ASSESSMENT RESOURCES

#### One/Two Practices to Which Colleges Should Devote Resources



Source: *How Should Colleges Assess and Improve Student Learning?* AAC&U/Peter D. Hart Research, 2008.

## Employers Endorse New Vision of Liberal Education

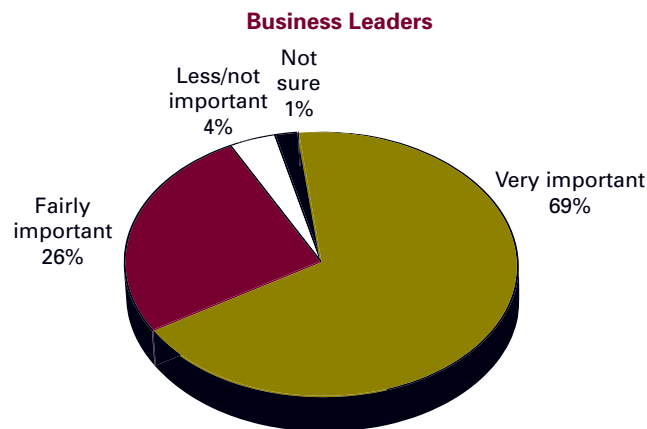
- Employers strongly endorse the practices that characterize liberal education. When presented with a description and asked how important they feel it is for colleges and universities to provide a liberal education, employers overwhelmingly recognize it as important (see figure 3).

**FIGURE 3**

### EMPLOYERS ENDORSE LIBERAL EDUCATION AS PREFERRED APPROACH

*Employers were asked “How important is it for today’s colleges and universities to provide the type of education described below?”*

This particular approach to a four-year college education provides both broad knowledge in a variety of areas of study and more in-depth knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.



**In addition, seventy-six percent of employers would recommend this type of education to a young person they know.**

*Source: How Should Colleges Prepare Students To Succeed in Today’s Global Economy? AAC&U/ Peter D. Hart Research, 2007.*

In sum, employers do not necessarily use the vocabulary of “liberal education.” But when asked about the learning students need from college, they give responses that address all the broad areas of knowledge and skill that are central to a strong liberal education.

Campus leaders can use these survey findings to build public and student understanding that the learning outcomes that characterize liberal education have become essential, not elective. In an economy fueled by innovation, the outcomes of a liberal education have become the essential passport to economic opportunity. And as campus leaders consider strategies for assessing student cumulative learning, employers clearly recommend more integrated and applied learning assessments for all students.

The question confronting higher education is whether it can and will meet this challenging standard for inclusive excellence.







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AAC&U IS THE LEADING NATIONAL ASSOCIATION concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,150 accredited public and private colleges and universities of every type and size.

AAC&U FUNCTIONS AS A CATALYST AND FACILITATOR, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

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