

## Committee Members

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### **AGENDA**

Meeting of the General Education Subcommittee  
Thursday, September 23, 2010 at 3:30 PM  
University Center Annex  
Room 217

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of Minutes of the March 2010 Meeting
- IV. Chair's Report
  - Report from Academic Affairs meeting
- V. Old Business
  - Research on Gen Ed courses (**Appendix C**; p.10-16)
- VI. New Business
  1. Proposal from Biology Dept (**Appendix A**; p.2-6)
  2. Proposal from English Dept (**Appendix B**; p.7-9)
  3. Student Success Committee Initiatives Discussion
  4. Discussion/Revision of Gen Ed Proposal Form and relevant Handbook Sections
- VII. Adjournment

VIII. Appendix A.

**General Education Course Proposal Form  
(revised spring 2008)**

Department: Biology Date: 9 Sept 2010

Contact Person: David Zeigler

Course Information:

Check one:  Add New Course to General Education

Add Existing Course to General Education

Revise Existing General Education Course

Delete Course from General Education

Course Prefix & Number: Current: ENV 2100 Revised: ENV 1100

Course Title: Environmental Science

Cross-listed as (Primary first): N/A

General Education curriculum section(s): (ex. III.c.4) II.C.1

Credit Hours: 3 Term(s) offered: Fall, Spring, Summer (as needed)

What is the date for this change to be put into effect? Fall 2011

New or Revised Course Description (for Deletion, Current description):

**The course description is not being changed. We are only proposing to change the course number.**

A. Rationale for General Education Proposal

**1. Indicate which goal area(s) of the program this proposal addresses.**

Area 1: Communication

Area 2: Critical Thinking

Area 3: Problem Solving

Area 4: Mathematics

Area 5: Technology

Area 6: Arts, Literature, History, & Ideas

Area 7: Individual & Society

Area 8: Science & Nature

Area 9: Lifelong Learning

Area 10: Health & Wellness

Area 11: Social Responsibility

Area 12: Diversity

Area 13: Values and Ethics

**2. For the items below, attach pages as needed:**

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

**3. Attach proposed General Education Course Syllabus.**

- o The syllabus must include:
  - 1. a list of the General Education Goals and Objectives addressed in the course, and
  - 2. a plan for assessing the General Education Goals and Objectives.

o **SEE ATTACHED SYLLABUS**

**Required Signatures:**

	Signature	Date
<b>Department Chair</b>		
<i>Department vote**:</i>	<i>#for: 17    #against: 1    #abstain:0</i>	March 2010
<b>General Education Chair</b>		
<i>General Education vote**</i>	<i>#for:            #against:            #abstain:</i>	
<b>Curriculum Chair:</b>		
<i>Curriculum vote:</i>	<i>#for:            #against:            #abstain:</i>	
<b>Academic Affairs Chair</b>		
<i>Academic Affairs vote:</i>	<i>#for:            #against:            #abstain:</i>	
<b>Faculty Senate Chair</b>		
<i>Faculty Senate Vote:</i>	<i>#for:            #against:            #abstain:</i>	

**ENV 2100 – ENVIRONMENTAL SCIENCE  
LECTURE AND READING SCHEDULE  
FALL 2010**

**A. N. ASH, ROOM 2225 SCIENCE BLDG., EXT. 6418, Andy.Ash@uncp.edu**

LECTURE AND READING SCHEDULE

<b>Week Beginning</b>	<b>Lecture Topic</b>	<b>Text Chapters</b>
18-Aug-2010	Introduction; Scientific Method; Foundations of Environmental Science;	1
23-Aug-2010	Environmental Ethics and Economics	2
30-Aug-2010	Environmental Policies	3
6-Sep-2010	<b>Labor Day Holiday, Exam # 1, Chemistry to Energy to Life</b>	4
13-Sep-2010	Evolution, Biodiversity, and Populations	5
20-Sep-2010	Evolution, Biodiversity, and Populations; Species Interactions and Community Ecology	5 & 6
27-Sep-2010	<b>Exam # 2, Environmental Systems and Ecosystems Ecology</b>	7
4-Oct-2010	Human Population	8
11-Oct-2010	Human Population, <b>FALL BREAK</b>	8
18-Oct-2010	<b>Exam # 3, Biodiversity and Conservation Biology</b>	11
25-Oct-2010	Land Use Management	12
1-Nov-2010	Urbanization; <b>Exam # 4</b>	13
8-Nov-2010	Freshwater Resources	15
15-Nov-2010	Marine and Coastal Systems	16
22-Nov-2010	Marine and Coastal Systems, <b>Thanksgiving Holiday</b>	16
29-Nov-2010	Global Climate Change	18
6-Dec-2010	<b>FINAL EXAM WEEK –Your exam is Tuesday, 7 December at 10:45 AM</b>	

**Lecture Text:** Withgott, Jay and Scott Brennan. 2008. **Environment: The Science Behind the Stories. 3<sup>rd</sup> Edition.** Pearson Benjamin Cummings.

## COURSE DESCRIPTION

A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Successful completion of this course satisfies the three credit hours of the natural science requirement of the General Education curriculum, but does not fulfill a biology major elective.

## COURSE OBJECTIVES

As a part of the General Education curriculum, this course assists with development of critical thinking and problem solving skills as well as providing a general knowledge of principles and concepts that assist with understanding and appreciation of the world around us.

Students completing this course should be able to:

- have a better understanding of the intricate interconnections within the natural world
- have a clear understanding of the importance of the major environmental problems affecting the biosphere, together with possible solutions
- have improved critical thinking skills regarding current environmental issues
- be able to demonstrate a knowledge of the purpose, methods, and principles of scientific inquiry
- possess knowledge regarding the effects of human expansion and/or technology upon the physical and human environment

## POLICIES CONCERNING WORK FOR GRADE

Class attendance is expected and will be monitored. No matter what the cause, an absence from class does not relieve the student from any course requirement.

**Students are allowed two weeks of absence from any class (for a MWF class, the student may miss 6 class periods; for a MF or TR class, the student may miss 4 class periods). If the student misses lecture in excess of the allowed periods, 2 points will be deducted from the student's final average for each excessive absence. Absence is defined as not being in the classroom when roll is called. Exiting the classroom before**

**class is over will be interpreted as absence unless the instructor is consulted before class starts. There is no such thing as an excused absence.**

Exams will be given according to the syllabus and will be comprised of any of the following types of questions: true-false, matching, multiple choice, fill-in-the-blank, diagrams, tables, graphs or discussion. Make-up of a single missed scheduled exam will only be allowed for reasonable excuses and will only be given on reading day at the end of the semester. Missing two scheduled exams will result in an incomplete and the tests must be made up the following semester. Students are responsible for being aware of any changes in dates of scheduled exams or any other administrative announcement made during lectures missed by the student. Provisions of the Honor Code of UNC Pembroke are in effect at all times for this class. Read your Honor Code and be aware of its implications.

<b>Your performance will be evaluated as follows:</b>	
First hour test . . . . .	20%
Second hour test . . . . .	20%
Third hour test . . . . .	20%
Fourth hour test . . . . .	20%
Final exam . . . . .	20%

<b>Final letter grades will be assigned as follows:</b>	
Final average 90-100	A
Final average 88-89	B+
Final average 80-87	B
Final average 78-79	C+
Final average 70-77	C
Final average 68-69	D+
Final average 60-67	D
Final average < 60	F

**STUDENTS WITH DISABILITIES**

**Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first class week) as possible. All discussions will remain confidential.**

This syllabus is available in alternative formats upon request. Please contact Mary Helen Walker, Disability Support Services, Career Services Center, 521-6270.

**Appendix B.**

**General Education Course Proposal Form  
(revised Fall 2009)**

Department: English & Theatre Date: 23 August 2010

Contact Person: Karen Helgeson

Course Information:

Check one:  Add New Course to General Education  
 Add Existing Course to General Education  
 Revise Existing General Education Course  
 Delete Course from General Education

Course Prefix & Number: ENG 2040

Course Title: Mythology of All Peoples

Cross-listed as (include all course prefixes): \_\_\_\_\_

General Education curriculum section(s): (ex. III.c.4) IV. Gen Ed Program Electives

Credit Hours: 3 Term(s) offered: N/A (no longer offered)

What is the date for this change to be put into effect? asap

New or Revised Course Description (for Deletion, Current description):

Current description:

A study of mythic modes, motifs, and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

**A. Rationale for General Education Proposal**

**ENG 2040 Course Deletion Rationale:**

This course has not been offered for several years and, most likely, will not be offered any time in the foreseeable future. The Curriculum Committee approved unanimously the ENG 2040 Course Deletion Proposal submitted at the meeting of that committee on 2 September 2010. Deleting ENG 2040 from the General Education Program Electives will provide a more accurate record of the courses that are taught in the English & Theatre Department and that are available for Gen. Ed. credit.

**1. Indicate which goal area(s) of the program this proposal addresses.**

- Area 1: Communication
- Area 2: Critical Thinking
- Area 3: Problem Solving
- Area 4: Mathematics
- Area 5: Technology
- Area 6: Arts, Literature, History, & Ideas
- Area 7: Individual & Society

- \_\_\_ Area 8: Science & Nature
- \_\_\_ Area 9: Lifelong Learning
- \_\_\_ Area 10: Health & Wellness
- \_\_\_ Area 11: Social Responsibility
- \_\_\_ Area 12: Diversity
- \_\_\_ Area 13: Values and Ethics

**2. For the items below, attach pages as needed:**

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

**4. Attach proposed General Education Course Syllabus.**

The syllabus must include:

- 1. a list of the General Education Goals and Objectives addressed in the course, and
- 2. a plan for assessing the General Education Goals and Objectives.

See sample template for the first page of the syllabus

**Required Signatures:**

	Signature	Date
<b>Department Chair(s)* [for cross-listed courses all department chairs must sign]</b>		
<i>Department vote**: [for all cross-listing departments]</i>	<i>#for: 32 #against: 0 #abstain: 1</i>	19 April 2010
<b>General Education Chair</b>		
<i>General Education vote***</i>	<i>#for:        #against:        #abstain:</i>	
<b>Curriculum Chair:</b>		
<i>Curriculum vote:</i>	<i>#for:        #against:        #abstain:</i>	

<b>Academic Affairs Chair</b>		
<i>Academic Affairs vote:</i>	<i>#for:</i>	<i>#against:</i> <i>#abstain:</i>
<b>Faculty Senate Chair</b>		
<i>Faculty Senate Vote:</i>	<i>#for:</i>	<i>#against:</i> <i>#abstain:</i>

**Supplemental Signatures (indicating proposal review):**

Other Affected Dept Chair(s)(Name & Dept/Program)

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## Appendix C. Research on General Education Courses

### Does “General Education” stand for “Liberal Arts” education at UNC Pembroke?

A Discussion Document prepared for the General Education Subcommittee  
of the Academic Affairs Committee of the Faculty Senate of The UNC Pembroke  
prepared by James W. Robinson

February 2010

From reading the catalog, scouring SACS documents, searching the UNC GA website, and surveying the catalogs of our 16 sister UNC schools the answer to the question, “does ‘General Education’ stand for ‘Liberal Arts’ education at UNC Pembroke,” is yes. Here are the resources that lead me to believe this. (Main Points are in green, supporting material is in black)

1. First, I needed to refresh my understanding of “liberal arts” and make sure that we have a common understanding of the term among us before we look at the other material. Here are three dictionary definitions of “liberal Arts”:

- “the academic course of instruction at a college intended to provide general knowledge and comprising the arts, humanities, natural sciences, and social sciences, as opposed to professional or technical subjects.” (Dictionary.com @<http://dictionary.reference.com>)
- “Academic disciplines, such as languages, literature, history, philosophy, mathematics, and science, that provide information of general cultural concern: ‘The term “liberal arts” connotes a certain elevation above utilitarian concerns. Yet liberal education is intensely useful’ (George F. Will).” (The American Heritage® Dictionary of the English Language, Fourth Edition)
- “The areas of learning that cultivate general intellectual ability rather than technical or professional skills. *Liberal arts* is often used as a synonym for [humanities](#), because literature, languages, history, and philosophy are often considered the primary subjects of the liberal arts. The term *liberal arts* originally meant arts suitable for free people (*libri* in [Latin](#)) but not for slaves.” (The American Heritage® New Dictionary of Cultural Literacy, Third Edition)

2. Besides “Academic Content and Skills” divisions which match most definitions of “Liberal Arts” Divisions, the UNCP Vision Statement connects to General Education with the phrase “. . . Working from a strong foundation in the liberal arts . . .” and the UNCP Core Values Statement Connects to General Education through Core Value #3: “The value of a liberal arts foundation as the basis of self-realization and lifelong learning.”

3. Additionally, SACS Core Requirement 2.7.3 clearly links “general education” to “liberal arts” and also clearly discourages the inclusion of courses that “narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.” Here is the precise wording of that Core Requirement:

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. **These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.** If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

SOURCE: ” The Principles of Accreditation: Foundations for Quality Enhancement.”  
Commission on Colleges  
Southern Association of Colleges and Schools. Decatur, Georgia @ [www.sacscoc.org](http://www.sacscoc.org)

[Emphasis, bolding, and underscoring is mine]

**The manual which intends in helping schools interpret this CORE REQUIREMENT provides the following supplementary information:**

Rationale and Notes:

This Core Requirement establishes five key principles regarding general education courses:

- General education courses are college-level
- General education courses present a breadth of knowledge to promote intellectual inquiry
- General education is based on a coherent rationale
- Each course or experience is evaluated within the institution’s overall rationale for general education
- The general education component constitutes a minimum number of semester hours

It is essential to understand the general education component of the degree program within the context of the institution’s mission and within the expectations of a collegelevel institution. Through general education, students encounter the basic content and methodology of the principal areas of knowledge: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. Courses in these areas introduce a breadth of knowledge and reinforce cognitive skills and affective learning opportunities for each student. It is important that institutions rely on their curricular reviews to determine the appropriateness of each course for inclusion in the general

education offerings. (See also the discussion for CS 3.4.10.)

**Note:** The Commission's standing interpretation is that a course in basic composition or in oral communication may not be used as the sole designated course in humanities/fine arts.

Relevant Questions for Consideration:

- What evidence is found of an institutional rationale for general education that serves as the basis for including selected courses?
- How does the institution ensure that the student's breadth of knowledge acquired through the general education component of the degree program is sufficient and appropriate to its mission?
- By what measures does the institution ensure that general education represents a substantial component of the undergraduate degree program?
- What process is used to ensure that general education courses address the goals of the general education component?
- What criteria does the institution use to assure that the required skill level meets collegiate standards?
- Do all degree programs include at least one course from the three required areas of study?

Sample Documentation:

- Description of and rationale for general education
- Documentation of the institution's procedure for selecting courses that meet general education requirements
- Catalogs and other program publications that consistently describe the general education requirements
- Documentation that general education courses incorporate student learning outcomes associated with general education
- Documentation on exceptions and policies and procedures for the transfer of general education courses

**Source:** "RESOURCE MANUAL FOR THE PRINCIPLES OF ACCREDITATION:

FOUNDATIONS FOR QUALITY ENHANCEMENT," *Southern Association of Colleges and Schools Commission on Colleges* Decatur, Georgia found at [www.sacscoc.org](http://www.sacscoc.org)

4. The "Articulation Agreement" between UNC and NC Community Colleges is the only document the I found that details what "General Education" means within the UNC system. This document clearly indicates that "General Education" is "liberal arts" education.

**2. Definition of the 44-hour General Education Core** The associate in arts and associate in science degree programs in the North Carolina Community College System require a total of 64-65 semester hours credit for graduation (see Appendix F). Within the overall total, the community college system and the university have developed a general education core component. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The general education core includes study in the areas of English composition, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within the core, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution. The semester hours credit (SHC) distribution of the general education core is as follows:

**English Composition (6 SHC)**

Two English composition courses are required.

**Humanities/Fine Arts (9-12 SHC)**

Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. At least one course must be a literature course. (3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.)

**Social/Behavioral Sciences (9-12 SHC)**

Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

**Natural Sciences/Mathematics (14-20 SHC)**

*Natural Sciences* (8 SHC): At least two courses, including accompanying laboratory work, must be selected from among the biological and physical science disciplines. (A minimum two-course sequence from general biology, general chemistry, or general physics is required for the AS.) *Mathematics* (6 SHC): At least one introductory mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other unit may be selected from among other quantitative subjects, such as computer science and statistics for the AA. The AS requires one course at the precalculus algebra level or above; the other course(s) must be higher level mathematics or may be selected from among other quantitative subjects such as computer science and statistics. The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being appropriate as part of a general education core. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students are directed to the pre-majors for specifics regarding courses and distribution (see Appendix F). The general education core component, if completed

successfully by a student with a grade of "C" or better in each course, shall be portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree. Under special circumstances, a university may choose to accept additional credit hours.

**SOURCE:** “COMPREHENSIVE ARTICULATION AGREEMENT BETWEEN THE UNIVERSITY OF NORTH CAROLINA AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM” Approved by the Board of Governors of The University of North Carolina and the State Board of the North Carolina Community College System September 2008 (revised) Originally published

5. **Of the 17 schools in the UNC system, only one (Western Carolina) deviates from the “liberal arts” tradition. Western Carolina University includes business, criminal justice, education, and physical therapy courses in its general education curriculum.**

**Do other universities similar to UNC Pembroke maintain or deviate from the “liberal arts” tradition. My review of the catalogs of our 18 peer institutions across the United States lead me to believe that some do and some don’t. Ten of the 18 appear to have traditional “liberal arts” oriented General Education, while 8 deviate—some just a little and some a lot. Here they are:**

### **Ten (10) Peer Institutions have Traditional Liberal Arts GEN ED Programs**

[Austin Peay](#) – Traditional Liberal Arts GEN ED Program

[East Stroudsburg University of Pennsylvania](#)– Traditional Liberal Arts GEN ED Program

[Nicholls State University \(LA\)](#) – Traditional Liberal Arts GEN ED Program

[Northwest Missouri State University](#)– Traditional Liberal Arts GEN ED Program

[Radford University \(VA\)](#) – Traditional Liberal Arts GEN ED Program

[Salisbury University \(MD\)](#) – Traditional Liberal Arts GEN ED Program

[Shippensburg University of Pennsylvania](#)– Traditional Liberal Arts GEN ED Program

[The University of Tennessee - Martin](#)– Traditional Liberal Arts GEN ED Program

[University of North Alabama](#)– Traditional Liberal Arts GEN ED Program

[Western Connecticut State University](#)– Traditional Liberal Arts GEN ED Program

### **Eight (8) Peer Institutions have Non-Traditional GEN ED Programs**

[California State University - Stanislaus](#)—Includes a limited number of non-liberal arts courses in Gen Ed

GEN ED CATAGORIES With non-liberal arts courses:

**Social, Economic, and Political Institutions and Human Behavior (Contains Business and Nursing Classes)**

**Individual Resources for Modern Living** (Contains Business and Nursing Classes)

[Morehead State University \(KY\)](#) --Includes a limited number of non-liberal arts courses in Gen Ed

GEN ED CATEGORIES With non-liberal arts courses:

**Practical Living** (Contains Business and Nursing Classes)

[Northeastern State University \(OK\)](#) --Includes a BUSINESS Category in Gen Ed with 3000 level courses

**Business & Technology** (3000 Level Information Systems and Technology Classes)

[Pittsburg State University \(KS\)](#)

**Personal and Social Well-Being:** ( BUSINESS subcategory contains the following courses: Personal Finance and Ethics, Social Responsibility & Sustainability; **LEADERSHIP SKILLS** subcategory contains the following course: Principles of Leadership)

[Plymouth State University \(NH\)](#) – incorporates a wide variety of Business, Criminal Justice and Social Work classes across its GEN ED curriculum.

[Southern Oregon University](#)--- incorporates a wide variety of Business & Criminal Justice classes across its GEN ED (University Studies) curriculum.

[SUNY College at Fredonia](#)—Includes Business, (Mass) Communication and Education Classes under its “Social Science” Category of its GEN ED (College Core Curriculum), but only allow 3 Hours to be taken from these.

[Westfield State College \(MA\)](#)

**SOCIAL SCIENCE SECTION: Social Understanding** subcategory contains courses in Mass Communications, Criminal Justice, and Education),

**DIVERSITY SECTION:** contains courses in Mass Communications, Criminal Justice, Management and Education),

**A number of questions arise from the current exploration:**

- 1) **How do we determine that a course fits within this “liberal arts” tradition?**
- 2) **Do we wish to continue the “liberal arts” tradition of “General Education” at UNC Pembroke?**
- 3) **If we wish to deviate from the “liberal arts” tradition of “General Education,” is it our role to change direction through a course by course inclusion of courses outside that tradition or does the entire structure of “General Education” at UNC Pembroke need to be reviewed and updated?**
- 4) **If the tradition of “liberal arts” General Education at UNC Pembroke should not be broken by the course by course inclusion of courses outside that tradition, is the General Education Sub-Committee the appropriate group to review and update the overall focus of General Education at UNC Pembroke. The current Faculty Handbook has this to say about that:**

### **6-10.B.2 General Education Program Changes**

Revisions to the General Education Program may include policy changes or content

alterations. Policy changes may be suggested by anyone to the General Education Subcommittee, or may be referred to it from some other faculty governance body. Recommendations for General Education Program

policy changes are forwarded from the General Education Subcommittee to the Academic Affairs Committee.

**Article VI, Section 4 of the Senate By-laws states:**

The General Education Subcommittee shall review the established/published goals of the General Education Program to ensure their concurrence with the University mission; review proposed changes in the General Education requirements for policies to ensure their concurrence with established program goals; and consider other matters referred to it.

**It appears that the General Education Sub-Committee is responsible for starting this process.**

- 5) Since we have the authority to begin this process, what is the desire of the Sub-Committee? Do we wish to do this? If we do, how do we structure the conversation so that we get input from the entire faculty before we send a recommendation up to Academic Affairs?**