

**Educational Policy Committee's Report  
for April 1994 Faculty Meeting**

**Submitted by: Faculty:** Chris Abelt, Jesse Bohl, Maryann Brink, John Drew, Mark Fowler (chair), Colleen Kennedy, Ann Henderson, Hans Tiefel, and Eugene Tracy. **Ex-officio Members:** David Lutzer, Heather Macdonald, Nancy Marshall, William Savely, Ronald Wheeler, William Geary, and Bruce Nielsen. **Students:** Sam Ozeck, Bridget Pool, and Jon Trinidad.

This report consists of three sections: 1) Topic for Faculty Comment and Advice: Proposed EPC motion on criteria for Computing Proficiency; 2) An EPC motion for delaying until Fall 1994 the joint EPC/Assessment Committee recommendation for assessing GER's; and 3) EPC Motions on the criteria for the seven GER's (PLEASE READ OVER GER 2, 4, AND 6 CAREFULLY; IN RESPONSE TO FACULTY FEEDBACK THE VERSIONS OF THESE PRESENTED AT THE MARCH FACULTY MEETING HAVE BEEN REVISED).

**I EPC Proposed Motion on a Definition and Criterion for the Computing Proficiency Requirement:** Section 6 of the New Curriculum Motion stipulates computing proficiency as a general education requirement. EPC proposes the motion below as a topic for Faculty comment and advice. The motion recommends a definition of 'computing proficiency' and a criterion for evaluating proposals for satisfying the Computing Proficiency Requirement. (If time constraints prohibit your commenting at the Faculty meeting, please send an P mail message to Mark Fowler, Philosophy Department by April 12)

**Statement of Computing Proficiency Requirement in Section 6:**

**Computing:** Students must satisfy a Concentration Computing Requirement established by each department, program, or school and approved by the EPC. The purpose of the requirement is to ensure that all students have mastered the advanced computing skills appropriate to their respective disciplines. Students will be required to demonstrate proficiency in:

1. computer programming, or
2. the computer-aided composition of original, creative material (including mathematical or simulation models, music or other works of art, or significant experimental studies), or
3. the use of a computer to retrieve, process, and analyze numeric or non-numeric information.

Concentrations may designate certain departmental courses and/or courses in other departments (such as Computer Science) as satisfying the requirement. (Section III.B.4, page 9, of the

Final Report - 4/15/93)

**EPC Proposed Motion:** EPC proposes that the Faculty adopt the following (A) Definition of "Computing Skills Appropriate to the Discipline" for the Computing Proficiency Requirement and the following (B) Criterion for Evaluating Proposals for Satisfying the Computing Proficiency Requirement:

**A) Definition of "Computing Skills Appropriate to the Discipline":** Students must demonstrate appropriate proficiency in at least one of the following categories:

1. computer programming, or
2. the computer-aided composition of original, creative material (including mathematical or simulation models, music or other works of art, or significant experimental studies), or
3. the use of a computer to retrieve, process, and analyze numeric or non-numeric information.

Students have demonstrated the computing proficiency appropriate to their disciplines when a) they have mastered the advanced computing skills in category 1, 2, or 3 which are reasonable to expect of undergraduates in their field, and b) they have taken a discipline-specific course or acquired cumulative experience in which a computer is regularly used to do things that would otherwise be impractical, if not impossible.

**B) Criterion for Evaluating Computing Proficiency Proposals:** The adequacy of department/program proposals for satisfying the Computing Proficiency Requirement will be evaluated in terms of whether under those proposals students will attain the level of computing proficiency defined in (A).

**Elaboration of Definition and Criterion:**

The proposed definition in (A) emphasizes that, while the computing skills required are always defined relative to specific concentrations, those skills must satisfy a general standard of appropriateness: To be appropriate, the skills must be 'advanced' enough to be a genuine enhancement of students' capacity to work with the degree of competency and creativity it would be reasonable to expect of people at their level in their chosen disciplines. Without these skills it would be impractical or even impossible for students to perform with that degree of competency and creativity. On the other hand, the appropriate computing skills must not be so difficult to acquire as to create unreasonable expectations of students in a given concentration.

The proposed criterion for department/program proposal evaluation in (B) should accommodate the wide variations between and within

concentrations, the evolving nature of computer technology, and the changing nature of computing resources available to faculty and students on our campus. Departments and programs sponsoring concentrations will propose to EPC the manner in which concentrators would satisfy the Computing Proficiency Requirement. Concentrations will vary in their approach. For example: (a) some may develop one or more required courses, (b) some may develop cumulative experiences across several courses, (c) some may use course offerings from other departments such as Computer Science (e.g, CSCI 131 or 141), d) some may use the 1-Credit Computer Science Laboratory course discussed below under "Resources and Implementation", coupled with additional discipline-specific experiences which use or build on the basic skills in computing. Changes in virtually all disciplines are rapidly necessitating the acquisition of more advanced computing skills. Therefore all concentrations are strongly encouraged to review periodically developments in the use of computing in their concentrations and to revise their concentration Computing Proficiency Requirement as needed.

#### Resources and Implementation

Beginning in the fall semester of 1995, the Computer Science Department will do one of the following: 1) Partition the existing CSCI 131, a 3 credit hour course into a 1 credit-hour stand-alone laboratory course and a 2 credit hour lecture/discussion course. (The 2 credit hour course will require concurrent registration in the 1 credit hour laboratory course and, therefore, will be essentially equivalent to the current CSCI 131.) 2) Leave CSCI 131 as it is and create one or more 1-credit stand alone laboratory courses. Some concentrations may want to make this 1 credit laboratory course an option for satisfying part of their Computing Proficiency Requirement for their concentrators admitted under the 1995-96 catalog. They may also utilize examinations because the Computer Science Department will administer a computing proficiency examination (no credit awarded) to certify that students have the computing skills contained in the 1 credit-hour laboratory course.

The Computer Science Department has considerable experience that relates directly to the implementation of the laboratory course option. For many years, as part of CSCI 131, the department has organized and taught a 1-credit-hour-equivalent laboratory to hundreds of students each semester. The existing CSCI 131 currently serves approximately 700 students a year. Another 200 or so students take CSCI 141 each year -- a course which some departments, for example Math, might use to satisfy the Computing Proficiency Requirement. The point is that approximately 900 students already take CSCI 131 and/or 141 each year.

For the long term it is difficult to predict how the Computing Proficiency Requirement will affect staffing and resources because the requirement is discipline-specific. With respect to the

proposed creation of a 1 credit laboratory course, a large percentage of students currently take CSCI 131 and an increasing percentage of matriculating students should be able to succeed on the common computing skills proficiency examination. In addition, because it will be possible for students to complete the 1 credit hour laboratory portion of CSCI 131 only (instead of the current 3 credit hour CSCI 131), it is likely that the overall resources currently devoted to staffing the 3 credit CSCI 131 course will be reduced (i.e., less lecture sections will be necessary).

Because the class admitted under the 1995-96 catalog will be the first required to meet the Computing Proficiency Requirement, full implementation may not occur until those students become upper division students in 1997-98. Because of wide variations in practices related to computing between concentrations, however, the subcommittee hopes that many departments will move much more quickly to phase in and enhance the concentration Computing Proficiency Requirement.

**II EPC Motion on GER Assessment:** Ongoing assessment is to be built into the new system of GER's after its implementation. Accordingly, under the New Curriculum Motion, EPC and the Assessment Steering Committee are obligated to present to the Faculty during the 1993-4 academic year a joint recommendation for periodically reviewing each GER. The committees concur, however, that a proper recommendation can be made only after all the GER criteria have been approved by the Faculty-- which probably will not occur until May 1994-- and an appropriate GER assessment instrument has been designed by the two committees over the summer of 1994. Therefore at the March Faculty Meeting we proposed the motion below as a topic for Faculty comment and advice, and are now ready to bring it before the Faculty for a vote.

**Faculty Response:** None received

**Unamended EPC Motion:** EPC and the Assessment Steering Committee will present to the Faculty its recommendation for GER review in Fall, 1994.

**III EPC Motions on GER Criteria:** As a part of its responsibility for implementing the New Curriculum, EPC must present to the Faculty application criteria for each of the seven GER's. The proposed criteria below were presented as topics for Faculty comment and advice at the March Faculty Meeting, and are ready to be voted on, whether at this April Faculty Meeting or at special Faculty meetings in April.

We recommend following the same procedure by which the GER's were originally adopted in Spring 1993: viz., that the criteria for each GER first be voted on separately, and afterwards the criteria for all seven GER's be voted on as a single package. As becomes

clear below, two additional EPC motions respecting GER's must be voted on besides the seven for individual GER. They concern the issue of course equivalency and information required for all GER course proposals.

Please bear in mind that Faculty approval of GER criteria is not tantamount to Faculty approval of GER implementation. The latter is possible only after EPC certifies that the resources needed to implement the GER's are in place.

**A) An EPC Motion on Course Equivalency and GER Fulfilment:** General guidelines are needed to decide when course equivalencies can satisfy GER's. Hence we proposed those below in March.

**Faculty Comment:** None received.

**EPC Motion:** EPC moves that the Faculty adopt the following guidelines for Course Equivalency and GER Fulfilment:

Students receiving AP/IB or transfer credit (or exemption) for GER designated courses thereby automatically fulfill that GER. For example, if a student receives AP credit for Math 111, and Math 111 satisfies GER 1, that student thereby meets GER 1. Likewise, if a student, due to AP scores, is exempted from a William and Mary course satisfying a GER, that student will receive no credit for the course but will still fulfill the GER. As is currently the case, departments and programs will decide equivalency issues regarding AP/IB, transfer credit and course exemption.

**B) Proposed EPC Motion on Required Information for all GER Course Proposals:** At the March Faculty Meeting, EPC moved that the information below be required on all GER course proposals.

**Faculty Comment:** None received.

**EPC Motion:** EPC moves that the Faculty adopt the following questions for eliciting information required of all GER course proposals:

1. Department and Course Number:
2. Course Title:
3. Credit Hours (must be 3 or 4 credits except for GER 6):
4. Available seats per semester:
5. Semester(s) to be offered:
6. Prerequisites:
7. Current Status of the course (existing, new, revised):
8. Can this course be taught with available staff and resources (for instance, library holdings):
9. Catalog Description:
10. If this course is proposed as satisfying two GER's,
  - a) what are the two GER's?
  - b) how does the course satisfy these two GER's?

11. If this course is proposed as satisfying a GER(s) and a proficiency requirement(s),
- what are the GER(s) and proficiency requirement(s)?
  - how does the course satisfy the GER(s) and proficiency requirement(s)?
12. Signature of department chair(s) and/or program director(s):

**C) EPC Motions on Specific GER's:**

**1. GER 1: Mathematics and Quantitative Reasoning: One course**

At the March Faculty Meeting, EPC proposed the motion below on GER 1.

**Faculty Comment: None received**

**EPC Motion on GER 1: EPC moves that the faculty adopt the following as criteria courses must meet to satisfy GER 1:**

**Definition and Elaboration of GER 1 Criteria:**

Courses offered by the College in fulfillment of GER 1 must develop computational techniques in the context of problems that are pertinent to the experience and training of the students. The setting of these problems should be recognizable to an informed non-mathematician. The problems themselves must require mathematical tools for their analysis. To qualify for approval, a course must satisfy the following two requirements:

A) Include BOTH mathematics and quantitative reasoning at its core. Thus, it is expected that numerical procedures (quantitative reasoning) will be accompanied by mathematical theory as justification; and

B) Devote a significant amount of time to applications of the mathematical methods developed in the course.

**INTERPRETATIVE GUIDELINES**

1. Currently offered courses in the Mathematics Department that are most likely to satisfy GER 1 include the first course in calculus and the elementary probability course. But, in order to conform to Standard B, the Mathematics Department should ensure that its beginning courses offered for GER 1 credit will be heavily oriented toward applications. Specialized new courses in the department that are offered for GER 1 credit are expected to display practical content, not confine themselves solely to the development, however sophisticated, of a mathematical topic.

2. Mathematically oriented courses that might satisfy GER 1 are also found outside the Mathematics Department. Typically, such courses employ specialized tools and focus on discipline-specific applications, comprehensible only to those acquainted with the subject field. It is unlikely that a 3 or 4 hour course can accommodate an explanation of the peculiar quantitative needs of a discipline as well as a sound exposition of pertinent mathematical methods and still find time to provide reasonable practice in the application of those methods. It is therefore anticipated that courses offered for GER 1 credit by departments other than Mathematics, or by one of the Schools, will ordinarily have a subject matter prerequisite.

### Examples

a) A number of departments (Economics, Kinesiology, Psychology, Sociology), as well as the School of Business and the School of Education, offer statistics courses whose methods are specially chosen to accommodate the needs of the respective disciplines. Ordinarily, these courses will have a subject matter prerequisite. A statistics course would satisfy both GER 1 and a department's computing proficiency requirement if approved for each purpose by the EPC.

b) Physics 101 is a course heavily laced with computation. In view of the fact that the mathematically-oriented beginning physics course amounts to an introduction to calculus, as it came to be historically, it is our anticipation that Physics 101 should satisfy GER 1.

c) Computer Science 141 requires students to spend a considerable amount of time studying the algorithmic process, which is certainly a piece of mathematics. Moreover, practical applications of computer programming are easy to demonstrate. But, the course does not typically include any significant amount of numerical computation, automatic or otherwise. Therefore, the course, as currently constituted, should not satisfy GER 1.

### Questions:

1. Briefly describe the quantitative methods to be discussed in the course.
2. Briefly describe the extent to which these methods are explained and justified from a mathematical point of view.
3. Describe the practical applications treated in the course and the background needed by students to understand the significance of particular quantitative methods in those applications.

**2. GER 2: The Natural Sciences: One Course in the Physical Sciences and One Course in the Biological Sciences; One of the Two Courses must be associated with a Laboratory:**

At the March Faculty Meeting, EPC proposed a version of the motion below and requested Faculty comment.

**Faculty Comment:** Various science faculty remarked that the third criterion of our original motion seems to place too much weight on the history and social context of science. Doesn't setting the latter apart in a separate criterion seemingly give them as much significance for fulfilling GER 2 as the more strictly scientific matters described in criteria 1 and 2? Might not this misleadingly suggest that a GER 2 course could legitimately be as much about the sociology of science as about science qua science?

**EPC Response:** We wish our proposed motion to avoid suggesting anything so misleading. Accordingly, after consulting with the GER 2 Working Group, we have modified our original motion by eliminating criterion 3 and incorporating the social context dimension of GER 2 into part c of a revised and simplified Criterion 1. The change is meant to retain the 'sociological-historical' dimension of GER 2 without overemphasizing it. (Originally, the motion included "Criterion 3: Providing students linkages between natural science and its social context could involve addressing: a) the historical development of science; b) the intellectual and cultural contexts of science; c) the ethical, social, economic and political dimensions of science.")

After further consultation with the chair of the GER 2 Working Group, we also A) modified criterion 2 to strengthen the emphasis on various aspects of science qua science; and B) modified Question 2 so as to reflect that on our interpretation of GER 2 no single course may satisfy both its physical science and its biological science components.

**EPC (amended) Motion for GER 2: EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 2:**

**Definition and Elaboration of Criteria:**

The fundamental requirement of GER 2 courses is that they introduce students to the enduring scientific principles which underlie many of the important issues of their times, and foster an appreciation of how science relates to our wider culture.

Because these issues can change over the course of a lifetime, students must be given a foundation which prepares them to further educate themselves. Such a preparation requires providing the student not only with factual information but also with: 1) an appreciation of the nature of scientific inquiry and understanding, and 2) an understanding of the concepts that unify the natural sciences.

Although both criteria must be satisfied by a GER 2

course, there is no fixed formula for determining the exact percentage of time to be spent on each. Criteria 1 and 2 can be elaborated as follows:

Criterion 1: Appreciating the nature of scientific inquiry and understanding involves having a basic conception of the following: a) how scientific theories are developed and tested; b) the nature of empirical knowledge and the limits of science; and c) the historical development of science and its wider cultural and intellectual context.

Criterion 2: Understanding the concepts that unify the natural sciences involves having a basic conception of at least three of the following: a) the character of natural laws, b) the role of mathematics in science; c) the centrality of cause and effect reasoning to the scientific world view; d) the fundamental importance of change and evolution; or e) the characteristic scales and proportions of natural phenomenon.

#### Questions:

1. Substance: What knowledge base is the student being asked to master?

2. A course can fulfill either the physical component or the biological component of GER 2, but not both. Will this course fulfill the physical or the biological component? Please explain in detail how the course will fulfill this component.

3. Do you anticipate having a laboratory requirement for this course?

If the answer is yes, is the laboratory critical to the satisfactory completion of this component of GER 2? Please explain your answer in detail and also state whether current lab facilities in your department will be sufficient to meet the demand this course will place on them.

4. How will this course meet the requirements spelled out in Criteria 1 and 2?

5. To what extent will the course foster an appreciation of science's relationship to our culture as a whole?

Addendum for Laboratory Courses (or the Laboratory Component of Combined Lecture and Laboratory Courses) Proposed to Fulfill GER 2.

The laboratory component of combined lecture/laboratory courses, or separate laboratory courses which have GER 2 lecture courses as co-requisites, should introduce students to the conduct of experiments and observations, and the analysis of the resulting data. To insure a proper balance between these aspects of laboratory inquiry, it is the committee's philosophy that the laboratory must include a significant component of "hands-on" experience. Activities such as the use of supplied data for analysis, the discussion of classical experiments, or the use of computer simulations or demonstrations by instructors may all have appropriate roles as components of the laboratory experience. However, in the aggregate, they should not constitute the bulk of that experience.

1) Please describe the content of the lab exercises, indicating how these experiences will aid students in the acquisition of the general skills listed in the first sentence of the above paragraph.

2) Please indicate the approximate percentage of the total scheduled lab time that will involve the performance of experiments or observations by the students themselves.

### **3. GER 3: The Social Sciences: Two Courses:**

At the March Faculty Meeting, EPC proposed the motion below and requested Faculty comment.

**Faculty Comment: None received.**

**EPC Motion for GER 3: EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 3:**

#### **Definition and Elaboration of Criteria:**

GER 3 courses will expose students to the methodology, foundational concepts, theories, assumptions, uses, and limitations of present modes of inquiry in the social sciences; and to the analysis of social phenomena and/or the assessment of public policy alternatives. Social science is defined as the application of empirical methods (construed broadly) and/or mathematics to the description, explanation, or prediction of human behavior. "Human behavior" is taken to include social action and interaction, and psychological phenomena. Courses in non-human behavior may satisfy GER 3 if they deal in substantial ways with human behavior.

#### **Questions:**

1. What kinds of human behavior are examined in the course?

Kinds of human behavior:  
Settings:

2. Which social science methods are applied in this course?  
Methods:  
Applications:
3. Which social science theories are examined in the course?  
Theories:  
Applications:
4. What social phenomena and/or public policy issues are examined?
5. How are the boundaries of social science knowledge examined in the course?
6. For interdisciplinary courses, what is the contribution of each discipline for meeting this requirement?

**GER 4: World Cultures and History: A) One Course in History and Culture in the European Tradition; B) One Course in History and Culture not in the European Tradition; and C) One Additional Course either in Category A or B, or a Course on Cross-Cultural Issues:**

At the March Faculty Meeting, EPC proposed the Motion below and requested Faculty Comment.

**Faculty Comment:** Remarks by some faculty focused on the non-European component of GER 4 (4(B) above) and, in particular, on the difficulties of having to cover two or more historical periods while simultaneously introducing students to a non-European way of knowing, valuing and behaving, all in a single course.

**EPC Response:** After consulting with the GER 4 Working Group and with many faculty teaching courses in non-European cultures, it was agreed that, while all GER 4 courses should have a historical perspective, providing a 'historical perspective' should not be interpreted as requiring that more than one historical period be covered. Indeed, The Final Report on the Undergraduate Curriculum, in the section GER 4, mentions as a legitimate option that GER 4 courses can cover 'critical periods and movements (for example, the Scientific Revolution or 20th century Totalitarianism)'. To make clear that EPC wants to preserve this option, we have amended part 1 of our original definition of the criteria for GER 4:

**EPC Amended Motion on GER 4: EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 4:**

### Definition and Elaboration of Criteria:

The World Cultures and History GER is designed to introduce students to major ideas, institutions, and historical events that have shaped human societies. The courses that would meet this objective have the following features: 1) they are courses covering more than one period, or covering critical periods or movements, which are designed primarily to explore topics, issues, or themes (as opposed to teaching the methods/theories of a discipline); 2) they are informed by an historical perspective (in the sense of addressing the changes in institutions, movements, or cultural practices); 3) they emphasize critical events, institutions, ideas or literary/artistic achievements; and 4) using disciplinary or interdisciplinary theoretical frameworks, they focus on a European or a non-European tradition, or explore topics comparatively across traditions.

### Questions:

1. Which of the three categories of GER 4 does this course satisfy and why?

A. History and Culture in the European Tradition (societies in Europe as well as European societies outside Europe, including the United States)

B. History and Culture Outside the European Tradition (Africa, Asia, the Middle East, Pacific, Latin America, and the New World societies and cultures that are identifiably non-European)

C. Cross-Cultural Issues (these courses deal with a comparative approach and the cross-fertilization of ideas, institutions, and cultures primarily between European and non-European traditions)

2. Which historical period(s) or movement(s) will the course cover?

3. How does this course address changes in institutions, movements or cultural practices?

4. Which critical events, institutions, ideas, literary/artistic achievements, or cultural practices will the course emphasize?

**GER 5: Literature and the History of the Arts: One Course**

At the March Faculty Meeting, EPC proposed the motion below and requested Faculty comment.

**Faculty Comment:** From two departments we received the welcome news that our criteria are on the mark. As one department remarked: "We believe the criteria for GER # 5 are correctly stated".

**EPC Response:** Thanks!

**EPC Motion:** EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 5:

**Definition and Elaboration of Criteria:**

A liberally educated person should possess knowledge of important and influential forms of literary and artistic achievement, and of how they both reflect and shape their cultural contexts. A course which satisfies GER 5 would introduce students to at least two major forms, genres, eras, cultures, or movements; and/or at least two methods of analysis. It would provide students with the vocabulary of the discipline, and would teach them to apply the appropriate methodology for critical analysis.

**Questions:**

1. A course that satisfies GER 5 must introduce students to at least two major forms, genres, eras, cultures, or movements; and/or at least two methods of analysis. The material to be analyzed may be studied in a variety of ways: for example, in print, aurally, or visually. How will the course meet this criterion?

2. A course that satisfies GER 5 must also provide students with the appropriate level of vocabulary of the discipline. How will the course meet this criterion?

3. A course that satisfies GER 5 must ask students to apply the appropriate methodology(ies) for critical analysis, such as formalist, historical, and/or theoretical. How will the course meet this criterion?

**GER 6: Creative and Performing Arts: 2 Credits**

At the March Faculty Meeting, EPC proposed the motion below and requested Faculty comment.

**Faculty Comment:** Some faculty objected to the section below entitled "Students may satisfy this requirement by:". More specifically, they objected to the subcategories under 2(B) which allow for exemption from GER 6 based on high school experience or

two-year involvement in an organization or activity requiring an audition. Exemptions based on high school experience are opposed because, it is argued, high school experience is more "highly regarded by ...students than by our faculty and, indeed, we often must attempt to work to cancel some of the lessons and concepts they have learned." Similar objections are implied about exemptions based on documented participation in activities. And exemption based on past participation in debate/forensics is singled out as being especially objectionable because, it is claimed, debate and forensics activities do not help students "understand the artistic process" and "artistic choices". Finally, this was recommended: "We think that the entries for "exemption" should stop at 2(B) with no further discussion, which would permit departments to submit exemption procedures if they wish."

**EPC Response:** We believe that these objections largely stem from a misunderstanding of the subcategories under 2(B). They are intended to delineate minimum standards for exempting out of GER 6. Creative/Performing Arts departments may adopt higher standards if they can offer the GER 6 Working Group and EPC cogent reasons for doing so. In this sense departments are already permitted to submit their own exemption procedures if they wish. More stringent exemption standards will be accepted so long as a basic principle underlying all the GER's is observed: viz., that students should not be forced to relearn at William and Mary what they have already learned elsewhere and so appropriate pre-William and Mary experience must count toward satisfying general education requirements. However, to forestall similar misunderstandings in the future, we have added clarifying language to 2.

Regarding debate and forensics, the report from the GER 6 Working Group indicated that on certain levels debating resembles acting inasmuch as debators adopt a persona, or play a role, in a manner involving characterization and interpretation. In cases where this is true, we still believe that debating/forensics should satisfy GER 6.

**EPC (amended) Motion:** EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 6:

**Definition and Elaboration of Criteria:**

The purpose of GER 6 is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, GER 6 courses aim for an experience-based understanding of how the artist communicates. A course that satisfies GER 6 would require a student to begin to understand an art at the foundation level through artistic activities involving each of the following:

- A) Developing their artistic skills; and
- B) Applying the principles of the art through projects and/or

exercises.

Students may satisfy this requirement by:

1) Successful completion of two credits in one of the creative or performing arts chosen from a list of departmental courses approved by the EPC.

2) Exemption (without credit) based on prior experience as demonstrated at least by A) or B) below. These are minimum conditions. Higher exemption standards will be set where Creative/Performing departments demonstrate their appropriateness to the GER 6 Working Group and EPC.

A) demonstration of an appropriate level of achievement in a creative or performing art through placement recommendation or review of portfolio, performance or audition.

B) documentation based on prior experience (Departments are requested to submit exemption procedures for Working Group and EPC review.)

1. High school transcript evidence of successful completion of two years in academic courses in one of the creative/performing arts.

2. Other documentation, provided by the student, confirming two years of participation in an organization or activity requiring an audition. Such organizations/activities may include

- a. music performance (solo, ensemble)
- b. debate/forensics (district (National Forensic League) national qualifying tournament in two separate years, two CFL national qualifying tournaments in two separate years)
- c. accredited competition resulting in juried performance, exhibition, or publication (music performance, art, creative writing, dance, theater)

Questions:

1. What artistic skills are to be developed?
2. What fundamental artistic principles are to be learned?
3. What projects or exercises are to be employed?
4. How do the projects or skills develop the appropriate experience-based understanding being considered?
5. How is the student to be evaluated?

**GER 7: Philosophical, Religious, and Social Thought: One Course:**

At the March Faculty Meeting, EPC proposed the motion below.

**Faculty Comment:**

**EPC Motion:** EPC moves that the faculty adopt the following as criteria courses must meet to satisfy GER 7:

**Definition and Elaboration of Criteria:**

The course must take a critical view of important and influential approaches to philosophical, religious, or social thought. Not only must the course deal with matters of enduring concern to human life, such as meaning, value, justice, freedom and truth, but it must also aim at cultivating reasoned analysis and judgement in students who take it. Nothing in the criteria below rule out taking seriously skepticism, relativism, subjectivism, or nihilism in philosophical, religious, or social thought. The criteria exclude courses that take for granted or merely assume the basic norms or values addressed.

For a course to satisfy GER 7, it must satisfy three distinct necessary conditions. Any course which lacked one of these would not be acceptable. Moreover, these three conditions are jointly sufficient, that is, any course which met all three conditions would be acceptable.

1. **BASIC NORMS OR VALUES:** The content of the course must address some fundamental questions about what is good, worthwhile, valuable, desirable, holy, sacred, right, just, true, beautiful, and the like in philosophical, religious, or social thought. This criterion excludes courses which address only questions of policy or specific applications. However, a course which addressed both basic questions and specific applications could satisfy this criterion.

2. **QUESTIONS OF JUSTIFICATION OF NORMS AND VALUES:** The course must address questions about how to identify and justify philosophical, religious, or social norms and values. "To justify" need mean no more than being able to show that the preponderance of the relevant reasons support one norm or value in comparison to others in a given context. This criterion excludes purely descriptive or factual courses.

3. **STUDENT ACQUISITION OF CRITICAL SKILLS:** The course must involve some systematic way to engage students in active critical analysis of evaluative and/or ethical theories, concepts, and methods of reasoning and deliberation in philosophical, religious, or social thought. This criterion excludes courses which are not designed to

ensure that students participate actively in the critical analysis of the values or norms addressed.

Questions:

1. Describe in some detail the evaluative or ethical content which will be preponderant in the course. What are the most basic or fundamental evaluative questions which will be addressed?

2. Describe briefly the methods, procedures, or techniques for examining the justification of the basic norms or values being considered.

3. What forms of opportunities for oral and written critical analysis will be offered to the students? What steps will be taken to ensure that the students participate actively in critical analysis?

4. Anticipated Enrollment per section:

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