

Summer greetings!

At the end of spring semester, Dean Ballenger appointed a faculty implementation group (FIG) to carry forward the implementation of the course unit curriculum. I was asked to chair the committee and have been working since the middle of May with George Glander, Gary Maris and Michael McFarland to map the course ahead of us. A summary of our work will be presented to Department Chairs on August 15<sup>th</sup> and to the College at our first meeting. **The following information is crucial for all faculty members in Arts & Sciences and especially for Department Chairs.**

- **A Rubrics Committee**, chaired by Camille King, is working to establish rubrics for identifying courses that will meet the various areas of the new General Education Curriculum. Committee members have been assigned curricular areas and are requesting input from multiple faculty members across the college in the effort to identify criteria judged to be the most meaningful and useful for establishing a course as one that would fulfill a particular GE requirement. Whether you are contacted directly or not, **all faculty are invited (and encouraged!) to give their input** by contacting committee members.

**Assigned Curricular Areas:**

Tom Farrell ([tjfarrell@stetson.edu](mailto:tjfarrell@stetson.edu)): Writing; Modern languages; Ethical or spiritual inquiry  
Bette Heins ([ehains@stetson.edu](mailto:ehains@stetson.edu)): Individuals, societies, and social systems; Human diversity  
Camille King ([cking@stetson.edu](mailto:cking@stetson.edu)): Creative arts and/or interpretive understanding; Historical inquiry; Health and wellness,  
Kevin Riggs ([kriggs@stetson.edu](mailto:kriggs@stetson.edu)): Quantitative reasoning; The physical and natural world; Local, national, or global justice  
Dixon Sutherland ([dsutherl@stetson.edu](mailto:dsutherl@stetson.edu)): Cultures and beliefs; Environmental responsibility

- **Implementation Process:** Departments should define their major / minor according to the course unit curriculum. They should also suggest which of their courses will meet Gen Ed requirements. This includes First Year Seminars, Junior Seminars, Foundation courses, Knowledge of Human Cultures and the Natural World courses and Personal, Social, and Environmental Responsibility courses according to the Rubrics. (Note: The Rubrics document will be presented to Department Chairs on Aug. 15<sup>th</sup>, distributed to faculty electronically on Aug. 22<sup>nd</sup> and discussed at the A & S meeting on Aug. 29<sup>th</sup>.) Gen Ed requirements are a college wide responsibility. Based on the agreed upon rubrics, departments will propose courses that meet the requirements (a 1<sup>st</sup> line of validation). The Rubrics Committee, being the most familiar with the requirements will be the 2<sup>nd</sup> line of validation – asking for clarification, determining whether or not a course – if questionable – fits or needs to be modified to come into line with other course offerings in a particular area. Recognizing the enormous amount of work involved and the coordination necessary with the curriculum committee, Phillip Lucas, as chair, will be “in the loop” at every step. The Rubrics Committee will sign off on the new curriculum and send it to the Curriculum Committee for the 3<sup>rd</sup> line of validation and then the final submission to the College.

• **Implementation Dates:**

Aug. 5th Rubrics Committee meets to summarize their findings

Aug. 11th Rubrics Committee finalizes a working document

Aug. 13th FIG / Rubrics / FWG / Dean go over document

Aug. 15th Department Chairs Meeting – presentation of Rubrics document plus other implementation matters

Aug. 20th FIG and Rubrics meet with Curriculum Committee to go over document for faculty

Aug. 22nd Rubrics distributed to Faculty

Aug. 29th College of A & S Meeting – Discussion of Rubrics

Sept. 5th College of A & S “called meeting” (additional discussion of Rubrics if needed)

**Oct. 3rd Departments submit Majors / Minors plus Gen Ed courses to fit Rubrics including First Year Seminar topics**

**Oct. 31st Departments submit Jr. Seminar topics**

We know we are pushing it! We also know that the 2008/09 school year is going to take an enormous amount of work for all of us in Arts & Sciences in order to implement the course unit curriculum with the entering class of fall 2009. Every faculty member should be looking at their course offerings and envisioning what they will offer within the new curriculum. Some courses will stay, some will be combined or altered, some will drop out and some will be brand new. Departments must redefine their major and minor within the course unit system. For the curriculum to be successful all departments must define their responsibility for Gen Ed course offerings. A basic description of the course unit curriculum follows. Should you have questions, you may address them to me ([kqueen@stetson.edu](mailto:kqueen@stetson.edu)) or any member of the Faculty Implementation Group ([glander@stetson.edu](mailto:glander@stetson.edu), [gmaris@stetson.edu](mailto:gmaris@stetson.edu), [mmcfarla@stetson.edu](mailto:mmcfarla@stetson.edu)).

Let's do it!!

Kandy Queen-Sutherland

Sam R Marks Professor of Religion

Chair, Faculty Implementation Group

## New General Education Requirements For the College of Arts & Sciences

Starting with the Fall of 2009 the College of Arts & Sciences will switch to a **course-unit system** from the current **credit-hour system**. Students in the College will be required to complete at least 32 course units to graduate. Most students in the College will take four course-units per semester. Students will be taking fewer courses than under the current credit-hour system, but the courses will have enhanced rigor, depth and student engagement.

### General Education Requirements

Beginning Fall 2009, students entering Stetson University and pursuing a Bachelor of Arts (BA) degree or Bachelor of Science (BS) degree within the College of Arts & Sciences must meet the following General Education Requirements totaling 10 course-units.

#### **Foundations** (3 units)

In these courses, students develop skills in analytical, critical, and quantitative thinking; in written and oral communication; in problem-solving as individuals and as members of groups and communities.

- Writing (1 unit)  
Only English courses numbered 121 or above meet this requirement; all students take at least one writing course at Stetson; first-year students with AP/IB credit for EH121 enroll in a more advanced composition course, to be determined by the English Department. [Existing course numbers are used here for clarity; course numbers might change in the new curriculum.]
- First-Year Seminar (1 unit)  
Seminars are capped at 16; they are designed to develop skills in writing, critical thinking, and oral communication. These courses are not meant to be introductions to specific disciplines.
- Quantitative reasoning (1 unit)  
Courses that meet this requirement develop quantitative skills. They can be taught in a range of disciplines. Students may use a course that meets a major requirement to meet the quantitative reasoning requirement, but the course cannot be used to satisfy any other general education requirement. MS101 does not satisfy this requirement.

#### **Knowledge of Human Cultures and the Natural World** (5 units)

These courses enhance students' understanding of the world, encourage them to become more reflective about their own and others' beliefs, and develop their capacities for aesthetic responsiveness and various forms of inquiry into human societies, systems, and the natural world.

At least five courses, from five of these six areas:

- Creative arts and/or interpretive understanding  
These courses foster a critical understanding of artistic expression or cultivate aesthetic responsiveness, through active engagement in the creative process or through the interpretive analysis of artistic expression.
- Cultures and beliefs  
These courses emphasize the role of cultures, traditions, and beliefs in shaping people's lives.

- **Historical inquiry**  
These courses help students understand processes of change and development across historical periods. They also familiarize students with the methods of historical inquiry.
- **Individuals, societies, and social systems**  
These courses explore the concepts and methods essential to the study of people, groups, or institutions in society.
- **Modern languages**  
These courses assist students in developing language proficiency and emphasize the role of language in culture. Only modern language courses numbered 102 or higher meet this general education requirement; students who demonstrate proficiency in 102 would meet this requirement by enrolling in a more advanced modern language course.
- **The physical and natural world**  
These courses foster a scientific understanding of natural phenomena, through the examination of major concepts, theories, and scientific methods. These courses require a laboratory experience that connects theory with observation.

Courses that could be counted towards a student's major, with the exception of collateral requirements, may not be used to fulfill a "Knowledge" area.

**Personal, Social, and Environmental Responsibility** (2 units)

Students gain a greater sense of responsibility and develop their capacities for reflection and action in their personal, professional, and public lives. These courses prepare students for active civic engagement and foster capacities for analyzing the dimensions of what they say, do, and believe. (One of these courses must be a junior seminar, described below.)

At least 2 courses, from 2 of these 5 areas:

- Environmental responsibility
- Ethical or spiritual inquiry
- Health and wellness
- Human diversity
- Local, national or global justice

**Junior Seminar**

Junior Seminars, while focused on one of the areas listed immediately above, offer integrative experiences. They invite thinking about these issues beyond the paradigms of any disciplinary approach. They build upon foundational skills—in reading, writing, thinking, and problem-solving—introduced in the first year. Here, students apply more advanced knowledge and skills to complex questions, in ways that foster the development of personal, social, or environmental understanding and responsibility. Junior seminars may also meet a major requirement. Courses are open to and suitable for majors and non-majors.

**Cultural Events/Campus Engagement**

Students participate in the intellectual and creative life on campus outside the classroom, by participating in at least three approved events for each semester of enrollment at Stetson.

**Specialized Knowledge and Skills**

Students develop deeper knowledge of at least one subject, a major. Across the disciplines, each student completes a senior project, a capstone experience that draws upon advanced understandings in the major. A major will consist of 10-12 required units. A minor will consist of 4-5 required units.